2026-2027 STUDENT HANDBOOK

Accredited by the Accrediting Bureau for Health Education Schools (Institutional)
Certified to Operate by the State Council of Higher Education for Virginia
Approved by the Virginia Board of Nursing
The Associate Nursing Program at Standard Healthcare Services College of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN)
Standard College is a participating institutional member with NC-SARA.

STANDARD HEALTHCARE SERVICES COLLEGE OF NURSING

(703) 891-1787
www.standardcollege.edu
8230 Leesburg Pike, Suite 500
Vienna, VA 22182

TABLE OF CONTENT

WELCOME 13

CONTACT INFORMATION 14

APPROVALS, CERTIFICATIONS, AND ACCREDITATION 15

CATALOG/HANDBOOK 16

- Date Of Printing 16
- Revision Of Catalog/Handbook 16

ABOUT STANDARD COLLEGE 17

- Historical Background 17
- Statement of Ownership 19
- Mission Statement 19
- Vision 19
- Philosophy 19

CALENDAR/SCHEDULES 21

- School Calendar 21
- Program Schedules/Timelines 21
  - *Practical Nursing Program Schedule:* 21
    - Clinical Schedule/Sites 21
    - Skills Lab 22
  - *LPN to RN Transition Program Schedule:* 22
    - Clinical Practicum 23
    - Skills Lab 23
    - Secondary Location: Skills Lab & On-Campus Examinations 23
    - Secondary Facility Address 23
    - Parking 24

FINANCES 25

- Tuition And Fees 25
  - *Total Cost - Practical Nursing Program* 25
  - *Total Cost - LPN to RN Transition Program* 26
- Additional Fees 27
  - *Repeat Course Fees* 27
  - *HESI LPN to ADN Entrance Exam* 28
  - *Fundamental Nursing Skills & Concepts Validation Course* 28
- Refund Policy/ Cancellation 28
  - *Procedure to Withdraw:* 28
    - Practical Nursing Program 29
    - LPN to RN Transition Program 29
- Financing Options For College Tuition Costs 30
  - *Tuition Payment Plan* 30
    - Practical Nursing Program 30
      - Delinquent Tuition Account 30
    - LPN to RN Transition Program 31
      - Delinquent Tuition Account 31
  - *Scholarship Opportunities* 31
  - *Private Educational Loans* 32
  - *What are the differences between federal and private student loans?* 32
  - *Employer Tuition Assistance* 32
  - *Private Lenders* 33

FEDERAL FINANCIAL AID 34
General Eligibility Requirements for Federal Financial Aid 34
Cost of Attendance 34
Direct Costs 35
Tuition and Fees 35
Supplies 35
Indirect Costs 35
Transportation 35
Miscellaneous Personal Expenses 35
Living Expenses: Food and Housing Allowance for Students 35
Fees for Federal Student Loans 35
Dependent Care Costs 36
2026-2027 Cost of Attendance 37
Practical Nursing Education Program 37
Full Time Students 37
3/4 Time Students 37
LPN to RN Transition Program (A.A.S. in Nursing) 38
Full Time Students 38
Financial Aid Data 39
Federal Return Of Title IV Funds Policy 39
PRACTICAL NURSING PROGRAM 39
LPN TO RN TRANSITION PROGRAM (CREDIT -HOUR PROGRAM) 41
Financial Aid Code of Conduct 42
Standard College Responsibilities Regarding Financial Aid 42
Responsibilities of Standard College Officers, Employees, and Agents 43
Reporting Violations of This Policy 43
Drug and Fraud Conviction Eligibility 44
Title IV Fraud 44

SATISFACTORY ACADEMIC PROGRESS 45
Minimum Standards 45
Practical Nursing Program 45
LPN to RN Transition Program 45
Maximum Time Frame Requirement 46
Transfer Credits 46
Pass/Fail Grades 46
Incomplete Courses 47
Repeated Courses 47
Withdrawals 47
Consequence of Failing to Maintain Satisfactory Academic Progress 48
Appeal 49
Regaining Satisfactory Academic Progress 49
Regaining Financial Aid Eligibility 49
Basic Principles of Financial Aid 49
Academic/Federal Student Aid Approved Leave of Absence Leave of Absence 50
Academic/ FSA Approved Leave of Absence and Return of Title IV Funds 50
How are the student financial aid/title IV funds handled during an FSA approved Leave of Absence? 51
Consequences of failing to return from an FSA approved Leave of Absence 51
Academic/ FSA Approved Leave of Absence Process 51
Withdrawal from the Program (Official) 52
Withdrawal from the Program (Unofficial) 52
Consequences of a Leave of Absence or Withdrawal on Repayment of Student Loan 53

PRACTICAL NURSING PROGRAM 54

ADMISSIONS 54

Admission Requirements 54
After Admission 54
Admission Process 56
Practical Nursing Program Requirements 56
Admission Decisions 56
Provisionally admitted into the program 56
Formally admitted into the program 57
Deferral Policy 57
Wait List Policy 57
Denial of Admission 57
Application Fee Policy 59
Entrance Exam 59
High School Academic Qualifications 59
Official High School Transcript 59
Recognized equivalents of a high school diploma 60
Foreign High School Diploma Policy 60
Prior Criminal or Disciplinary Incident 60
Essential Functions of the Program 60

PRACTICAL NURSING PROGRAM 62

ACADEMICS 62

Program Overview 62
Mission Statement 62
Program Outcomes/Objectives 62
Credential Awarded 62
Curriculum Overview 63
Program Student Learning Outcomes 63
Program Delivery Method 63
Technology Requirements 64
Populi 64
Technical requirements: What you need to use Populi 64
Broadband Internet 64
A modern, updated web browser 65
PC or Mac 65
Mobile browsers 65
Other common applications 65
Monitor 65
Student Evaluation 65
Teaching/Evaluation Methods 66
Program Components 67
Master Curriculum Plan 68
Course Descriptions 69
HCE 120 Human Science – Anatomy & Physiology/Medical Terminology 69
LPN 210 Foundations of Nursing - Skills & Concepts 69
HCE 140 Pharmacology 69
LPN 220 Adult Health/ Medical-Surgical Nursing - Skills and Concepts 69
LPN 250 Mental Health Nursing - Skills and Concepts 70
LPN 230 Maternal-Newborn Nursing - Skills and Concepts 70
LPN 260 Pediatric Nursing - Skills and Concepts 70
LPN 360 PN-Integrated Nursing Concepts 70
LPC 100 Clinical Practicum I 70
LPC 300 Clinical Practicum II 71
LPC 310 Clinical Practicum III 71

PRACTICAL NURSING PROGRAM 72

ACADEMIC POLICIES 72

ACADEMIC PROGRESSION 72
Failing a Course 72
Failure to meet Standards of Satisfactory Academic Progression 73
Academic Warning/Probation/Dismissal 73
Due Process 74
Appeals 74
Administrative Break 74
Repeating a Course 74
RETURN TO PROGRAM PROCESS 75
GRADING POLICY 76
Explanation of Grades 76
Incomplete Grades 76
Clinical Grades 76
COURSE SYLLABUS 76
GRADUATION/PROGRAM COMPLETION REQUIREMENTS 77
RECOGNITION OF ACADEMIC ACHIEVEMENT 77
Honor Role 77
Highest Honor Role (Valedictorian) 77

LPN TO RN TRANSITION PROGRAM 78

ADMISSIONS 78

ADMISSION REQUIREMENTS 78
OFFICIAL HIGH SCHOOL TRANSCRIPT 79
AFTER ADMISSION 79
ADMISSION PROCESS 80
PHASE I 80
PHASE II 80
PRIOR CRIMINAL OR DISCIPLINARY INCIDENT 81
ADMISSION DECISIONS 81
Provisionally admitted into the program 82
Formally admitted into the program 82
DEFERRAL POLICY 82
WAIT LIST POLICY 82
DENIAL OF ADMISSION 82
ESSENTIAL FUNCTIONS OF THE PROGRAM 84

LPN TO RN TRANSITION PROGRAM 85

ACADEMICS 85

PROGRAM OVERVIEW 85
MISSION STATEMENT 85
PROGRAM DESCRIPTION 86
CURRICULUM OVERVIEW 86
PROGRAM OUTCOMES/OBJECTIVES 86
PROGRAM LEARNING OUTCOMES 86
PROGRAM DELIVERY METHOD 87
TECHNOLOGY REQUIREMENTS 87
Populi 87
Technical requirements: What you need to use Populi 88
Broadband Internet 88
A modern, updated web browser 88
PC or Mac 88
Mobile browsers 88
Other common applications 89
Monitor 89
STUDENT EVALUATION 89

Teaching/Evaluation Methods 89
Program Components 90
Master Curriculum Plan 91
Course Descriptions 92
NUR 102 Transitions In Nursing Practice 92
HLT 103 Pharmacology For Nurses 92
NUR 202 Adult Health/Medical-Surgical Nursing I 92
NUR 202C Clinical Practicum I: Chronicity 92
NUR 302 Adult Health/Medical-Surgical Nursing II 93
NUR 302C Clinical Practicum II: Acute/Complex Care/Community 93
NUR 203 Psychiatric Mental Health Nursing 93
NUR 203C Clinical Practicum III: Mental Health Nursing 93
NUR 303 Maternal-Newborn-Pediatric 94
NUR 303C Clinical Practicum IV: Maternal-Child Clinical 94
NUR 400 Community-Based Nursing 94
NUR 402 Introduction To Nursing Management And Leadership 94
NUR 403 Integrated Concepts 95

LPN TO RN TRANSITION PROGRAM 96

ACADEMIC POLICIES 96

Academic Progression 96
Failing a Course 96
Failure to Meet Standards of Satisfactory Academic Progression 97
Academic Warning/Probation/Dismissal 97
Due Process 97
Appeals 98
Administrative Break 98
Repeating a Course 98
Return to Program Policy 98
Grading Policy 99
Explanation of Grades 99
Incomplete Grades 99
Clinical Grades 100
Course Syllabus 100
Program Completion/Graduation Policy 100
Recognition of Academic Achievement 101
Honor Role 101
Highest Honor Role (Valedictorian) 101

PRACTICAL NURSING AND LPN TO RN TRANSITION PROGRAM 102

OTHER ACADEMIC POLICIES 102

Verification of Student Identity in Distance Education Courses 102
Student Conduct, Privileges, Rights, And Responsibilities 102
Students Rights, Privileges, and Responsibilities 103
Professional Behavior 103
Code Of Honor 104
Code of Conduct 104
Disciplinary Action 105
Due Process 106
Appeals 107
Student Complaint/Grievance Policy 107
Step One 108
Step Two 108
Step Three 108

Retaliation Policy 108
SARA Student Complaint Process 109
SARA Virginia State Portal Entity Contact Information 109
Program Curriculum Information: Watching Pre-Recorded Videos Prior To Course Lecture 110
Student Online Classroom Code of Conduct & Professional Behavior 110
ON-CAMERA & PROFESSIONALISM DURING COURSE LECTURES 111
On-Camera Requirements: 111
Professionalism: 111
Acknowledgement: 112
Electronic-Book (E-book) Policy 112
Attendance Policy 112
Attendance Process 112
Number of Permissible Absences in the Practical Nursing Program: 113
Number of Permissible Absences in the LPN to RN Transition Program: 113
Make-Up Day Procedures 114
Withdrawal from the Program 114
Last Date of Attendance 114
Tardiness 114
Clinical Attendance Policy- Practical Nursing Program 115
Clinical No Call- No Show Policy 115
Clinical Attendance Policy- LPN To RN Transition Program 116
Clinical No Call- No Show Policy 116
Transcript Release Policy 117
Official Transcript Requests 117
Transcript Holds and Financial Obligations 117
Sworn Statement Or Affirmation For Nursing Students 118
Out Of State Professional Licensure Requirements 119
Standard College Disclosure for Professional Licensure or Certification 119
Release Of Information 122
Academic Integrity Policy 122
Disciplinary Policy 122
Appeal of a Disciplinary Decision 123
Request to Return to Program after a Suspension 123
Test-Taking Policy 123
Grounds for Dismissal or Cancellation of Exam Results 126
Missed Exam Policy 126
Testing Accommodations 127
Standardized/Achievement Testing 127
Preparing for success on Standardized/Achievement Exams 127
Standard College - Examsoft & Examplify 128
System Requirements 128
Practice Exams 128
Troubleshooting 128
Exam Conflicts 128
Exam information 129
ExamSoft Privacy Policy 129
Late Assignments 129
Auditing A Course 129
Effects of Audit on Grades, Progression, and Status 129
Transfer Of Credit Policies 130
Practical Nursing Program 130
LPN to RN Transition Program 130
Definition of Clock Hour 130
Definition of Credit Hour 130
Foreign Transcripts 130

Articulation Agreements 131
COPYRIGHT INFRINGEMENT POLICY 132
Penalties for violation of Federal Copyright Laws 133
HAZING POLICY 134
Definitions 134
Notification of Policy 134
College Guidelines 134
I. Hazing 134
Definition of Hazing 135
II. Location 136
III. Consent 136
Reporting 136
Investigation 137
I. Individual & Organization Responsibility 138
II. Retaliation 138

PRACTICAL NURSING AND LPN TO RN PROGRAM 140

NON-ACADEMIC POLICIES 140

LEARNING AND TECHNOLOGY RESOURCES 140
Elsevier Edge Resources 140
ProQuest Database 140
Online Library 140
On-Campus Reference Library 141
BREAKS 141
CELL PHONE POLICY 141
RECORDING POLICIES 142
Classroom 142
Clinical Site 142
Campus 142
PHOTOGRAPHY POLICY 142
DRESS CODE POLICY 142
Class /Skills lab 142
Clinical 142
Uniform 143
Personal Appearance 143
INCLEMENT WEATHER POLICY 143
Class attendance 143
Clinical Attendance 143
Cancellation or Changing of Class or Clinical Experience 144
ON-CAMPUS PARKING 144
CLINICAL PARKING 144
PHYSICAL LOCATION POLICY DISCLOSURE 144
STATE-BY-STATE CONSUMER CONTACT LIST 145
ATTESTATION POLICY 150
Purpose 150
Policy 150
OUT OF STATE PROFESSIONAL LICENSURE POLICY 151
PRACTICAL NURISNG PROGRAM INSURANCE POLICY 152
LPN TO RN TRANSITION PROGRAM INSURANCE POLICY 152
Professional Liability Insurance 152
NOTIFICATION OF CHANGE 153
LOSS AND LIABILITY /RISK MANAGEMENT 153
Loss and Liability 153
Risk Management 153
Communicable Disease 153

DRUG-FREE/ALCOHOL-FREE/SMOKE-FREE/TOBACCO-FREE POLICY 154
TRANSCRIPTS 155
STUDENT CONSUMER INFORMATION POLICY 155
Student Consumer Information Notice 156
STUDENT PRIVACY & CONFIDENTIALITY 156
Family Educational Rights And Privacy Act – FERPA 156
Access to Education Records 157
Amendment of Education Records 157
Disclosure of Education Records 158
School Official 158
Seeks or Intends to Enroll 158
Directory Information 159
Dependent Student 159
Other Exceptions 160
Annual Notification of FERPA Rights 160
Complaints of Alleged Violations of FERPA 160
Additional Information 161
Questions 161
STANDARD COLLEGE'S COVID-19 VACCINE POLICY 161
Participation at Clinical Facilities 162
Religious Exemption 162
How to Apply for a Religious Exemption 162
Assessment of Religious Exemption Request 162
Medical Exemption 163
How to Apply for a Medical Exemption 163
Assessment of Medical Exemption Request 163
Granting an Exemption 163
CAMPUS SECURITY AND SAFETY 164
Clery Act Policy Statement 164
Crime Reporting Geography and Availability 165
Timely Warnings and Emergency Notifications 165
Victims' Rights, Options, and Resources 165
Prevention Education 165
Student and Employee Rights 165
Disciplinary Proceedings 166
Reporting a Crime 166
When to Use the Non-Emergency Number 166
Hearing or speech impaired callers 166
Keeping You Safe 167
Campus Security 167
Access to Campus Buildings and Maintenance of Campus Facilities 167
On Campus Monitoring and Maintenance 167
Firearms/Dangerous Weapons and Materials Policy 168
Violence in the workplace 168
Sexual Harassment And Sexual Assault Policy 168
Definition of Sexual Harassment 168
Sexual Harassment and Sexual Assault Procedures 169
Sex Offender Registry and Access to Related Information 169
If Sexual Assault Happens to You 169
Medical Care 169
Educational Programs About Sexual Assault and Related Issues 170
Mandatory Reporting of Child and Elder Abuse 170
Title IX Coordinator 170
Non-Retaliation Policy 171
EMERGENCY PREPAREDNESS PLAN 171
Risk Assessment and Planning 171

Emergency Policies and Procedures 172
Evacuation Procedures 172
Shelter-in-Place Procedures 172
Accountability and Tracking 172
Communication Plan 172
Instructional Continuity Plan 172
Responsible Persons 173
Training and Testing 173
Emergency Response Procedures 173
Violent Incident 173
Bomb Threat 173
Hazardous Materials 173
Suspicious Person 174
Suspicious Package 174
Fire 174
Emergency Medical – 174
REMAIN CALM and CALL FOR HELP. 174
Power Outage 174
Severe Weather/Tornado Safety 174
Computer/Internet safety 175
Continuous Review 175
CLINICAL LAB AND SKILLS LAB SAFETY POLICY 175
Introduction 175
General Guidelines 175
Skills Learning Lab Guidelines (SLL) 176
Skills Learning Lab Safety 176
Medication/Fluid Administration 176
Electrical Safety 177
Physical Safety 177
Clinical Site Safety 177
CLINICAL PRACTICUM 178
Required Documents 178
CODE OF ETHICS 178
American Nurses Association Code of Ethics 178
CLINICAL PRACTICE BEHAVIORS 179
PROFESSIONAL BEHAVIOR 179
REPORTING OF AN INJURY 180
OSHA TRAINING (OCCUPATIONAL HEALTH AND SAFETY ADMINISTRATION) 180
Standard Precaution 181
Post Exposure evaluation and follow up 182
Clinical Site 183
Skills Learning Lab 183
Community Clinical Experiences 183
COMMUNICATION OF HAZARDS 183
MAINTAIN PATIENTS' HAZARDOUS WASTE DISPOSAL 183
HIPAA TRAINING 183
DRUG AND ALCOHOL POLICY 184
Drug and Alcohol policy 184
Standards of Conduct 184
Disciplinary Sanctions 185
State And Federal Legal Sanctions Concerning Drugs And Alcohol 185
Virginia Alcohol Penalties 185
Virginia Drug Penalties 185
Federal Alcohol And Drug Penalties 187
Drugs And Abuse Of Alcohol Health Risks 190
Alcohol 190
Marijuana (Cannabis) 191

Hallucinogens 191
Cocaine 191
Amphetamines, Methamphetamine And Ritalin 192
Designer Drugs Including Ecstasy 192
Oxycodone 193
Anabolic-Androgenic Steroids 193
Off Campus Support Groups 194

STUDENT AND ACADEMIC AFFAIRS 196

NOTICE OF NONDISCRIMINATION STATEMENT 196
PROSPECTIVE STUDENT INFORMATION 196
ORIENTATION 196
BARRIER CRIMES 197
HOUSING 197
INSTRUCTIONAL FACILITIES AND LIBRARIES 197
Physical Facilities 197
Campus Layout and Accessibility 198
General Description 198
Classrooms 198
Skills Laboratory 198
Computer Lab 199
Faculty Area 199
Conference Rooms 199
Student Lounge 200
STUDENT SERVICES 200
ADVISEMENT 200
FACULTY ACCESSIBILITY 200
TUTORING 201
STRATEGY FOR SUCCESS 201
RECOMMENDED STUDY TIME 201
EMPLOYMENT ASSISTANCE/JOB PLACEMENT 201
MAINTAINING EMPLOYMENT INFORMATION ON PROGRAM GRADUATES 201
GRADUATE EMPLOYMENT ATTESTATION POLICY 201
ADMINISTRATIVE SUPPORT 202
ADA STATEMENT 202
Accessibility for Individuals with a Disability 202
Guidelines for Disability Documentation 202
Accessibility Features 204
Accessibility features of Zoom 204
Dictation/Speech-to-Text: 204
Grammar/Spell Checkers: 205
PREGNANCY 205
STANDARD COLLEGE POLICY ON PREGNANCY ACCOMMODATIONS FOR CLINICALS 206
Procedure for Requesting an Accommodation: 206
Types of Accommodations: 206
Confidentiality: 206
Non-Discrimination: 206
Appeals: 206
STUDENT ORGANIZATIONS 207
SUBJECT TO DISCRETION POLICY 207

ORGANIZATION AND GOVERNANCE 208

CHIEF EXECUTIVE OFFICER/PRESIDENT 208
DEPUTY EXECUTIVE DIRECTOR 208
DIRECTOR OF EDUCATION 208
MANAGEMENT TEAM 208

ORGANIZATIONAL CHART 210

ADMINISTRATION 211

ADMINISTRATIVE STAFF/FACULTY 211

Chief Executive Officer/President 211
Deputy Executive Director 211
Director of Education 211
Assistant Director of Education 211
Director of Clinical Education 211
Director of Compliance 212
Director of Student and Alumni Engagement 212
Admissions Office 212
Registrar Office 212
Business Office 212
Financial Aid Office 212
Student Records 213
Administrative Assistant 213

FACULTY 214

WELCOME TO STANDARD COLLEGE

DR. ISIBOR JOY NOSEGBE
DNP, MSN-ED, RN, CNE, CLNC
Chief Executive Officer/President

Welcome to the Standard College community where each student is valued as an individual.

At Standard College, we create an environment for each student to be excited about learning, exhibit a spirit of inquiry and commit to lifelong learning.

It is our goal that our partnership with you will produce a competent and compassionate nurse that is well equipped to collaborate with the health care team to meet the needs of a culturally diverse population in an ever-changing health care arena.

We are excited to have you as part of our team!

CONTACT INFORMATION

Phone: (703) 891-1787
Fax: (703) 891-1789
Toll Free: (866) 627-5507

www.standardcollege.edu

Standard Healthcare Services, College of Nursing

MAIN CAMPUS
8230 Leesburg Pike, Suite 500
Vienna, VA 22182

Temporary Additional Facility
1950 Old Gallows Road, Suite 520
Vienna, Virginia 22182

APPROVALS, CERTIFICATIONS, AND ACCREDITATION

Standard College is institutionally accredited by the Accrediting Bureau of Health Education Schools (**ABHES**)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Phone: (301) 291-7550
https://www.abhes.org

STANDARD COLLEGE Nursing Programs are approved by the Virginia Board of Nursing (**VBON**)
Virginia Board of Nursing
9960 Maryland Dr., #300
Richmond, VA 23233
Tel: (804) 367-4515
https://www.dhp.virginia.gov/Boards/Nursing/

STANDARD COLLEGE is Certified to Operate by the State Council for Higher Education for Virginia (**SCHEV**):
James Monroe Building, 9th Floor 101 North 14th Street
Richmond, VA 23219
Phone: (804) 225-2600, Fax: (804) 225-2604
ppe.schev.edu and ppe@schev.edu

The Associate Nursing Program at Standard Healthcare Services College of Nursing is accredited by the:
Accreditation Commission for Education in Nursing (**ACEN**)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
https://www.acenursing.org/
The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Nursing Program is Initial Accreditation. View the public information disclosed by ACEN regarding this program on the ACEN website.

NC-SARA Approved Institution
Standard College has been approved to participate in the National Council for State Authorization Reciprocity Agreements.
3005 Center Green Drive, Suite 130, Boulder,
Colorado, 80301
(720) 680-1600
https://nc-sara.org

CATALOG/HANDBOOK

DATE OF PRINTING

2026-2027 Catalog /Handbook: 07/06/2026

REVISION OF CATALOG/HANDBOOK

The Standard College catalog is provided to each student electronically upon entrance into the program. The catalog is reviewed and updated annually to ensure that current and future students receive accurate information about the institution's mission, programs, and services. The CEO/President and management ensure that Standard College's policies and procedures are consistently implemented according to the information provided. Standard College may revise the curriculum and all necessary requirements to ensure that the school maintains the highest level of academic standing. In doing so, Standard College reserves the right to make changes to this student handbook and the curriculum as deemed necessary at any point in the program. When changes are made, information will be delivered verbally, in writing, and posted on the student information board and or website. It is the responsibility of the student to obtain all updated information via the school's webpage on the internet. Standard College confirms that representations in the catalog, as well as the institutional website, and Information Brochures, are accurate and ethical.

ABOUT STANDARD COLLEGE

HISTORICAL BACKGROUND

Standard Healthcare Services, College of Nursing (Standard College) is a privately-owned institution located in Vienna, Virginia. The college is dedicated to excellence in all areas of nursing education and practice. Standard College was founded in 2004 by Dr. Isibor Joy Nosegbe, DNP, MSN-Ed, RN, CNE, CLNC, who currently serves as the President & Chief Executive Officer of the institution and is the owner of the college.

The institution was recognized by the State Council for Higher Education for Virginia (SCHEV) as a college in 2011. At that time, it became known as Standard Healthcare Services College of Nursing (Standard College). Two nursing programs are offered at the institution: the Practical Nursing (PN) program and the LPN to RN Transition (LPN to RN) program. The Practical Nursing program awards students with a diploma upon graduation from the program. The LPN to RN Transition program awards students with an Associate of Applied Science degree upon graduation from the program. Both nursing education programs are vocational in nature, career focused, and designed to assist students to develop the skills, abilities, attitudes, behaviors and ethics that will result in employment as a Licensed Practical Nurse or as a Registered Nurse.

The PN program was established as a stand-alone pre-licensure practical nursing program in 2007, when the first class was admitted. The Associate of Applied Science in Nursing (LPN to RN Transition Program) was approved by the Virginia Board of Nursing in May 2011. Standard College received institutional accreditation from the Accrediting Bureau of Health Education Services (ABHES) in 2012. On August 12, 2020, ABHES granted Standard College continued institutional accreditation through Feb. 28, 2027. On August 20, 2020, the State Council of Higher Education for Virginia (SCHEV) approved the Distance Education delivery method for the two nursing programs. On November 23, 2020, ABHES approved a blended method of delivery for the nursing education programs. On February 17, 2022, ABHES affirmed the approval of the inclusion of a distance education instructional delivery method through Feb. 28, 2027.

On June 8, 2023, Standard College was approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). On May 15, 2026, Standard College was approved to continue to participate in NC-SARA.

On January 23, 2023, the LPN to RN Transition Program was granted candidacy status for initial accreditation by the Accreditation Commission for Education in Nursing.

In November 2024, the Virginia Board of Nursing determined that the LPN to RN Transition Program and the Practical Nursing Program are in full compliance with the Board's regulations and granted the programs continued full approval.

On September 25, 2025, the Accreditation Commission for Education in Nursing (ACEN) granted initial accreditation to the LPN to RN Transition Program.

Standard College complies with all local, state, and federal laws, including but not limited to, Fairfax County, Virginia, the Commonwealth of Virginia, the Virginia Board of Nursing, the State Council on Higher Education in Virginia, and the United States Department of Education. Standard College maintains honest and effective relationships with external agencies. Visits with the Accrediting Bureau of Health Education Schools (ABHES), the Virginia Board of Nursing, and

the State Council of Higher Education for Virginia (SCHEV) have been consistently conducted without violations.

STATEMENT OF OWNERSHIP

Standard College was founded in 2004 by Dr. Isibor Joy Nosegbe, who serves as the Chief Executive Officer/President of the institution and is the owner of the college.

MISSION STATEMENT

Standard College is a student-centered institution that provides high quality and dynamic nursing education to its students in preparation for licensure as professional/vocational nurses and entry into the field of nursing, as well as provide them with the foundation needed to further their long-term educational and professional goals. Our core mission is to support and inspire our students to achieve excellence in nursing by being innovative, exhibiting a spirit of inquiry, and seeking continuous quality/performance improvement. We aim to inculcate professionalism, caring, and the pursuit of knowledge as a lifelong enterprise, in a culturally diverse and supportive learning environment.

VISION

Standard College aspires to be a premier institution providing high-quality nursing education that efficiently and effectively meets the needs of the students and the regional community in a culturally diverse and ever-changing health care arena.

PHILOSOPHY

In providing a high quality and dynamic nursing education, the nursing programs at Standard College espouse the belief that nursing is both an art and a science that plays an essential, interactive role influencing health and wellbeing of individuals, groups, and communities. In enacting evidence-based nursing Standard College utilizes a unique, systematic, and iterative problem-solving framework known as the nursing process in obtaining, interpreting, synthesizing, and applying information at various levels to influence the health and wellbeing of individuals, groups, and communities. Standard College of Nursing utilizes the nursing process as the framework within which the various courses are delivered.

Assessment Phase: The assessment phase of the nursing process consists in the systematic and comprehensive gathering and clustering of data, which provide the logical basis for subsequent phases in the nursing process (O'Brien, 2011). All succeeding phases rely on the accuracy and completeness of the information generated in this phase.
Diagnosis Phase: Once data has been collected, it is analyzed and problems that relate to the subject of interest, be it an individual, group or community, are identified. To maintain professional and disciplinary independence and integrity, nursing utilizes the nursing diagnosis, a unique method of describing identified problems and reflecting an individual's, a population's, or community's response to actual or potential health problems.
Planning Phase: The nursing problems identified in the diagnostic phase are often multifactorial and may require setting up priorities in their management and resolution. Setting of priorities and co-constructing specific, measurable, attainable, realistic, and time-oriented goals is the purpose of the planning phase of the nursing process.
Implementation Phase: This is the action phase in the nursing process. Nursing actions are designed to influence, and impact healthcare enacted during this phase. The actions may be entirely within nursing, or nursing may collaborate with other professionals in designing

interventions that will influence and impact health.
Evaluation Phase: This phase consists of determining whether intended goals were met provided in the intervention phase. If outcomes were met, those goals are identified as such, and the cycle begins again with a new assessment phase to identify other problems so that nursing actions can again be applied to them. If the outcomes were not met, the process is repeated with the goal of re-evaluating the data, diagnosis, goals, interventions, and outcomes.
In providing nursing education to its students, Standard College communicates that the nursing process is unique to nursing and provides a logical framework within which to practice nursing. As a result, the nursing process is a thread that runs through all nursing courses offered at Standard College.

We believe that:

1. The nurse is an important part of the healthcare and nursing team.
2. Qualified individuals should be given the opportunity to pursue an education in nursing.
3. The nurse should be educated in an organized and cohesive educational program based on sound nursing theories.
4. The nursing education curriculum shall be planned to include a logical sequence and continuity in the learning process for adult learners.
5. The nursing education curriculum shall include classroom, laboratory and supervised clinical experiences provided in accordance with regulations governing the nursing profession.
6. An advisory committee is essential for involvement in guiding and directing the implementation and evaluation of our nursing program.
7. Community resources should be integrally involved in the implementation of the nursing programs.
8. The student will possess the competencies required for licensure as a registered nurse or licensed practical nurse, to provide safe, effective nursing care to individuals, families, or populations.

CALENDAR/SCHEDULES

SCHOOL CALENDAR

The school admits students in accordance with the nursing education program schedules. Each cohort follows a defined academic calendar and course sequence based on its start date.

The following holidays are observed, and no classes are held on:

- **New Year Day**
- **Memorial Day**
- **Independence Day**
- **Labor Day**
- **Day before Thanksgiving**
- **Thanksgiving Day**
- **Christmas Eve**
- **Christmas Day**

PROGRAM SCHEDULES/TIMELINES

PRACTICAL NURSING PROGRAM SCHEDULE:

The Practical Nursing Program enrolls students five times per year in the January Morning Program, the Spring Evening Program, the Summer Morning Program, the Fall Evening Program, and the Winter Weekend Program. In many cases, the January Morning, Spring Evening, and Summer Morning programs each offer two sessions that begin in different months, allowing the school to accommodate more students into the program throughout the year.

Morning Program, 54 weeks
Monday to **Thursday**
8:00 am - 2:00 pm

Evening Program, 54 weeks
Monday to **Thursday**
4:00 pm - 10:00 pm

Weekend Program, 68 weeks
Fridays 4:00 pm - 10:00 pm,
Saturdays 8:00 am – 2:00 pm
Sunday 2:00 pm - 8:00 pm

Clinical Schedule/Sites

The Clinical Practicum is a mandatory component of the Practical Nursing Program. The Practicum requires students to complete an 8, 12, or 14 hour shift once per week. Due to the competitive nature of clinical placement and to ensure appropriate and adequate clinical experiences, clinical sessions may be held on any day of the week and on any shift (day,

evening, weekend). Students in a Morning or Evening Program may attend clinicals on a Friday, Saturday, or Sunday. Students in the Weekend Program may attend clinicals on Monday, Tuesday, Wednesday, or Thursday. Clinical assignments are based on clinical agency availability as determined by the agency. In addition, in the event of unforeseen circumstances, students may not be able to engage in the practicum as scheduled, which could impact the program completion date. The majority of the clinical sites are in Virginia. Students must be flexible regarding the clinical schedule.

While enrolled in an approved nursing program, a student may perform tasks that would constitute the practice of nursing, in accordance with section 54.1-3001 of the Code of Virginia. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which the student has been assigned.

In compliance with the Virginia Board of Nursing regulations, all clinical sites for the Practical Nursing Program are located within 50 miles of the main campus.

The list of clinical sites can be found on the school's website here.

Skills Lab

Skills lab instruction will temporarily take place at the college's temporary additional facility located at 1950 Old Gallows Road, Suite 520, Vienna, Virginia 22182. The college expects to hold the Skills Lab instruction at the main campus located at 8230 Leesburg Pike, Suite 500, Vienna VA, 22182, by October 31, 2026.

The Skills Lab is a mandatory component of the Practical Nursing Program. The Skills Lab may be held any day of the week, and it is typically held from 7:45 am – 3:30 pm. In the event of unforeseen circumstances, students may not be able to engage in the Skills Lab as scheduled, which could impact the program completion date. The school sets the schedule for the Skills Lab dates.

The school reserves the right to amend the calendar and/or reschedule the program start dates.

LPN TO RN TRANSITION PROGRAM SCHEDULE:

The LPN to RN Transition Program enrolls students three times a year in Spring, Summer, and Fall.

Spring Session

Wednesdays 5:00 pm - 10:00 pm
Saturdays 8:00 am - 1:00 pm
Sundays 4:00 pm - 9:00 pm

Summer Session

Mondays, 5:00 pm – 10:00 pm
Thursday, 5:00 pm – 10:00 pm
Sundays, 4:00 pm – 9:00 pm

Fall Session

Tuesdays and Thursdays 5:00 pm – 10:00 pm
Saturdays 8:00 am – 1:00 pm

Clinical Practicum

The Clinical Practicum is a mandatory component of the LPN to RN Transition Program curriculum. The Clinical Practicum requires students to complete an 8, 12, or 14 hour shift once per week. Due to the competitive nature of clinical placement and to ensure appropriate and adequate clinical experiences, clinical sessions may be held on any day of the week and on any shift (day, evening, weekend). Clinical assignments are based on clinical agency availability as determined by the agency. The majority of the clinical sites are in Virginia. Students must be flexible regarding the clinical schedule. In the event of unforeseen circumstances, students may not be able to engage in the practicum as scheduled, which could impact the program completion date.

While enrolled in an approved nursing program, a student may perform tasks that would constitute the practice of nursing, in accordance with section 54.1-3001 of the Code of Virginia. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which the student has been assigned.

In compliance with the Virginia Board of Nursing (VBON) regulations, all clinical sites for the LPN to RN Transition Program are located within 50 miles of the main campus. The only exception is Spotsylvania Regional Medical Center, which is located 58 miles from the main campus. VBON granted the school an exception to use this site.

The list of clinical sites can be found on the school's website here.

Skills Lab

Skills lab instruction will temporarily take place at the college's temporary additional facility located at 1950 Old Gallows Road, Suite 520, Vienna, Virginia 22182. The college expects to hold the Skills Lab instruction at the main campus located at 8230 Leesburg Pike, Suite 500, Vienna VA, 22182, by October 1, 2026.

The Skills Lab is a mandatory component of the LPN to RN Transition Program. The Skills Lab may be held any day of the week, and it is typically held from 7:30 am – 3:30 pm. In the event of unforeseen circumstances, students may not be able to engage in the Skills Lab as scheduled, which could impact the program completion date. The school sets the schedule for the Skills Lab dates.

The school reserves the right to amend the calendar and/or reschedule the program start dates.

Secondary Location: Skills Lab & On-Campus Examinations

Standard College is utilizing a secondary facility on a temporary basis for skills laboratory instruction and student testing due to ongoing construction on the main campus. The secondary facility is located within reasonable walking distance and less than one mile from the main campus.

Secondary Facility Address

1950 Old Gallows Road, Suite 520
Vienna, Virginia 22182

Phone Number: (703) 891-1787

Website: www.standardcollege.edu

Parking

Students, faculty, and staff may park in the garage located at the back of the building. Parking is provided free of charge. Please do not park in front of the building.

All institutional policies, academic standards, and administrative oversight applicable to the main campus are fully enforced at this location.

FINANCES

TUITION AND FEES

TOTAL COST - PRACTICAL NURSING PROGRAM

Non-Refundable Application Fee	$75.00
Term 1	
Tuition	$6,948.29
Resource & Technology Fee	$816.14
Clinical Fee	$615.10
Liability Insurance Fee	$15.00
Total Phase -I Charges	**$8,394.54**
Term II	
Tuition	$6,388.68
Resource & Technology Fee	$816.14
Clinical Fee	$1,174.28
Liability Insurance Fee	$15.00
Total Phase -II Charges	**$8,394.10**
Term III	
Third Phase Tuition	$6,388.68
Resource & Technology Fee	$988.70
Clinical Fee	$1,006.53
Liability Insurance Fee	$15.00
Graduation Fee	$295.00
Total Phase -III Charges	**$8,693.90**
Total Direct Charges by the School	**$25,482.54**
Other Expenses	
Background Check & Drug Test:	$76.00
Uniform:	$75.00
TOTAL COST	**$25,633.54**

TOTAL COST - LPN TO RN TRANSITION PROGRAM

$457.00 PER CREDIT

Non-Refundable Application Fee	$100.00
First Term	
Tuition	$5,941.00
Liability Insurance Fee	$15.00
Technology & Resource Fee	$997.50
Clinical Fee	$914.00
Lab Supply	$350.00
Total First Term Charges	**$8,217.50**
Second Term	
Tuition	$5,712.50
Liability Insurance Fee	$15.00
Technology & Resource Fee	$997.50
Clinical Fee	$1,828.00
Total Second Term Charges	**$8,553.00**
Third Term	
Tuition	$6,169.50
Liability Insurance Fee	$15.00
Technology & Resource Fee	$997.50
Clinical Fee	$914.00
Total Third Term Charges	**$8,096.00**
Fourth Term	
Tuition	$3,656.00
Liability Insurance Fee	$15.00
Technology & Resource Fee	$997.50
Clinical Fee	$1,142.50
Graduation Fee	$295.00
Total Fourth Term Charges	**$6,106.00**
Total Direct Charges by the School	**$30,972.50**
Other Expenses	
Background Check & Drug Test:	$76.00
Uniform:	$75.00
TOTAL COST	**$31,123.50**

ADDITIONAL FEES

REPEAT COURSE FEES

There shall be a charge for repeating courses in the Practical Nursing and the LPN to RN Programs.

Practical Nursing Program Repeat Course Fees: $14.20 per clock hour per course

COURSE NAME	HOURS PER COURSE	FEES PER COURSE
Anatomy & Physiology/Medical Terminology	90 Hours	$1,278.00
Foundations of Nursing Skills & Concepts	272 Hours	$3,862.40
Clinical Practicum-I	88 Hours	$1,249.60
Pharmacology	80 Hours	$1,136.00
Adult Health/Medical-Surgical Nursing Skills and Concepts	202 Hours	$2,868.40
Clinical Practicum-II	168 Hours	$2,385.60
Mental Health Nursing Skills and Concepts	54 Hours	$766.80
Maternal-Newborn Nursing Skills and Concepts	54 Hours	$766.80
Pediatric Nursing Skills and Concepts	54 Hours	$766.80
Clinical Practicum III	144 Hours	$2,044.80
Integrated Nursing Concepts	144 Hours	$2,044.80

LPN to RN Transition Program Repeat Course Fees: $457.00 per credit hour

COURSE NAME	CREDITS PER COURSE	FEES PER COURSE
TRANSITIONS IN NURSING	(5 Credits)	$2,285.00
PHARMACOLOGY FOR NURSES	(3 Credits)	$1,371.00
ADULT HEALTH/MEDICAL SURGICAL NURSING I	(4 Credits)	$1,828.00
CLINICAL PRACTICUM: CHRONICITY	(1 Credits)	$457.00
ADULT HEALTH/MEDICAL SURGICAL NURSING II	(8.5 Credits)	$3,884.50
CLINICAL PRACTICUM: ACUTE/COMPLEX CARE/COMMUNITY	(4 Credits)	$1,828.00
PSYCHIATRIC/MENTAL HEALTH NURSING	(4 Credits)	$1,828.00
CLINICAL PRACTICUM: MENTAL HEALTH NURSING	(1 Credits)	$457.00
MATERNAL-NEWBORN-PEDIATRIC	(5.5 Credits)	$2,513.50
COMMUNITY-BASED NURSING	(3 Credits)	$1,371.00
CLINICAL PRACTICUM: MATERNAL-NEWBORN-PEDIATRIC	(1.5 Credits)	$685.50
INTRODUCTION TO NURSING MANAGEMENT AND LEADERSHIP	(3 Credits)	$1,371.00
INTEGRATED CONCEPTS	(3.5 Credits)	$1,599.50

HESI LPN TO ADN ENTRANCE EXAM

The HESI LPN to ADN Entrance Exam is a 75-item nursing exam for Licensed Practical nurses seeking entrance into the LPN to RN Transition program. Applicants may take the exam two times per admission cycle. The cost of the test is $62.00. Applicants are given two (2) hours to take the Exam.

FUNDAMENTAL NURSING SKILLS & CONCEPTS VALIDATION COURSE

Students applying to the LPN to RN Transition Program must successfully complete the Fundamental Nursing Skills and Concepts Validation Course. The cost for the fundamental nursing skills and concepts validation course is $1295.00.

REFUND POLICY/ CANCELLATION

A prospective student who is declined admission, does not enroll or begin the program, withdraws or is dismissed prior to the start of the program, is entitled to a refund of all tuition paid. The application fee is nonrefundable. An applicant who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, excluding the $75 non-refundable registration fee for the PN Program or $100 for the LPN to RN Program. To cancel the Enrollment Agreement, email or deliver a signed and dated written notice to cancel to Standard College, 8230 Leesburg Pike, Suite 500, Vienna, VA 22182, no later than three business days of the execution date of the enrollment agreement. The email should be sent to the Registrar Office at registrar@standardcollege.edu.

An applicant requesting cancellation more than three (3) days after executing the enrollment agreement and making an initial payment, but prior to the first day of class is entitled to a refund of all monies paid, less the non-refundable registration fee. Refunds shall be paid within 45 days after receipt of a written request or the determination date of withdrawal.

PROCEDURE TO WITHDRAW:

a. A student choosing to withdraw from the school after the commencement of classes is to send an email to the Registrar Office at registrar@standardcollege.edu or to deliver a written notice to withdraw to Standard College's Registrar, 8230 Leesburg Pike, Suite 500, Vienna, VA 22182. The written notice to withdraw must include the expected last date of attendance and be signed and dated by the student.
b. If special circumstances arise, a student may request, in writing, a leave of absence, which should include the date the student anticipates the leave beginning and ending. If the student fails to return from the leave of absence, the withdrawal date will be the date of the student's last date of attendance.
c. A student will be determined to be withdrawn from the institution if the student misses seven consecutive instructional days and all of the days are unexcused.
d. The student's last day of attendance is the last day the student had any academically related activity in which the student participated, which may include class lectures, projects, clinical experience, or examinations.

e. The determined date of withdrawal shall be the last date of documented attendance at an academic-related activity in which the student participated, which may include class lectures, projects, clinical experience, or examinations.
f. The tuition refund computation consists of tuition and program fees.

Practical Nursing Program

The Practical Nursing Tuition Refund Policy is provided below.

Practical Nursing Proportion of the Scheduled Term Clock Hours Taught by Withdrawal Date	Tuition Refund
Less than 25%	50% of each phase tuition cost
25% up to but less than 50%	25% of each phase tuition cost
50% or more	No Refund

LPN to RN Transition Program

The LPN to RN Transition_Program Tuition Refund Policy is provided below.

LPN To RN Transition Program Proportion of Academic Term Taught by Withdrawal Date	Tuition Refund
Less than 25%	50% of semester tuition cost
25% up to but less than 50%	25% of semester tuition cost
50% or more	No Refund

Please note that the Return of Title IV Funds (R2T4) policy is separate from the school's refund policy.
Students are responsible for paying any student tuition balance that is not covered by financial aid funds.

FINANCING OPTIONS FOR COLLEGE TUITION COSTS

TUITION PAYMENT PLAN

Standard College's Business Office communicates ethically and fairly with students with regard to collection practices and the payment of tuition. Business email correspondence includes clear information on tuition account balances, dates payments are due, and payment plan options. Standard College prides itself on applying fair business and collection practices and treating students with dignity and respect in the tuition collection process.

Practical Nursing Program

Every effort is made to enable students to meet the financial obligations to the school. Interest-free payment plans are provided to students in the LPN to RN Transition Program who have a balance over $200.00. The payment plan divides the term balance into four equal installments. The payment plan requires the student to pay 25% of the tuition cost prior to the start of the term and three equal installment payments over the course of the term. Tuition for each term must be paid in full before the start of the next term. This means, before students are eligible to begin the second term of the program, the student must have fully paid the tuition in the first term; before students are eligible to begin the third term, they must have fully paid the tuition in the second term. The term tuition balance must be paid in accordance with the payment plan terms in order for the student to be eligible to take the final exam in the current course. In regard to a student repeating a course, the repeat course fee must be paid in full in order for the student to be eligible to take the final exam in the course. The student who does not pay his or her tuition according to these stated terms will need to take a leave of absence or they will be administratively withdrawn from the program.

Payment is due by the 4th of each month and can be made online in the student's Populi account or mailed to Standard Healthcare Services, Inc., College of Nursing 8230 Leesburg Pike, Suite 500, Vienna, VA 22182. Payments made online can be paid by credit/debit card or E-checks. A cashier's check, money order, or personal check may be mailed or delivered to the school. There will be a $35.00 fee if the payment does not clear. In the event a student makes two payments that do not clear, the student will be required to make all future payments by cashier's check or money order. The school does not accept cash. Students may request an alternate payment plan by writing to the Business Office at businessoffice@standardcollege.edu.

Delinquent Tuition Account

The school will consider an alternate payment plan presented by the student. The alternate payment plan must be in writing and include the dates in which the balance will be paid. The alternate payment plan takes effect once the school accepts it. There is no guarantee that the request for an alternate payment plan will be granted.

The school does not accept a payment plan for the first tuition payment in either nursing program. The provisionally accepted student must timely make the first tuition payment in full by the scheduled due date in order to hold a spot in the program.

Students with accounts more than 60 days past due may be subject to withdrawal from the program. Any fees associated with collections including attorney fees, court fees, and other fees incurred in the process may be charged to the student.

LPN to RN Transition Program

Every effort is made to enable students to meet the financial obligations to the school. Interest-free payment plans are provided to students in the LPN to RN Transition Program who have a balance over $200.00. The payment plan divides the term balance into four equal installments. The payment plan requires the student to pay 25% of the tuition cost prior to the start of the term and three equal installment payments over the course of the term. Tuition for each term must be paid in full before the start of the next term. This means, before students are eligible to begin the second term of the program, the student must have fully paid the tuition in the first term; before students are eligible to begin the third term, they must have fully paid the tuition in the second term. The term tuition balance must be paid in accordance with the payment plan terms in order for the student to be eligible to take the final exam in the current course. In regard to a student repeating a course, the repeat course fee must be paid in full in order for the student to be eligible to take the final exam in the course. The student who does not pay his or her tuition according to these stated terms will need to take a leave of absence or they will be administratively withdrawn from the program.

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Students with accounts more than 60 days past due may be subject to withdrawal from the program. Any fees associated with collections including attorney fees, court fees, and other fees incurred in the process may be charged to the student.

SCHOLARSHIP OPPORTUNITIES

Private scholarships may be obtained through a variety of outside sources. Numerous companies and organizations offer scholarships based on varying criteria. The school encourages all students to research and apply for scholarships.

Students apply individually for scholarships, understanding that applications can require documentation, interviews, and essay-writing. The following is a limited list of private outside scholarships. Standard College does not guarantee the availability of scholarships nor is the school involved in the selection of recipients for a scholarship. Questions about an individual scholarship should be directed to the individual private scholarship foundation.

1. The Ladies Board http://www.ladiesboard.org/nursingscholarships.cfm
2. Health Occupations Students of America http://www.hosa.org/
3. Virginia Health Care Association http://www.vhca.org/
4. The Mary Marshall Nursing Scholarship Program http://www.vdh.virginia.gov/OMHHE/primarycare/incentives/nursing/rn_guidelines.htm
5. Mildred A. Mason Memorial Scholarship Foundation http://hs.odu.edu/nursing/pdf/mmm_packet.pdf
6. Health Administration Degree Scholarships: https://www.healthadministrationdegrees.com/healthcare-administration-scholarships/

PRIVATE EDUCATIONAL LOANS

Private loans can assist students with meeting college expenses. A private loan may bridge the gap between the cost of the tuition and the federal financial aid. Just like with Federal Direct Loans, private loans must be repaid so it is important to understand the options and responsibilities. It is wise to inquire about different lenders and products to find the loan option that best suits your needs.

Students considering private loans may qualify for loans or other assistance under Title IV federal financial aid. The terms and conditions of these loans may be more favorable than the provisions of private education loans. For more information on federal financial aid programs, please visit http://studentaid.ed.gov

WHAT ARE THE DIFFERENCES BETWEEN FEDERAL AND PRIVATE STUDENT LOANS?

Federal student loans are made by the government, with terms and conditions that are set by law, and include many benefits (such as fixed interest rates and income-driven repayment plans) not typically offered with private loans.

In contrast, private loans are made by private organizations such banks, credit unions, and state-based or state-affiliated organizations, and have terms and conditions that are set by the lender. Private student loans are generally more expensive than federal student loans. Federal student loans and federal parent loans: These loans are funded by the federal government.

Private student loans are nonfederal loans, made by a lender such as a bank, credit union, state agency, or a school.

A chart that provides a summary of the differences between federal and private student loans can be found here.

After determining whether you qualify for government-sponsored student loans, some students consider credit-based loans to help pay direct and indirect college expenses.

You and your family apply for the credit-based loans directly with lenders. Applicants must meet credit and other eligibility requirements set by individual lenders. Before taking out any credit-based loan, we urge you and your family to compare information and terms carefully.

EMPLOYER TUITION ASSISTANCE

Some companies may provide tuition benefits to their employees in the form of either direct payment to the school or by reimbursing tuition expenses directly to the employee/student. You may check with your company's Human Resources for more information about the education benefits available to you. In all cases, students are responsible for meeting their tuition responsibilities, and ensure tuition payments are timely made, even when an employer provides a student with employment assistance. It is the student's responsibility to interface with the employer; the school does not serve as an intermediary in this process.

PRIVATE LENDERS

Standard College is not a lender, and the school does not provide legal, accounting, or financial planning services to students. Any agreements entered with a private lender exist solely between the lender and the student.

FEDERAL FINANCIAL AID

Standard College is eligible to participate in federal student financial aid programs with the U.S. Department of Education, giving students access to a variety of financial aid options to help support their educational journey. Federal Financial Aid is available to students who qualify, as determined by the U.S. Department of Education. Standard College participates in the Federal Pell Grant and the Direct Loan Program, including the Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. To apply for financial aid, each new student and currently enrolled students must complete an annual Application for Federal Student Aid (FAFSA) and meet the eligibility requirements.

GENERAL ELIGIBILITY REQUIREMENTS FOR FEDERAL FINANCIAL AID

The basic eligibility requirements a student must meet to receive financial aid:

- demonstrate financial need for need-based federal student aid programs;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- maintain satisfactory academic progress in college or career school;
- provide consent and approval to have your federal tax information transferred directly into your 2025–26 Free Application for Federal Student Aid (FAFSA®) form, if you're applying for aid for July 1, 2025, to June 30, 2026;
- sign the certification statement on the FAFSA form stating that you're not in default on a federal student loan, you do not owe money on a federal student grant, and you'll only use federal student aid for educational purposes; and
- show you're qualified to obtain a college or career school education.

COST OF ATTENDANCE

The cost of attendance (COA) is the cornerstone of establishing a student's financial need, as it sets a limit on the total aid that a student may receive for purposes of the Direct Loan programs, and is one of the basic components of the Pell Grant calculation. The COA for a student is an estimate of a student's educational expenses for the student's period of enrollment. Standard College uses average expenses (for students with the same enrollment status) at the school, rather than actual expenses. The college arrives at the average cost of attendance for various categories of students by conducting periodic surveys of the student population every two years.

The cost of attendance includes both direct educational costs (such as tuition, fees, and supplies) as well as indirect educational costs (such as transportation, miscellaneous personal expenses, living expenses (food and housing), fees for federal student loans, and dependent care costs.) Financial aid can be applied toward direct educational costs as well as indirect educational costs.

The tuition and fees and supplies are the only costs paid directly to Standard College. The indirect educational costs, listed above, depend on the student's personal expenses, and will vary from student to student.

There are limits to the amount of financial aid students can receive, as determined by the school's cost of attendance and the student's financial need. The student's total financial aid awards cannot exceed his or her cost of attendance.

DIRECT COSTS

Tuition and Fees

This allowance is for the tuition and fees normally assessed for a student carrying the same academic workload. It includes the graduation fee, the technology and resource fees, and the Professional Liability Insurance fee, incurred while the student is still enrolled, as required by the program and paid by all students.

Supplies

In the Practical Nursing Program, the supplies include the Uniform, incurred while the student is still enrolled, as required by the program and paid for by all students in the Practical Nursing Program.
In the LPN to RN Transition Program the supplies include the Uniform and the Skills Lab Bag, incurred while the student is still enrolled, as required by the program and paid by all students in the LPN to RN Transition Program.

INDIRECT COSTS

Transportation

The transportation allowance include costs incurred by a student for transportation between school, residence, and place of work (including costs associated with operating and maintaining a vehicle used for such transportation), and other costs for transportation that are required as part of a student's program of study (for example, transportation to conferences or medical residency interviews). However, the transportation allowance does not include costs for the purchase of a vehicle.

Miscellaneous Personal Expenses

Miscellaneous personal expenses may include costs incurred by a student for a prior learning assessment (for example, an exam or a portfolio evaluation).

Living Expenses: Food and Housing Allowance for Students

For all students who are enrolled on at least a half-time basis, the school includes in their COA an allowance for living expenses, including food and housing (formerly known as "room and board"). The food and housing allowance is based on the student's situation. For students who do not or cannot choose institutionally owned or operated food services, a standard allowance for purchasing food off campus that provides the equivalent of three meals per day.

Fees for Federal Student Loans

For students receiving Direct Loans or loans under any other federal student loan program, the COA includes fees required to receive the loans (for example, the loan fee for a Direct Loan). Fees for non-federal student loans are not included. Standard College determines the fee based on the actual loan fees charged to the student.

Dependent Care Costs

For students with dependents, this allowance covers actual costs expected to be incurred for dependent care during periods that include but are not limited to class time, study time, field work, internships, and commuting time for the student. The amount of the allowance is based on the number and age of the student's dependents and should not exceed reasonable cost in the community for the type of care provided.

The direct educational cost for the Practical Nursing Program is $24,723.32 for both the dependent and independent student.

The direct educational cost for the LPN to RN Transition Program is $29,832.00 for both the dependent and independent student.

Disbursement of Financial Aid

At Standard College, financial aid is disbursed to the student's account according to payment periods, which correspond to the terms within the program. To receive financial aid for a subsequent term, a student must successfully complete the current term. If a student does not pass a course, they are required to pay out-of-pocket to repeat that course. Once the course is successfully completed, the student may resume receiving financial aid for future terms. The College does not apply pending or future financial aid toward a repeat course or to cover any charges from a prior term.

A student who re-enters the program after being withdrawn may receive financial aid, provided they continue to meet all eligibility requirements.

2026-2027 COST OF ATTENDANCE

PRACTICAL NURSING EDUCATION PROGRAM

Full Time Students

Direct Educational Costs	Independent	Independent with Childcare	Dependent
Tuition	$19,725.65	$19,725.65	$19,725.65
Fees	$5,907.90	$5,907.90	$5,907.90
Supplies	$75.00	$75.00	$75.00
Total Direct Institutional Cost	**$25,708.54**	**$25,708.54**	**$25,708.54**
Indirect Educational Costs			
Loan Fees	$150.00	$150.00	$88.00
Living Expenses	$38,428.00	$38,428.00	$21,450.00
Dependent Care		$20,670.00	
Transportation	$5,876.00	$5,876.00	$4,758.00
Personal/Miscellaneous	$8,554.00	$8,554.00	$11,687.00
Total Indirect Institutional Cost	$53,008.00	$73,678.00	$37,983.00
Total cost of attendance including tuition and other expenses	$78,716.54	$99,386.54	$63,691.54

3/4 Time Students

Direct Educational Costs	Independent	Independent with Childcare	Dependent
Tuition	$19,725.65	$19,725.65	$19,725.65
Fees	$5,907.90	$5,907.90	$5,907.90
Supplies	$75.00	$75.00	$75.00
Total Direct Institutional Cost	**$25,708.54**	**$25,708.54**	**$25,708.54**
Indirect Educational Costs			
Loan Fees	$150.00	$150.00	$88.00
Living Expenses	$50,252.00	$50,252.00	$28,050.00
Dependent Care		$27,030.00	
Transportation	$7,684.00	$7,684.00	$6,222.00
Personal/Miscellaneous	$11,186.00	$11,186.00	$15,283.00
Total Indirect Institutional Cost	$69,272.00	$96,302.00	$49,643.00
Total cost of attendance including tuition and other expenses	$94,980.54	$122,010.54	$75,351.54

LPN TO RN TRANSITION PROGRAM (A.A.S. IN NURSING)

Full Time Students

Direct Educational Costs	Independent	Independent with Childcare	Dependent
Tuition	$21,479.00	$21,479.00	$21,479.00
Fees	$9,319.50	$9,319.50	$9,319.50
Supplies	$425.00	$425.00	$425.00
Total Direct Institutional Cost	**$31,223.50**	**$31,223.50**	**$31,223.50**
Indirect Educational Costs			
Other Personal Expenses (Variable)			
Loan Fees	$206.00	$206.00	$122.00
Living Expenses	$41,384.00	$41,384.00	$23,100.00
Dependent Care		$22,260.00	
Transportation	$6,328.00	$6,328.00	$5,124.00
Personal/Miscellaneous	$9,212.00	$9,212.00	$12,586.00
Total Indirect Institutional Cost	$57,130.00	$79,390.00	$40,932.00
Total cost of attendance including tuition and other expenses	$88,353.50	$110,613.50	$72,155.50

FINANCIAL AID DATA

A comprehensive range of financial aid data pertaining to students at Standard College, including information about the percentage of students receiving federal financial aid and the average student indebtedness at graduation, can be found at the below sites.

- https://nces.ed.gov/collegenavigator/?q=standard+college&s=all&id=483814, or
- The Consumer Information page on Standard College's website at http://www.standardcollege.edu/consumer

FEDERAL RETURN OF TITLE IV FUNDS POLICY

PRACTICAL NURSING PROGRAM

Federal regulations describe how Title IV funds are handled when a recipient of those funds ceases to be enrolled (100% withdrawal) prior to the end of a payment period or period of enrollment. When a student cancels the enrollment agreement, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school's Financial Aid Office in person. Should any aid be disbursed prior to the start of class, all funds will be returned in full to the appropriate agency.

The Financial Aid Department administers the Return to Title IV Funds Calculation (R2T4). A student withdrawal can include those students who officially or unofficially withdraw. Examples would be 1) a student who did not return from an approved or unapproved Leave of Absence, 2) those who were terminated from enrollment, 3) those who withdrew from the program and notified the school, or 4) the school was notified by a second party due to circumstances beyond the student's control. All R2T4 calculations are based on the students' last date of attendance as provided by the student's attendance records. The R2T4 determines the amount of aid that was earned. The R2T4 is based on the payment period. After the student has completed more than 60% of the payment period, no refund is due. The R2T4 is completed for all withdrawals to determine if the student is approved for a post withdrawal disbursement.

The calculation for the percent of completion of the payment period is as follows:

The school will determine the actual date the student started the payment period and the last date of attendance and will figure out the scheduled clock hours within that period of time. The number of clock hours the student was scheduled to complete within that payment period is divided by the total number of clock hours in that payment period to determine the percentage
completed. Days a student was on a Leave of Absence are not included in this calculation. Students who owe an overpayment of Pell grants as a result of withdrawal from the program, initially will retain their eligibility for Title IV funding for forty-five (45) days of the earlier of 1) date the school sends the student notification of the over award 2) the date the school was required to notify the student of overpayment. Within thirty (30) days of determining that the student's withdrawal created a repayment of all or part of the Pell Grant, the school must notify the student that she/he must repay the overpayment or make satisfactory arrangements to repay. The student will be notified of overpayment of Title IV funds and that the students' eligibility for additional Title IV aid will cease if the student fails to take a positive action by the forty fifth (45th)
day following notification from the school. The student will have the options of paying the

overpayment in full or arranging a repayment agreement with the Department of Education. If the student fails to take action to repay during the forty-five (45) days allotted, the school will report this to NSLDS.

Any student who withdraws officially or unofficially will be made aware of the possible consequences of withdrawing. For financial aid students, repayment on Federal Loans begins 6 months from their last date of attendance. Students who took a full 180-day Leave of Absence (LOA) and who did not return from the LOA will go into immediate repayment.
The R2T4 does not dictate the school's refund policy and is not based on the student's education charges, only the scheduled time within the payment period in which the student drops. This policy is separate from the schools Institutional Refund Policy. All students who utilize Title IV funding will have the R2T4 calculation completed prior to calculating the Institutional Refund Policy. A student may owe funds for unpaid charges to the school to cover education charges. If the school is required to return federal funds, the school will return Federal Aid disbursed that was credited to the student's account for the payment period in which the student withdrew. The school will refund any unearned Title IV aid due within forty-five (45) days of the date of determination, which is no later than fourteen (14) days from the last date of attendance.

Title IV Refunds are allocated in the following order:

1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Direct PLUS Loans
4. Federal Pell Grants for which a return of funds is required.

If the school is allowed a post withdrawal disbursement, the school will advise the student or parent they have fourteen (14) calendar days from the date the school sent notification to accept a post withdrawal disbursement. A student who qualifies for a post withdrawal disbursement must meet the current award year requirements and time frames for late disbursements. A post withdrawal for Pell Grants of which the student is awarded will be disbursed within forty-five (45) days of the date the school determined the student withdrew. Post withdrawal loan funds a student accepts will be made within one-hundred and eighty (180)
days from the date the school determined the student withdrew.
If the Institutional Refund Calculation reflects an outstanding balance owed to the school, transcripts may be released once the balance has been paid in full or there is a formal arrangement between the student and the college to pay the outstanding balance

The school's responsibility regarding the Return to Title IV funds are as follows:

- To provide students with the information contained in the R2T4 Policy.
- Identifying students who have withdrawn and will be affected by the R2T4 Policy.
- Return all unearned Title IV Funds in compliance with The Department of Education
- requirements.
- The student's responsibilities regarding the Return to Title IV funds are as follows:
- Return unearned Title IV Funds that were disbursed to the student where in the
- student was deemed ineligible, based on the R2T4 calculation.
- When possible, the student should notify the school in writing of official withdrawal.
- If the student cancels their decision to withdraw, the student must notify the school in
- writing within three business days of the date of the original withdrawal.

- All requests to withdraw or cancel a request to withdraw must be delivered to the
- school's financial aid office.
- Student borrowers of the Direct Stafford Loans are required to attend or complete
- online an Exit Interview before leaving school.

LPN TO RN TRANSITION PROGRAM (CREDIT –HOUR PROGRAM)

Students receiving financial aid have the responsibility to follow the Standard College withdrawal procedures as outlined in the student handbook. The Higher Education Act requires Standard College to calculate a Return of Title IV funds on all federal financial aid students who withdraw (officially or unofficially) from the Program.

A schedule is used to determine the percentage of the semester/term the student attended based on the withdrawal date/last date of attendance. The percentage of the semester/term the student attended is calculated as follows:

$$\frac{\text{Number of days in attendance}}{\text{Number of days in semester/term}}$$

The number of days counted includes all calendar days in the semester including weekends and
holidays but excludes college breaks of five or more days. The percentage of the semester the student attended is used to calculate the amount of the student's earned versus unearned federal aid funds. The unearned portion of federal aid funds received must be returned to the appropriate aid program in accordance with the order of return as mandated by law. The order
of return is: Federal Unsubsidized Stafford Student Loan, Federal Subsidized Stafford Student Loan, Federal PLUS Loan, Federal Pell Grant, Federal ACG Grant, Federal SEOG
Grant, other Title
IV aid.

Standard College is responsible for returning the lesser of unearned Title IV aid or unearned institutional charges. Unearned institutional charges are based on the percentage of the semester the student **did not** attend. Standard College is responsible for its return of funds first, followed by the student's return of funds.

The student is responsible for returning:

$$\begin{array}{c}\text{Amount of unearned Title IV Aid}\\ -\ \underline{\text{Amount of aid school returns}}\\ \text{Amount Student Returns}\end{array}$$

Standard College must return its portion of unearned Title IV aid (loan and grant) to the appropriate federal program within 45 days from the date the school determines that the student has withdrawn. If the amount the student returns includes a federal loan program, the student is responsible for repayment of the loan in accordance with the terms of the loan program. If the amount the student returns includes grant aid, the student must repay 50% of the
grant money received, rather than 100%.

The student must return unearned grant aid to the college within 45 days from the date of notification. Failure by the student to return or make arrangements to return unearned grant aid to the college within 45 days will result in the student being reported to the U.S. Department of

Education (USDOE). The student will be considered in an overpayment status, and will not be eligible for additional aid at any post-secondary institution participating in Title IV Aid programs.

Students who are reported to USDOE in an Overpayment Status should contact the USDOE to make payment arrangements to repay the necessary grant funds.

Students who stop attending Standard College may not receive further financial aid disbursements, may lose some or all the aid that has already been disbursed to their account, may be responsible for repayment of unpaid charges, and may be considered in overpayment status with USDOE. Students who stop attending all classes without officially withdrawing from Standard College will be subject to a Return of Title IV Funds calculation at the end of the semester, based on their last date of attendance determined by Financial Aid Services.

The student shall be considered withdrawn if the student fails to return from leave of absence and the Federal Return of Title IV funds policy shall take effect. Withdrawal date is the last date of academic attendance prior to leave of absence.

THE RETURN OF TITLE IV FUNDS POLICY IS SEPARATE FROM STANDARD COLLEGE'S REFUND POLICY.

A student who withdraws from the program may be required to return unearned Title IV financial aid funds and may still owe Standard College for institutional charges.

FINANCIAL AID CODE OF CONDUCT

This policy is applicable to Standard Colleges' officers, employees, and agents, and it prohibits a conflict of interest with their responsibilities with respect to Title IV loans. The policy is part of Standard Colleges' commitment to the highest ethical standards and conduct by its employees. It supplements the Code of Conduct stated in the Employee Handbook and applies specifically to conduct related to financial aid.

Standard College expects the highest levels of professionalism and ethical behavior from all officers, employees, and agents whose responsibilities include student financial aid matters. These individuals must avoid even the appearance or perception of any conflict of interest regarding their student aid responsibilities. They must refrain from taking any action they believe is contrary to law, regulation, or the best interest of the students they are serving and must disclose all conflicts identified in this policy.

STANDARD COLLEGE RESPONSIBILITIES REGARDING FINANCIAL AID

As part of its commitment to the highest ethical standards regarding its responsibilities regarding Federal financial aid, Standard College will not:

- Receive anything of value from any lender in exchange for any advantage sought by the lender in making educational loans available to enrolled or prospective students at Standard College.
- Assign, through award packaging or other methods, a first-time borrower's loan to a particular lender, or refuse to certify or delay certification of any loan based on the borrower's selection of a particular lender or guaranty agency.

- Enter into any revenue-sharing arrangement with any lender under which Standard College recommends a lender or its products in exchange for a fee or other material benefits from the lender, and the lender provides or issues a loan that is made, insured, or guaranteed under Title IV to students attending Standard College (or their families).
- Request or accept from any lender any offer of funds to be used for private education loans, including funds for an opportunity pool loan, to students in exchange for concessions or promises to provide the lender with a specified number of loans made, insured, or guaranteed under Title IV; a specified loan volume of such loans; or a preferred lender arrangement for such loans.
- Request or accept from any lender any assistance with call center staffing or financial aid office staffing.
- Use Federal funds received under Federal financial aid programs to hire a registered lobbyist or pay any person or entity for securing an earmark to any legislation. Standard College will not use such funds to pay any person for influencing or attempting to influence an officer or employee of any Agency, Member of Congress, officer or employee of Congress, or employee of a Member of Congress in connection with the awarding of any Federal contract, making of any Federal grant or loan, entering into any Federal cooperative agreement, or the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.

RESPONSIBILITIES OF STANDARD COLLEGE OFFICERS, EMPLOYEES, AND AGENTS

Any officer or employee, or agent of Standard College who is employed in the financial aid office of Standard College, or who otherwise has responsibilities with respect to educational loans or other financial aid of Standard College, is prohibited from:

- Soliciting or accepting any gift from a lender, guarantor, or servicer of educational loans for any item or service having more than a minimum monetary value, other than standard materials (brochures, training aids) related to topics such as default prevention or financial literacy. Upon prior approval of the Chief Executive Officer/President, exceptions may be made with for reasonable expenses for professional development that will improve the efficiency and effectiveness of Standard Colleges' financial aid programs.
- Accepting from a lender or its affiliate any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender relating to education loans.
- Receiving anything of value from a lender, guarantor or group of lenders or guarantors if the employee serves on an advisory board, commission, or group established by a lender or group of lenders. An employee may be reimbursed for reasonable expenses incurred in serving on such advisory board, commission, or group.

Reporting Violations of This Policy

Standard College expects officers and employees covered by this policy to report violations of this policy to the Chief Executive Officer/President. Failure to comply with this policy will result in disciplinary action, which may include termination of employment.
Questions regarding this policy should be addressed to the Chief Executive Officer/President.

DRUG AND FRAUD CONVICTION ELIGIBILITY

Drug convictions no longer affect federal student aid eligibility. If you are subject to an involuntary civil commitment for a sexual offense, you may qualify for a Federal Pell Grant. Find more information on Eligibility for Students with Criminal Convictions at https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions

TITLE IV FRAUD

Students who have been convicted of or who have pled *nolo contendere* or guilty to a crime involving fraud in obtaining Title IV federal financial aid will need to repay the funds to the U.S. Department of Education or—in the case of a federal student loan—to the holder or servicer of the loan in order to get their Title IV eligibility back.

SATISFACTORY ACADEMIC PROGRESS

Standard College's Satisfactory Academic Progress (SAP) policy determines whether an eligible student is making academic progress in his or her educational program in order to receive Federal Student Aid (FSA) funds under the Title IV, HEA program. Standard College's SAP provides for consistent application of standards to all students within categories of students. Standard College monitors the satisfactory academic progress of students with qualitative and quantitative criteria, as required by federal regulations.

1. Students must achieve a specified cumulative grade point average (GPA) at each semester/term evaluation point.
2. Students must progress through the education program within a maximum time frame.

While Standard College monitors Satisfactory Academic Progress at the end of each course, pursuant to the institution's Academic Progression policies, the official SAP review occurs at the end of a student's payment period, as required by the U.S. Department of Education. During the official academic review, the school assesses the student's (1) cumulative GPA and (2) pace at which the student is progressing through the program to determine whether the student is maintaining eligibility for FSA funds.

MINIMUM STANDARDS

- GPA Requirement:
  - Students in the LPN to RN Transition program must maintain a minimum semester GPA of 2.5 and score and 79.5% or better in each course.
  - Students in the Practical Nursing program must maintain a minimum term cumulative GPA of 2.5 and score 79.5% or better in each course.
- Pace (Rate) of Completion Requirement:
- Students must successfully complete 67% of their attempted credits/clock hours for each SAP assessment period.
- Students must complete the required clinical hours and achieve a Pass in each clinical course.

PRACTICAL NURSING PROGRAM

SAP will be Evaluated at a Minimum	Minimum % successful completion of credits attempted	Minimum GPA
After 450 Clock Hours	67%	2.5
After 900 Clock Hours	67%	2.5

LPN TO RN TRANSITION PROGRAM

SAP will be Evaluated at a Minimum	Minimum % successful completion of credits attempted	Minimum GPA
After 12 credits	67%	2.5
After 24 credits	67%	2.5

After 36 credits	67%	2.5

MAXIMUM TIME FRAME REQUIREMENT

Standard College's Practical Nursing and LPN to RN students must complete their program of study within 150% of the stated length of the program. The student who does not complete the program within this maximum time frame will be dismissed from the program. Each SAP evaluation period calculates the pace at which the student is progressing by dividing the total number of credits/clock hours the student has successfully completed by the total number of credits/clock hours the student has attempted.

For Example, LPN to RN Transition Program:
Credit hours required for program completion at Standard College 70 credits
Maximum Credit Hours allowed to attempt is 105
Program length 60 weeks/14months
Maximum time frame to complete program is 60 weeks X 150%= 90 weeks/21 months

For Example, Practical Nursing (Day/Evening-Full Time):
Clock hours required for program completion 1350.
Maximum Clock Hours Allowed to attempt is 2025
Program length 54 weeks/14months
Maximum time frame to complete program is 54 weeks X 150%= 81 weeks/20 months

For Example, Practical Nursing (Weekend-3/4 time):
Clock hours required for program completion is 1350.
Maximum Clock Hours Allowed to attempt is 2025.
Program length 68 weeks/18 months
Maximum time frame to complete program is 68 weeks X 150%= 102 weeks/25 months

Important: If at any time during the determination calculation it becomes mathematically impossible for a student to complete their program on time, the student will be dismissed from the program.

Generally, all periods of the student's enrollment count when assessing progress, even periods in which the student did not receive FSA funds.

TRANSFER CREDITS

Transfer credits/clock hours are not considered in calculating semester/term or cumulative GPAs.
Transfer credits/hours are not considered in determining term/semester Rate of Completion requirements.

PASS/FAIL GRADES

Clinical Practicum courses are denoted as "P" or "F" and do not count toward semester/term or cumulative GPA calculations.

The Maximum Time Frame requirement of the SAP policy will be adjusted for each (P) credit/hour accepted within a student's program by:

1. subtracting the total (P) credits/hours from the assessment term/semester or the program, and
2. recalculating the Maximum Time Frame

INCOMPLETE COURSES

Incomplete courses count as credits/clock hours attempted but not earned.
Incomplete credits/clock hours are considered when calculating the Percentage of Completion Rate portion of the SAP policy.
All required SAP assessment portions are calculated for a student when the final grade replacing an Incomplete (I) is issued.

REPEATED COURSES

Repeated courses will count toward the student's term/semester and cumulative Grade Point Average SAP policy requirements.
Repeated courses will count toward Percentage of Completion Rate SAP policy requirements.

WITHDRAWALS

The "withdrawal deadline" for each course is by the 4th scheduled course day. A student withdrawing from a course by the 4th day of the course scheduled attendance shall receive a "W". Student withdrawing from a course after the 4th day of the course scheduled attendance shall receive a "WP" if they had a passing grade or a "WF" if they had a failing grade. A student withdrawing from a course after the "withdrawal deadline" shall be responsible for entire cost the course.

- (W) Denotes a Withdrawal that occurred before the "withdrawal deadline" of the course.
  Does not affect term/semester GPA
  Does not affect cumulative GPA
  Is not calculated in any portion of the SAP policy

- (WP) denotes a Withdrawal that occurred after the "withdrawal deadline" of the course and the student had a grade that met criteria for passing the course.
  WP does not affect term/semester GPA
  WP does not affect cumulative GPA
  WP is used when determining the Maximum Time Frame portion of the SAP policy

- (WF) denotes a Withdrawal that occurred after the "withdrawal deadline" of the course and the student had a grade that did not met criteria for passing the course
  WF does affect term/semester GPA
  WF does affect cumulative GPA
  WF is used when determining all portions of the SAP policy

CONSEQUENCE OF FAILING TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS

An official review of satisfactory academic progress occurs at the end of a payment period. Students who fail to meet the minimum satisfactory academic progress standards for the first time shall be placed on Financial Aid Warning, as defined by the U.S. Department of Education.

During the Financial Aid Warning period, students are not eligible to receive financial aid and will be required to pay out of pocket to retake the failed course. Once the student successfully passes the course and meets the SAP requirements, they will regain eligibility to receive financial aid for subsequent payment periods based on their continued academic progress and compliance with all other federal and institutional financial aid requirements.

Standard College will automatically use the Financial Aid Warning status without requiring any action taken by the student. Financial Aid Warning may only be provided to a student who was making SAP in the prior payment period for which they were enrolled or who was in the first payment period of the program.

A student who fails to make satisfactory progress after the warning period will lose his/her aid eligibility. If the student becomes ineligible for Title IV aid, the student shall be responsible to pay the tuition payments out of pocket.

While the official review of SAP occurs at the end of a payment period, Standard College reviews the academic progression of students after each course, pursuant to the institution's Academic Progression Policy. At Standard College, students must satisfactorily complete each course by scoring 79.50% or better in order to progress to the succeeding course. Students who do not score 79.50% or better shall retake the course in order to remain in the program.

Academic Warning is a status defined by Standard College's Academic Progression Policy to a student in the Practical Nursing (PN) program. A student in the PN program who has not scored 79.50% or better in a completed course for the first time shall be placed on academic warning. A student in the Practical Nursing program who has not scored 79.50% or better on a second course shall be placed on academic probation. A student who scores less than 79.50% on the same course for the second time or fails three (3) courses shall be dismissed from the program for academic reasons. A student who has been dismissed from the program for the first time may reapply to the program after 180 days. A student dismissed from the program for the second time may reapply after one (1) year.

Academic Probation is also a status defined by Standard College's Academic Progression Policy to a student in the LPN to RN Transition program. A student in the LPN to RN program who has not scored 79.50% or better in a completed course for the first time shall be placed on academic probation. A student who has not scored 79.50% of better student on a second course shall be dismissed from the LPN to RN Transition Program. A student who has been dismissed from the program for the first time may reapply to the program after 180 days. A student dismissed from the program for the second time may reapply after one (1) year.

APPEAL

The student may appeal an Academic Warning, Academic Probation, or dismissal decision. The sole basis for an appeal that the school will consider is a claim that an error was made in the calculation of the course grade. To be eligible for a successful appeal, the student must provide evidence that a calculation error occurred, and that, if corrected, would have resulted in a final course grade of 79.50% or higher. This threshold reflects the Satisfactory Academic Progress (SAP) standard. It is the student's responsibility to demonstrate that the alleged error directly impacted their academic standing and that they, in fact, met the required academic criteria. There is no appeal to a Financial Aid Warning.

To submit an appeal, the student must write to the Registrar Office within five (5) business days upon receiving notification from the school that he/she failed to score 79.50% or better in the completed course. A final decision will be made by Standard College's Academic Review Committee within 10 business days upon receiving the student's appeal. The Registrar Office can be reached at registrar@standardcollege.edu.

REGAINING SATISFACTORY ACADEMIC PROGRESS

A student can re-establish SAP by retaking the course he/she did not pass, scoring 79.50% or better in the course, and maintaining a minimum cumulative GPA of 2.5 at the end of the semester/term evaluation point.

REGAINING FINANCIAL AID ELIGIBILITY

Financial aid eligibility can be re-established after an eligible student improves his/her academic record to meet the minimum standards required by the SAP Policy without the assistance of financial aid funds.

BASIC PRINCIPLES OF FINANCIAL AID

Financial Aid, or Title IV funds, is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may not be eligible for the full amount of Title IV funds the student was scheduled to receive.

Students earn Title IV aid through attendance in the nursing program. The percentage of aid earned is equal to the percentage of the payment period or period of enrollment completed. If a school has disbursed more aid than the student has earned, money is returned to the program. If a school has disbursed less aid than the student has earned, a post-withdrawal disbursement will be calculated and may, depending on the circumstances, be disbursed. If student never commences attendance for the period, the student is not an eligible Title IV recipient.

ACADEMIC/FEDERAL STUDENT AID APPROVED LEAVE OF ABSENCE LEAVE OF ABSENCE

In accordance with applicable financial aid regulations, under certain conditions, such as personal, military service, illness or health, employment, humanitarian or church service, family responsibilities, and financial obligations, students may request an approved Federal Student Aid Leave of Absence (FSA LOA) from the College. Standard College processes an Academic Leave of Absence in the same manner as it does with a Federal Student Aid Leave of Absence, and accordingly, the two are grouped together throughout the catalog as Academic/ FSA Approved Leave of Absence.

An Academic/ FSA Approved Leave of Absence will allow the student's status to remain as "in school," making the student eligible for a deferment on student loans during the approved time while not actively registered with the college.

An Academic/ FSA Approved Leave of Absence is a temporary interruption in a student's program of study. An Academic/ FSA Approved Leave of Absence refers to the specific time period during a program when a student is not in attendance. An Academic/ FSA Approved Leave of Absence, together with any additional leave of absence, must not exceed a total of 180 days in a 12-month period. The 12-month period begins on the first day of the student's initial Academic/ FSA Approved Leave of Absence. All student requests for an Academic/ FSA Approved Leave of Absence must be submitted in writing, be signed, and dated. Standard College will approve the student's request for an Academic/ FSA Approved Leave of Absence in accordance with the college policy and federal regulations for Title IV administration.

Standard College must determine, before it grants an Academic/ FSA Approved Leave of Absence, that there is a reasonable expectation that the student will return from the LOA. For Standard College to make this determination, the school must know the reason for requesting the LOA. Students must apply in advance for an Academic/ FSA Approved Leave of Absence unless unforeseen circumstances prevent the student from doing so. For example, if a student were injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the LOA in advance. In this example, the beginning date of the Academic/ FSA Approved Leave of Absence would be determined by the school to be the date the student was unable to attend school because of the accident.

According to federal law, except in a clock-hour or non-term credit-hour program, a student returning from an FSA approved LOA must resume training at the same point in the academic program that he or she began the LOA. Therefore, the Academic/ FSA Approved Leave of Absence does not apply to the LPN to RN transition Program.

ACADEMIC/ FSA APPROVED LEAVE OF ABSENCE AND RETURN OF TITLE IV FUNDS

A student granted an Academic/ FSA Approved Leave of Absence is not considered to have withdrawn, and no Return of Title IV calculation is required. Upon the student's return from the leave, the student continues to earn the Title IV aid previously awarded for the period. If a student does not meet the conditions of the Academic/ FSA Approved Leave of Absence, the student is considered to have ceased attendance and will be considered withdrawn for Financial Aid/Title IV purposes. Standard College is then required, by Federal regulations, to perform a Return of Title IV calculation.

HOW ARE THE STUDENT FINANCIAL AID/TITLE IV FUNDS HANDLED DURING AN FSA APPROVED LEAVE OF ABSENCE?

A student who is granted an Academic/ FSA Approved Leave of Absence remains in an "in-school" status for Title IV loan repayment purposes. Standard College will not assess any additional institutional charges to a student and will not award any additional Title IV aid while the student is on an Academic/ FSA Approved Leave of Absence. A student who is granted an Academic/ FSA Approved Leave of Absence remains in an in-school status for Title IV loan repayment purposes. A student, who has exhausted his or her grace period and is unable to begin repayment of a loan, may apply for a deferment or forbearance of payment.

CONSEQUENCES OF FAILING TO RETURN FROM AN FSA APPROVED LEAVE OF ABSENCE

An Academic/ FSA Approved Leave of Absence is not considered a withdrawal unless the student fails to return from the leave of absence.

If a student on an Academic/ FSA Approved Leave of Absence fails to return, the student will be considered to have withdrawn, and a return calculation will be performed using the withdrawal date. The withdrawal date is the last date of academic attendance prior to leave of absence. Standard College will report the student's change in enrollment status to the Department of Education's National Student Loan Data Service (NSLDS) as of the withdrawal date.

Once a student is withdrawn, he/she no longer is considered "in-school status." The out-of-school status effective date determines when the grace period begins for loans received and how soon a student must begin repaying loan funds.

ACADEMIC/ FSA APPROVED LEAVE OF ABSENCE PROCESS

Students can initiate a request for an Academic/ FSA Approved Leave of Absence from the registrar's office at Standard College by sending an email to registrar@standardcollege.edu. The criteria the school will apply in determining whether to approve the application contain the following steps. Students should follow these steps to complete the process:

1. Students in good academic standing, who may need to interrupt their enrollment, due to extenuating circumstances, may receive the Academic/ FSA Approved Leave of Absence application form by contacting the Registrar's Office at registrar@standardcollege.edu.
2. The student must read and adhere to steps indicated in the application form.
3. The student must state the reason for the request and when they expect to return from the Academic/ FSA Approved Leave of Absence.
4. All requests for an Academic/ FSA Approved Leave of Absence must be submitted in writing, signed, and dated.
5. The student will return the Academic/ FSA Approved Leave of Absence Form to the Office of the Registrar to complete the approval process.
6. The Academic/ FSA Approved Leave of Absence, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
7. Except in a clock-hour or non-term credit-hour program, a student returning from a LOA must resume training at the same point in the academic program that he or she began the LOA.
8. The school will explain to the student, prior to granting the LOA, the effects that the student's failure to return from a LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.
9. The school will not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional Title IV aid.

10. The student will be notified, via email, if the Academic/ FSA Approved Leave of Absence application was approved or denied.

WITHDRAWAL FROM THE PROGRAM (OFFICIAL)

Official notification to the school occurs when a student provides a written notice to the Registrar's Office of his or her intent to withdraw from the program. The notice must include the expected last date of attendance and be signed and dated by the student.

The determined date of withdrawal is based on the date of the email or letter sent to the student identifying that the student has requested to be withdrawn from the Program or the date that the student has been withdrawn from the Program based on a review by the Academic Review Committee.

WITHDRAWAL FROM THE PROGRAM (UNOFFICIAL)

When official notification is not provided by the student, Standard College may administratively withdraw a student from the program. Unofficial withdrawal from the program may include the following circumstances:

a. if the student takes an approved leave of absence and fails to return to school by the scheduled date of return. The withdrawal date will be the last date of attendance as determined by the school from its attendance records.
b. if the student has not completed all requirements for graduation within the maximum time frame.
c. if the student has not met his/her financial obligations to the school.
d. if the student has been subject to a disciplinary matter that led to termination or suspension from the program.
e. if the student has missed seven consecutive days of class without pre-approved permission.
f. if the student has exceeded the number of permissible absences in the course.

For the student who unofficially withdraws from the program, the withdrawal date shall be the last date of documented attendance at an academically/clinically oriented activity in which the student participated.

A special rule applies that defines a withdrawal date for a student who withdraws due to circumstances beyond his or her control. This applies when (1) a student who would have provided *official notification* to the school was prevented from doing so due to those circumstances; and (2) a student withdrew due to circumstances beyond the student's control and a second party provided notification of the student's withdrawal on the student's behalf. In this case, the withdrawal date is the date the school determines that the student ceased attendance because of the aforementioned applicable event.

Unofficially withdrawing from the program affects the student's academic standing and may jeopardize the student's eligibility to re-enter the program.

A student withdrawn from the program will not graduate with the current class enrolled in. The student may apply for re-admission to the program. (See re-admission policy)

CONSEQUENCES OF A LEAVE OF ABSENCE OR WITHDRAWAL ON REPAYMENT OF STUDENT LOAN

Students don't have to begin repaying most federal student loans until after they leave college or drop below half-time enrollment. Students do receive a grace period, or a set period of time after they graduate, leave school, or drop below half-time enrollment, before beginning repayment on the student loan. The grace period gives students time to get financially settled and to select a repayment plan. If a student resumes enrollment on at least a half-time basis before the end of the 6-month grace period or deferment, his/her federal student loan will return to an "in-school" status or deferment, and the student will be eligible for a full 6-month grace period or deferment when the student leaves school or drop below half-time enrollment again.

- Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans, and Unsubsidized Federal Stafford Loans have a six-month grace period before payments are due.
- PLUS loans have no grace period. They enter repayment once they are fully disbursed but may be eligible for a deferment. Students should contact the loan servicer for more information.

Circumstances may change a grace period, include the following:

- Active duty military—If you are called to active military duty for more than 30 days before the end of your grace period, you will receive the full six-month grace period when you return from active duty.
- Returning to school before the end of your loan's grace period—If you reenroll in school at least half-time before the end of your grace period, you will receive the full six-month grace period when you stop attending school or drop below half-time enrollment (other conditions apply).
- Loan consolidation—If you consolidate your loans during your grace period, you will give up the remainder of your grace period and begin repayment after your Direct Consolidation Loan is disbursed (paid out). Your first bill will be due approximately two months after the Direct Consolidation Loan is disbursed.

What should a student do if he/she is having trouble making the loan payment?

Contact your loan servicer as soon as possible. You may be able to change your repayment plan to one that will allow you to have a longer repayment period or to one that is based on your income. Also ask your loan servicer about your options for a deferment or forbearance or loan consolidation.

What happens if I don't make my student loan payment?

If you don't make your student loan payment or make your payment late, your loan may eventually go into default. If you default on your student loan, the status will be reported to credit bureaus, and your credit rating and future borrowing ability will be harmed. In addition, legal action can be taken to require payment through garnishment of wages and withholding of tax refunds.

PRACTICAL NURSING PROGRAM

ADMISSIONS

ADMISSION REQUIREMENTS

In order to be considered for admission into Standard College's Practical Nursing program, applicants must meet the following requirements by the program deadline:

1. Must be at least 18 years of age by the start of the program.
2. Complete the Practical Nursing Program Online Application and submit the non-refundable $75 application fee.
3. Submit three (3) references on Standard College's online application, consisting of one (1) work reference, which could be a supervisor or co-worker and two (2) character references. None of the references submitted may be related to the applicant.
4. Provide evidence of high school completion by submitting a valid, official high school transcript, a GED Certificate, an associate's degree, an Evaluation Report, or a College transcript.
5. Demonstrate a passing score on the Entrance Test. A passing score consists of obtaining a score of 75% correct on the math section and 75% correct on the reading section. Applicants have one chance per admission cycle to pass the exam. In the event the applicant does not pass the exam, the applicant may re-apply to a Practical Nursing Program with a different start date.
6. Attend an admission interview.
7. Complete the Interview Form
8. Provide a government issued photo ID.
9. Sign the Consumer Information Acknowledgement Form.
10. Timely complete and return the Enrollment Form by the appropriate deadline.
11. Attend the mandatory orientation.

AFTER ADMISSION

1. Students must provide evidence of a physical examination completed by a licensed physician, physician's assistant, or nurse practitioner within 30 DAYS FROM THE START OF THE PROGRAM, including but not limited to:
    a. A negative TB skin test or chest x-ray.
    b. An annual TB symptom screening questionnaire.
    c. A current Mumps, Measles, Rubella, & Varicella (Chicken Pox) schedule with completed Hepatitis B vaccine series[1]. Blood titers showing immunity; if no immunity shown, immunization is required.
    d. Tetanus, Diphtheria-Pertussis Toxoid immunizations within the last 10 years.

e. Influenza vaccine is required yearly by clinical agencies.
f. COVID 19 vaccine is required for Clinical placement.
g. A statement by the healthcare provider that the applicant has the physical and emotional health to complete the requirements of the program.

2. Demonstrate a satisfactory Criminal Background Check and Drug Test through the approved School's vendor within 30-days of the start of the program.
3. Demonstrate that no finding has been entered into a state nurse aide registry or by any other professional licensing body concerning abuse, neglect, exploitation, mistreatment of residents or misappropriation of property.
4. Maintain a current American Heart Association CPR BLS Certification for Health Care Provider for entire duration of the program.
5. The school recommends that students obtain the pneumonia and meningitis vaccines. These immunizations are not required, but they are recommended for your safety and the safety of patients at the clinical facility.
6. The approved Standard College student uniform must be purchased by students and worn in all clinical facilities where working as a student.
7. Students must timely finalize the registration process by submitting the required financial documents and/or making the appropriate tuition payments.

Students will not be eligible to proceed to the second course in the Practical Nursing Program without timely providing the above Health and Physical Examination, proof of immunizations, and satisfactory Criminal Background and Drug Check Test by the due date on the approved School Forms.

The basis for admission into the Practical Nursing program does not include advanced standing, experiential learning requirements, or the transfer of credits.

If a student makes false or misleading statements in connection with his/her admission's application, and/or the financial aid application, the application may be rejected. If the misrepresentation is discovered after the student has enrolled in the program, the offer of admission will ordinarily be rescinded, the course credits and grades may be revoked, and the student may be required to leave the school.

Standard College reserves the right to deny a student admission into the program if information has been found from the Criminal Background Check, Drug Test or a professional licensing body that would bar the student from completing the Clinical Placement.

Certain criminal convictions may prevent licensure as a licensed practical nurse (LPN) or certification as a nurse aide in Virginia. Criminal convictions may also prohibit employment in certain health care settings.

The Clinical site placement is a mandatory component of the program. Students shall comply with the reasonable and lawful requirements of the Clinical site's policies and procedures. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access to the Clinical site. Standard College may dismiss the student from the program, if the College determines that further participation by the student at a Clinical site is no longer appropriate on the basis of Standard College's policies and procedures and/or the Clinical site's policies and procedures.

ADMISSION PROCESS

1. Complete the Practical Nursing Program Online Application and submit it along with the non-refundable $75 application fee.
2. Take and pass the Entrance Exam.
3. Submit three (3) references on Standard College's online application including:
    a. One (1) supervisory work reference
    b. Two (2) character references from persons not related to the applicant.
4. Attend an admission interview with the admissions coordinator.
5. Complete the Interview Form.
6. Complete and return the Enrollment Form by the appropriate deadline.
7. Provide a government issued photo ID.
8. Sign the Consumer Information Acknowledgement Form.
9. Attend the mandatory orientation.

PRACTICAL NURSING PROGRAM REQUIREMENTS

1. Timely provide the required health documents, including the physical examination, current immunization schedule, and health care provider statement.
2. Timely complete the Criminal Background Check and Drug Test for purposes of participating in the Clinical placement.
3. Demonstrate that no finding has been entered into a state nurse aide registry or by any other professional licensing body concerning abuse, neglect, exploitation, mistreatment of residents or misappropriation of property.
4. Maintain a current AHA CPR Certification for Health Care Provider for entire duration of the program.
5. Timely finalize the registration process by submitting the required financial documents and/or tuition payments.

ADMISSION DECISIONS

Standard College uses a holistic approach to make admission decisions, evaluating each applicant in a comprehensive and inclusive manner. The holistic approach takes into account the various aspects of an individual's application. The Admission Team begins to make admission decisions after the program due date, ensuring that all applicants who meet the program due date are equally considered for a spot in the program.

PROVISIONALLY ADMITTED INTO THE PROGRAM

Applicants will be notified of their provisional acceptance to the program by receipt of a formal email detailing their provisional acceptance status to the program. The notification will include conditions to be met, consisting of timely signing the Enrollment Agreement, finalizing the financial aid process and/or making the appropriate tuition payment, signing the Payment Plan, attending the mandatory orientation, and other requirements deemed necessary. In order to be considered provisionally admitted, the applicant must timely submit the application, pay the $75.00 non-refundable fee, pass the Entrance Exam, provide 3 references (1 work reference, 2-character reference), attend the admission interview, and submit all required documents by the program deadline.

Due to the high number of applicants timely completing the admission process, the school cannot provisionally admit all applicants into the program which they applied to.

FORMALLY ADMITTED INTO THE PROGRAM

Students are formally admitted into the program after they have been provisionally admitted, timely signed the Enrollment Agreement, attended the mandatory Orientation, and finalized the registration process by submitting the required financial documents and/or tuition payments.

On the basis of extenuating circumstances, the school reserves the right to allow students who were provisionally admitted into the program but did not attend the mandatory orientation and/or sign the Enrollment Agreement to (1) enroll in the program for which they initially applied or (2) enroll in another Practical Nursing program within the year.

DEFERRAL POLICY

Students may request to defer to another Practical Nursing program once within one year of submitting an application. Students must request a deferral prior to the program start date for the session to which they applied. The program term they may join will be determined on the basis of space availability.

WAIT LIST POLICY

Standard College has a large applicant pool. Due to space availability, Standard College cannot accommodate all applicants who timely complete the admission process. Once a designated number of applicants have been provisionally accepted into a program, a select number of applicants who have successfully completed the admission process by the program deadline may be placed on a Wait list. These applicants will be given priority to join the program, in the event a spot becomes available.

DENIAL OF ADMISSION

Standard College is dedicated to upholding a learning environment that is rigorous, collaborative, and respectful. The offer of admission is competitive and based on a careful review of the application materials and a holistic assessment of the applicant's prior academic performance and ability to succeed in the program. The College strives to admit as many qualified candidates as possible, but due to limited spots available, all applicants who apply and satisfy the admission requirements by the program due date cannot be admitted.

Each admission cycle, applications are reviewed as part of the overall applicant pool, and the strongest candidates are selected for admission. Applicants may be denied admission if their qualifications are not as competitive in comparison to other applicants in that cycle, even if minimum admission requirements have been met. Denial of admission is not a reflection of an applicant's overall potential but rather the outcome of a selective process based on limited enrollment capacity. The applicant may reapply to a Practical Nursing Program with a future start date, if they wish, by submitting a new application along with the required application fee. However, reapplication does not guarantee admission to a future class.

All admission decisions are made in accordance with applicable laws and nondiscrimination policies. Applicants who are denied admission will receive a written notice. Admission decisions are final and not subject to appeal.

The admission decision may also consider any documented conduct concerns from the applicant's engagement with the College, regardless of whether such conduct concerns resulted in a formal inquiry, violation, or sanction through the Code of Conduct process. Standard College reserves the right to deny admission to any applicant and is not required to provide specific reasons for denial of admission to the College.

Standard College reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of a college. The colleges also reserve the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger, or significantly disruptive by another college. Students whose admission is revoked after enrollment must be given due process.

Behaviors that present a threat or a potential danger to the College community or other behaviors where it is considered to be in the best interest of the College to refuse admission or revoke enrollment are defined as, but not limited to:

Threatening Behavior *(including but not limited to):*

a. Physical actions short of actual contact/injury (e.g., moving closer aggressively, waving arms or fists, raising tone of voice or yelling in an aggressive or threatening manner)
b. Oral or written threats to harm people or their property (e.g., "you'd better watch your back" or "I'll get you"), including the use of any electronic means of communication
c. Implicit threats (e.g., "you'll be sorry" or "this isn't over yet")

Violent Behavior *(including but not limited to)*:

a. Intentionally acting in a manner that in any way endangers the safety of others
b. Any physical assault, with or without weapons
c. Behavior that a reasonable person would interpret as being physically aggressive (e.g., destruction of property, pounding on a desk or door, or throwing objects in a threatening manner)
d. Specific threats to inflict harm (e.g., a threat to shoot a named individual)
e. Use of any object to attack or intimidate another person
f. Interfering with an individual's legal rights of movement or expression

Intimidating Behavior *(including but not limited to):*

a. Intimidation of any kind that results in an individual's fear for his/her personal safety
b. Engaging in stalking behavior
c. Behavior that is reasonably perceived to be frightening, coercing, or inducing distress to any member of the College community

Disruptive Behavior *(including but not limited to):*

a. Verbally intimidating, threatening, or abusing any person or persons in the College environment
b. Physically intimidating, threatening, abusing or assaulting others

c. Disorderly or abusive behavior that interferes with the rights of others or obstructs the teaching or learning environment or business of the College
d. Making inappropriate and incessant demands for time and attention from College employees or students
e. Inappropriate use of the College facilities or resources
f. Theft or damage to the College property

APPLICATION FEE POLICY

The $75.00 application fee for the Practical Nursing program is non-refundable. The application fee is submitted online at the time a student completes an application, allowing students to be considered for one of Standard Colleges' nursing programs. In order for the applicant to submit the $75.00 payment, the applicant will be required to acknowledge that the fee is nonrefundable.

ENTRANCE EXAM

Applicants are required to pass an Entrance Exam administered by Standard College on campus in order to be considered to the program. The Exam consists of two sections: a math section and a reading section. Applicants have one chance to pass the exam each admission cycle. To pass the exam, an applicant must receive a score of at least 75% on the math section and a score of at least 75% on reading section. In the event an applicant does not pass each section of the entrance exam with a score of 75% or higher, the applicant will no longer be considered for admission to the program. The applicant may reapply to a Practical Nursing Program with a different start date.

The Entrance Exam is held on campus at Standard College, located at 8230 Leesburg Pike, Suite 500, Vienna, VA 22182. Cell phones, smart watches, or other electronic devices are not allowed in the exam room. Applicants must comply with the school's Test-Taking and Academic Integrity policies during the exam.

Applicants are provided with practice exam questions upon submitting the application.

HIGH SCHOOL ACADEMIC QUALIFICATIONS

A student satisfies Standard College's Practical Nursing program high school diploma qualifications if the student:

- has a high school transcript recognized by the Department of Education in the state in which the high school is located, or the agency that accredits the school is recognized as an accrediting body for institutions of higher education by the U.S. Department of Education;
- the high school diploma can be from a foreign school if it is equivalent to a U.S. high school diploma, as determined by an evaluation agency recognized by Standard College;
- has the recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state sanctioned test or diploma-equivalency certificate.

OFFICIAL HIGH SCHOOL TRANSCRIPT

To be considered official, the student's high school transcript must come from the high school office, state department or institution by mail, email, or hand delivered in the original sealed envelope. Copies of the transcript from the student are not accepted.

Recognized equivalents of a high school diploma

Standard College recognizes several equivalents to a high school diploma:

- a GED certificate
- a certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an associate degree
- successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution or
- enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

A certificate of attendance and/or a certificate of high school completion is not sufficient.

Foreign High School Diploma Policy

High school diplomas/transcripts from other countries are acceptable toward the student eligibility high school requirement, as long as the diploma/transcript is equivalent to a U.S. high school diploma as determined by a Standard College recognized evaluation agency. Students are required to have their high school diplomas/transcripts credential evaluated by a company designated by Standard College that offers such a service.

PRIOR CRIMINAL OR DISCIPLINARY INCIDENT

When an applicant identifies a prior criminal or disciplinary incident on the Practical Nursing application, a meeting may be scheduled to discuss the incident with the applicant. The applicant must provide the court documents or other documents related to the matter, as well as a document demonstrating the resolution of the matter, in order to proceed in the admission process. Once the issue has been resolved, and the applicant continues in the admission process, the applicant is advised to review the Virginia Barrier Crimes prior to starting the Program. The applicant is also encouraged to contact his/her state Board of Nursing for further clarification on receiving a license to practice, as it is the Board of Nursing that issues a license, granting the right to practice.

ESSENTIAL FUNCTIONS OF THE PROGRAM

The essential functions delineated below are necessary for nursing program admission, progression, and graduation and for the provision of safe and effective nursing care.

The essential functions include but are not limited to:

- **Critical Thinking** - Critical thinking ability sufficient for clinical judgment. (Identify cause-effect relationships in clinical situations, develop nursing care plans.)
- **Interpersonal Skills** - Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. (Establish rapport with patients/clients and colleagues.)
- **Communication** - Communication abilities sufficient for interaction with others in verbal and written form. (Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.)
- **Mobility** - Physical abilities sufficient to move from room to room and maneuver in small spaces. (Moves around in patient's room, workspaces, and treatment areas, administer cardio-pulmonary procedures.)
- **Motor Skills** - Gross and fine motor abilities sufficient to provide safe and effective nursing care. (Calibrate and use equipment; position patients/clients.)
- **Hearing** - Auditory ability sufficient to monitor and assess health needs. (Hears monitor alarm, emergency signals, auscultory sounds, cries for help, etc.)
- **Visual** - Visual ability sufficient for observation and assessment necessary in nursing care. (Observes patient's/client's responses).
- **Tactile** - Tactile ability sufficient for physical assessment. (Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertions of a catheter).

PRACTICAL NURSING PROGRAM

ACADEMICS

PROGRAM OVERVIEW

Standard College trains and educates students for careers in the healthcare field as Licensed Practical Nurses in the practical nursing Program. Upon successful completion of the requirements of this program, and after passing the NCLEX-PN licensure exam, the graduate will have the knowledge, skills, and values necessary to seek employment as a Licensed Practical Nurse in a variety of health care settings.

MISSION STATEMENT

The mission of Standard College's Practical Nursing program is to educate and train students from diverse educational, cultural and personal backgrounds to earn a Practical Nursing diploma, pass the NCLEX-PN licensure exam, and gain employment as a licensed Practical Nurse in a diverse nursing workforce. Standard College aims to instill in all graduates a desire for lifelong education and learning.

PROGRAM OUTCOMES/OBJECTIVES

1. 80% of the students will complete the practical nursing program requirements within 150% of the published program length.
2. 80% of the graduates of the program will pass the NCLEX-PN Licensure Exam within 12 months of graduation.
3. 80% of the graduates of the program will obtain employment as a licensed practical nurse within 12 months of graduation.
4. 80% of the graduates of the program will express overall satisfaction with their educational experience at Standard College.

CREDENTIAL AWARDED

Standard College awards students with a diploma in Practical Nursing upon successful completion of all program requirements. The Practical Nursing Program is a non-credit, vocational program. Clock hours earned in the program are generally not applicable to other degrees.

Program Overview
Standard College trains and educates students for careers in the healthcare field as Licensed Practical Nurses in the practical nursing Program. Upon successful completion of the requirements of this program, graduates are eligible to seek licensure as Licensed Practical Nurse (LPN).

Program Description

Standard College's Practical Nursing Program utilizes an evidence-based approach in the acquisition of the knowledge, skills, and values necessary for employment as a licensed practical nurse in the healthcare environment. Students apply the theoretical knowledge and skills they learn in the classroom with hands on practical experience performing basic and specialized nursing care to a diverse range of patients in a variety of clinical settings. Graduates of the Practical Nursing Program are eligible to seek licensure as Licensed Practical Nurse (LPN)

CURRICULUM OVERVIEW

The Practical Nursing program curriculum includes theory, hands-on skills lab sessions and clinical experiences in a variety of healthcare settings. The emphasis of the Practical Nursing Education Program curriculum is on instruction, and not research or public service, preparing students for entry-level positions as licensed practical nurses. Graduates will develop the knowledge, skills, and values necessary to provide nursing care across the lifespan to culturally diverse individuals and groups. Components of the curriculum include anatomy & Physiology, pharmacology, and nursing course work consisting of classroom, laboratory, and clinical practicum experiences.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the PN program, graduates will have the knowledge and skills necessary to:

1. Provide safe, quality, evidence-based, patient-centered nursing care to promote, maintain, or restore physical and mental health throughout the lifespan in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Engage in clinical judgment to make patient-centered care decisions within the scope of practice of the Practical Nurse.
3. Integrate quality improvement activities to improve patient care.
4. Participate in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons to provide and improve patient care.
5. Use information technology to support and communicate the provision of patient care.
6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.

PROGRAM DELIVERY METHOD

Standard College offers a hybrid method of delivery, providing instruction in-person and in distance education formats, leveraging the strengths of both formats to provide a flexible and comprehensive nursing educational experience. Since March 2020, students attend the course lectures online, engage in the Skills Lab on campus, and complete tests online and at campus.

The course lectures are delivered synchronously using Zoom Video Conferencing. This format enables real-time, two-way audio and video communication and ensures regular and substantive interaction between instructors and students, as well as among students. Active participation is required, and students must attend the class sessions using a computer equipped with a camera, microphone, and reliable internet access. The synchronous Zoom Video Conferencing is also used for the virtual clinical simulation. Students must be on camera for all lectures and virtual clinical.

Instructors use a variety of contemporary teaching approaches or strategies to accomplish program goals and enhance student ability to achieve program outcomes. Examples may include, but are not limited to, case study, problem-based scenarios, computer simulations, web

based and distance technologies, and field or community experiences. Instructional methods are conducive to students' capabilities and learning needs. Faculty and program administrators ensure that instructional techniques and delivery strategies are compatible with the program objectives and curricular offerings.

TECHNOLOGY REQUIREMENTS

In order to participate in the Practical Nursing program, students are required to have regular access to a computer with a camera, as well as regular internet access. Chromebooks and iPads are not compatible with the technology platforms used by the College. Students must use a computer that is fully compatible with all required applications and capable of supporting online learning and testing platforms.

All students must have a valid email address for communication.

POPULI

Standard College's Learning Management System is a web-based platform called Populi. Each student has access to a private, confidential, secure electronic account in Populi. Students can access academic records, course grades, tuition account information, financial aid information, messages from faculty, staff, and administration, the signed Enrollment Agreement, among other comprehensive institutional information, in Populi on a 24/7 hour basis.

Secure access controls are in place for to safeguard the confidentiality of the electronic student records maintained in Populi. Populi has strong user authentication measures, including the requirement of a username and password, to ensure that the appropriate individual has access to his/her student records. Populi requires students to log in with their username and password whenever the system is used.

Populi works like any other web page. Every page has links or buttons that might perform an action or take one to another page. Students can use the browser's forward, back, and refresh buttons to move among the pages he/she is working on. When a student logs in, Populi will take the student straight to the Home page. Home shows and links to what's going on right now and what's going to happen. Depending on what may be going on, Home can show Alerts, News, Invitations, Events, To-Dos, and Courses.

When the student is done using Populi, the student should log out by clicking the name in the upper part of the screen and selecting Log Out from the drop-down.

Technical requirements: What you need to use Populi

To use Populi, the computer and internet connection must meet minimum requirements. A computer with a modern web browser and high-speed internet is all that is required.

Broadband Internet

A fast internet connection will ensure that quick and efficient navigation in Populi. A mobile device with a data connection (4G, 5G, or LTE) is usually sufficient as well.

A modern, updated web browser

Populi runs on up-to-date releases of popular web browsers. Most web browsers have some sort of auto-update function, so you may never even need to think about this part. And using a modern web browser won't just benefit your Populi use—it's one of the best things you can do for your overall internet security!

Here are the browsers we recommend for use with Populi. If a browser is *not* listed here, don't use it for Populi! Again, always try to use the most recent version possible—as companies release newer versions of browsers, they usually drop support for older versions.

PC or Mac

- Google Chrome is probably the best option if you're using Windows. It's also good for Mac users.
- Mozilla Firefox is another good choice on Windows computers (works pretty okay on Macs, too).
- Apple Safari is great on Macs. Not so much on Windows.
- Last and certainly least, Internet Explorer. Mac users can't even download it! If you're using Windows 10, they're encouraging you to use Microsoft Edge.

Mobile browsers

- iOS Safari does well, as does Google Chrome for iOS.
- The stock Android browser works, as does Chrome for Android.
- The Firefox browsers for both iOS and Android aren't problematic.
- Microsoft Edge (mentioned above) is baked-in to Windows 10 devices and works with Populi; the version of Internet Explorer in Windows 8.1 does alright, too.

If you like to tinker with the browser settings, make sure to enable Javascript and cookies. Ad-blockers don't pose any problems for the most part, but make sure to whitelist your school's Populi site.

Other common applications

You can use Populi to export files. The three most common are spreadsheets, PDFs, and word documents Most computers have the software you need to open these files, but in case yours doesn't, you can consider the following:

- Open Office can open spreadsheets and documents (we use it to generate files for custom page layouts).
- Adobe Acrobat reader handles PDFs. If, for some reason, you have to use an old version, the oldest one that works is version 6.

Monitor

Populi is easiest to use if your monitor is set at a minimum resolution of 1280 x 1024 pixels.

STUDENT EVALUATION

Students are evaluated both didactically and clinically in the nursing course they are enrolled. Didactic components of the course include exams, quizzes, and student projects. Clinical components of the course include clinical labs and clinical assignments, which may include providing direct patient care.

Didactic evaluation is completed through exams, quizzes, and student projects. Students are informed of didactic evaluation via the nursing course syllabus and course schedule.

Clinical evaluation is completed at the end of the practicum for each student and more often as needed. Individual conferences may be held as necessary to discuss students' progress. The clinical experience is graded as "P" (Pass), "F" (Fail), or "NO" (No opportunity to observe).

Students in the Practical Nursing program are kept apprised of their status in individual coursework and the program as a whole through POPULI.

TEACHING/EVALUATION METHODS

The teaching/evaluation methods used will vary depending on the subject matter being studied. Teaching/evaluation methods will include, but not be limited to:

- Audiovisual Media
- Case Studies
- Clinical Practicum
- Demonstration/Return Demonstration of Skills
- Field Trips
- Lab/Clinical Skills Practicum and Checklist
- Lecture/Discussion
- Online Exercices
- Oral Exercices
- Pre-Recorded Lectures
- Research Exercises
- Role-Playing
- Self-Study Modules
- Tests/Quizzes

Students have 24-hour access to Standard College Online Databases and other online resources.

PROGRAM COMPONENTS

The Practical Nursing program consists of 1,350 contact hours conducted over a 14 months/54 weeks period for full time students, or 18 months/68-week period for part time students.

Class/Skills Lab Hours	950 hours
Clinical Hours	400 hours
	1,350 hours

PRACTICAL NURSING PROGRAM (PN)						
MASTER CURRICULUM PLAN						
Course Names	**Course Description**	**Theory Hours**	**Skills Lab/Simulation Hours**	**Simulation In lieu of Direct clinical hours**	**Clinical Hours**	**Total Clock Hours**
First Academic Year						
Phase I						
HCE 120	Anatomy & Physiology/Medical Terminology	90				90
LPN 210	Foundations of Nursing Skills & Concepts	206	66/0			272
LPC 100	Clinical Practicum I			88		88
	Phase I - Total Hours	**296**	**66/0**	**88**		**450**
Phase II						
LPC 300	Clinical Practicum II				168	168
HCE 140	Pharmacology	80				80
LPN 220	Adult Health/Medical-Surgical Nursing Skills and Concepts	202				202
	Phase II - Total Hours	**282**	**0**		**168**	**450**
	First Academic Year Total Hours	**576**	**66/0**	**88**	**256**	**900**
Second Academic Year						
Phase III						
LPN 250	Mental Health Nursing Skills and Concepts	54				54
LPN 230	Maternal-Newborn Nursing Skills and Concepts	50	4/0			54
LPN 260	Pediatric Nursing Skills and Concepts	50	4/0			54
LPC 310	Clinical Practicum III			10	134	144
LPN 360	Integrated Nursing Concepts	144				144
	Phase III - Total Hours	**298**	**8/0**	**10**	**134**	**450**
	Total Hours for the Program	**874**	**74/0**	**98**	**302**	**1350**

COURSE DESCRIPTIONS

HCE 120 HUMAN SCIENCE – ANATOMY & PHYSIOLOGY/MEDICAL TERMINOLOGY
Hours: 90 Theory Hours = 90 Total Clock Hours
Prerequisites: none
The course introduces the study of Anatomy and Physiology for students enrolled in the practical nursing program. The focus of this course is on essential concepts of body structure and function and concepts of disease processes. The course further explores the study of medical terms using a word-building approach, medical abbreviations, and symbols.

LPN 210 FOUNDATIONS OF NURSING - SKILLS & CONCEPTS
Hours: 206 Theory Hours and 66 Lab Hours = 272 Total Clock Hours
Prerequisites: HCE 120
This course introduces the foundational nursing concepts of practical nursing, including collecting patient data as a basis for providing safe, quality, patient-centered nursing applied to the care of diverse adult and geriatric patients with commonly occurring health problems. Includes legal and ethical responsibilities of the practical nurse and introduces caring, quality improvement, infection control, and communication used when interacting with patients and members of the interprofessional team. Additionally, this course introduces the learner to the process of critical thinking in practical nursing and relates it to clinical judgment, the nursing process, and evidence-based nursing interventions. Application of knowledge and skills occurs in the nursing skills laboratory and in the Clinical Practicum I and II courses.

HCE 140 PHARMACOLOGY
Hours: 80 Theory Hours = 80 Total Clock Hours
Prerequisites: HCE 120, LPN 210, LPC 100
The Pharmacology course presents an overview of the basic principles of pharmacology including major drug classifications and prototypes of commonly used medications. Emphasis is on the general principles of drug actions, interactions and adverse effects that form the basis for understanding the actions of specific drugs in relation to body systems. Major considerations include safety, reinforcement of patient teaching, and variations encountered when administering medications to diverse patient populations across the lifespan. The importance of accurate dosage calculations for safe, quality, patient-centered care is emphasized.

LPN 220 ADULT HEALTH/ MEDICAL-SURGICAL NURSING - SKILLS AND CONCEPTS
Hours: 202 Theory Hours = 202 Total Clock Hours
Prerequisites: HCE 120, HCE140, LPN 210, LPC 100
This course provides for the acquisition of adult health nursing for the Practical Nurse building on the content learned in the foundations of nursing course, incorporating communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing commonly occurring chronic and acute health problems requiring medical/surgical interventions. Emphasis is placed on providing and documenting care for individuals undergoing diagnostic tests, emergencies, surgery, fluid and electrolyte imbalance, and common alterations in musculoskeletal, respiratory, urinary, gastrointestinal, cardiovascular, hematologic, musculoskeletal, neurologic, sensory, lymphatic, gastrointestinal, urinary, endocrine, reproductive and integumentary systems including related conditions, such as cancer. Nutrition, communication skills, cultural concepts and pharmacology and medication administration are integrated throughout this course. The course incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs using case studies and in the Clinical Practicum II and III clinical courses.

LPN 250 MENTAL HEALTH NURSING - SKILLS AND CONCEPTS
Hours: 54 Theory Hours = 54 Total Clock Hours
Prerequisites: HCE 120, HCE 140, LPN 210, LPC 100, LPN 220, LPC 300,
The course provides for the acquisition of mental health practical nursing theory, incorporating communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to diverse patients experiencing commonly occurring mental health problems. Topics covered include human developmental needs, advanced therapeutic communication skills, normal and abnormal behaviors, and mental health treatment modalities. Pharmacology, therapeutic communication, and cultural concepts are integrated throughout this course. Incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs using case studies and in the Clinical Practicum II course.

LPN 230 MATERNAL-NEWBORN NURSING - SKILLS AND CONCEPTS
Hours: 50 Theory Hours and 4 Lab Hours = 54 Total Clock Hours
Prerequisites: HCE 120, HCE 140, LPN 210, LPC 100, LPN 220, LPC 300, LPN 250
This course provides for the acquisition of maternal/newborn practical nursing theory, incorporating communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to diverse reproducing families. Incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs using case studies and in the Clinical Practicum III course.

LPN 260 PEDIATRIC NURSING - SKILLS AND CONCEPTS
Hours: 50 Theory Hours and 4 Lab Hours = 54 Total Clock Hours
Prerequisites: HCE 120, HCE 140, LPN 210, LPC 100, LPN 220, LPC 300, LPN 230, LPN 250
This course provides for the acquisition of pediatric practical nursing theory, incorporating communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to children with commonly occurring health problems in diverse childrearing families. Incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs using case studies and in the Clinical Practicum III course.

LPN 360 PN-INTEGRATED NURSING CONCEPTS
Hours: 144 Theory = **144 Total Clock Hours**
Prerequisites: HCE 120, HCE140, LPN 210, LPN 220, LPC 300, LPN 230, LPN 250, LPC 100, LPN 260
This course is a culminating course that applies all program concepts to a variety of patient populations experiencing multiple healthcare issues. This course applies the program student learning outcomes to a wide variety of patient populations and conditions, requiring students to demonstrate a broader perspective for the application of nursing theory. The course provides both a comprehensive content review and test taking strategies for students preparing to graduate from the PN Program and take NCLEX-PN® Exam. The Client Needs areas from the current NCLEX-PN Test Plan are integrated throughout this course to include Management of Care; Safety and Infection Control; Heath Promotion and Maintenance; Psychosocial Integrity; Basic Care and Comfort; Pharmacological and parenteral Therapies; Reduction of Risk Potential; and Physiological Adaptation.

LPC 100 CLINICAL PRACTICUM I
88 Total Clock Hours
Prerequisites: HCE 120
This practicum utilizes virtual simulation technology to prepare students for safe and effective direct patient care in the subsequent practicums. The clinical practicum introduces students to

simulation, where they practice essential concepts, skills, and attitudes needed to provide safe and effective care to patients across the lifespan. Virtual technology is used to introduce students to prioritization of care, professionalism, team collaboration, interdisciplinary communication using SBAR, therapeutic communication skills, documentation, applying early decision-making skills in gathering and analyzing client data, safe medication administration, and utilizing technology and informatics relative to patient-centered care.

LPC 300 CLINICAL PRACTICUM II
168 Total Clock Hours
Prerequisites: HCE 120, LPN 210, LPC 100
This course provides for the application of nursing theory from prerequisite and co-requisite courses to the care of the geriatric and adult health patients in the clinical setting using the nursing process. Students incorporate fundamental concepts of Practical Nursing practice such as communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to the geriatric and adult patients experiencing commonly occurring health problems. Incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse. Additionally, the practicum focuses on applying basic nursing care within the practical nurse student role including the collection of data, identifying normal from abnormal data, assisting in the planning of care, providing personal care (ADLs), introduction to administering medications via Intramuscular, subcutaneous, oral, Ng/Gt, providing tracheostomy care, and wound care.

LPC 310 CLINICAL PRACTICUM III
144 Total Clock Hours
Prerequisites: HCE 120, LPN 210, LPC 100, LPC 300, LPN 220, HCE140
This is an advanced integrated clinical practicum for practical nursing students to perfect skills acquired from previous clinical practicums. This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. The students will utilize therapeutic communication skills related to mental health nursing care and assist patients to regain optimum level of psychosocial function. Students will also assist in providing health promotion activities/education to the childbearing family and interact with children in the community and simulated care setting. The clinical experience provides opportunities for beginning the transition from student to practical nurse. Students incorporate concepts of Practical Nursing practice such as communication, collaboration, caring, and clinical judgment necessary for safe, patient-centered nursing care to diverse patients across the lifespan experiencing a variety of commonly occurring health problems. The practicum further incorporates evidence-based practice, quality improvement, standards of care, and legal and ethical responsibilities of the Practical Nurse.

PRACTICAL NURSING PROGRAM

ACADEMIC POLICIES

ACADEMIC PROGRESSION

1. Nursing courses must be taken in sequence as specified unless approved by the faculty.
2. All course prerequisites must be successfully completed prior to starting the course.
3. Students must achieve a final grade of 79.50% or better in each course.
4. A final rating of "Pass" is required for all clinical courses.
5. Students shall maintain a minimum of 90% attendance for each course.
6. Students who do not achieve a grade of 79.50% or better in a theory course or "Pass" in a clinical course shall repeat the course.
7. A student scoring less than 79.50% on any course shall be placed on academic warning.
8. A student scoring less than 79.50% on a second, but different, course shall be put on academic probation.
9. A student scoring less than 79.50% on the same course for the second time or failing three (3) courses shall be dismissed from the program for academic reasons. The student may reapply to the program after 180 days.
10. Students enrolled in the 54-week day/evening program must successfully meet all requirements for program completion/graduation within 81 weeks/20 months from the date of enrollment. Students not successfully completing all requirements within the established time frame shall be dismissed from the program.
11. Students enrolled in the 68-week weekend program must successfully meet all requirements for program completion/graduation within 102 weeks/25 months from date of enrollment. Students not successfully completing all requirements within the established time frame shall be dismissed from the program.
12. In addition to grades, general professional behaviors are essential for progression in the program. Using the Professional Behavior Policy, Code of Ethics, Code of Conduct, Academic Integrity Policy, and Test-Taking Policy noted in this handbook, faculty will evaluate the student throughout the course and communicate with the students if their progression is in jeopardy.
13. Academic Progression shall be monitored on an ongoing basis.

A change in the physical abilities of a student that prevents the student from meeting the required program objectives may lead to a withdrawal from the program. Students also have an option to request a Leave of Absence (LOA) from the program for up to 180 days. (See Essential Functions under Admissions Policy).

FAILING A COURSE

A student scoring less than 79.50% in a course shall be required to repeat the course in order to progress in the program. To retake a course, students must timely complete three steps:

(1) Within 3 days from receipt of the email from the Registrar Office notifying the student that she/he did not pass the course, send the Petition to Repeat a Course Form to the Registrar Office by email at registrar@standardcollege.edu or fax at (703) 891-1789.

(2) Timely pay for the re-take course.

(3) Send the Registrar's Office an email the same day the payment is made.

An invoice will be posted to the student's account after the Registrar's Office receives the completed Petition to Repeat a Course Form.

Students must pay for at least half of repeat course fee by the deadline on the invoice. A Payment Plan will automatically be provided to the student which allows the student to pay half of the course by the deadline on the invoice and the half of the repeat course fee by mid-course.

After the appropriate payment is timely made, the Registrar Office places the student on a Wait List. Students placed on the Wait List are NOT guaranteed a spot in the course. A spot in the course depends upon space availability. The school may not know whether a space becomes available until one or two days before the course begins. In addition, the next available course may be a weekend, day, or evening schedule.

Students must have a "0" balance in their account, separate from the cost to retake the course. Students will not be eligible to retake a course with an overdue balance in their account.

Students who have been away from the program for more than 6 months will be withdrawn from the program. A student who has been withdrawn must take and pass a placement test in order to be readmitted to Standard college.

Failing a course and waiting for the next available course does not meet all the conditions for an Academic/ FSA Approved Leave of Absence. Therefore, the student is considered a withdrawal for Student Financial Aid/Title IV purposes only.

FAILURE TO MEET STANDARDS OF SATISFACTORY ACADEMIC PROGRESSION

Standard College makes every effort to assist students to succeed in the Program. In cases in which a student does not meet the standards of satisfactory academic progression, he or she will be placed on academic warning, probation or be dismissed from the program. Students dismissed for failure to meet satisfactory academic progression standard shall wait at least 180 days to apply for re-admission to the program.

ACADEMIC WARNING/PROBATION/DISMISSAL

1. A student scoring less than 79.50% for the first time shall be given an academic warning in the Practical Nursing program.
2. A student scoring less than 79.50% on a second course shall be placed on probation in the Practical Nursing program.
3. A student scoring less than 79.50% on the same course for the second time or failing three (3) courses shall be dismissed from the program for academic reasons.
4. A student shall be placed on academic probation for unsatisfactory attendance as defined by Standard College's Attendance Policy.

5. A student who has been dismissed from the program for the first time may reapply to the program after 180 days.
6. A student dismissed from the program for a second time may reapply after one (1) year. Readmission is not guaranteed and is subject to compliance with all current reenrollment requirements and program capacity and seat availability.
7. A student may be placed on probation, suspended, or dismissed from the program for violation of the Academic Integrity Policy, Professional Behavior Policy, Code of Ethics and/or Code of Conduct.

DUE PROCESS

The student will be provided with written notification that he/she has been placed on academic warning, placed on academic probation, or has been dismissed from the program for academic reasons. The notification will include details about the status and how to retake the class or return to the program, as well as information on how to appeal the decision.

APPEALS

Students may appeal an academic warning, academic probation, or dismissal decision. The appeal must be based on the grounds that the school made an error in calculating the student's course grade. It is the student's burden to demonstrate that he/she scored 79.50% or better in the course and should not have been placed on Academic Warning, Academic Probation or dismissed from the program.

The appeal must be in writing and received by the school within 5 business days of the student's receipt of notification of the academic warning, probation, or dismissal decision. Failure to file a written request within the specified time will constitute a waiver of the right to an appeal.

The appeal shall be reviewed by the Academic Review Committee (ARC), which is comprised of the President, Director of Education, Deputy Executive Director, and, when possible, a faculty member. The ARC shall review the student's academic record, information offered by the Director of Education regarding the grounds for dismissal, any response made by the student, and additional information the ARC may request. The ARC will make a final decision in the matter after reviewing the appeal.

ADMINISTRATIVE BREAK

Students who do not score 79.50% in a course are required to retake and pass the course in order to continue in the program. Students are provided with an Administrative Break while waiting for the next available course to begin. The student shall be placed in the next class on a space availability basis. The student must make satisfactory financial arrangements prior to final approval for re-admission. A student who waits more than 45 days to retake a course will be considered an FSA withdrawal. A student failing to return from an Administrative Break within 180 days shall be considered withdrawn from the program.

Information on how a leave of absence impacts the repayment of a student loan can be found in the section: Consequences of an Academic/FSA Leave of Absence or Withdrawal on Repayment of Student Loan.

REPEATING A COURSE

1. A student repeating a course must complete the course within the maximum time frame allowed for program completion.
2. A student shall take a course no more than two (2) times. If the student is not successful during his/her second time taking a course, the student shall be dismissed from the program. To be readmitted to the program, see Re-Admission Policy.
3. The student repeating a class will not graduate with his/her original cohort.
4. There shall be a charge for repeating a course. The student shall pay for the course prior to re-enrolling in the new course.

RETURN TO PROGRAM PROCESS

A student dismissed from the Practical Nursing program for the first time may apply for re-admission to the program no less than 180 days from the date of dismissal.

A student dismissed from the Practical Nursing program for the second time may apply to the program no less than one year from the date of dismissal.

The student shall take the following steps when applying for readmission:

(1) A student wishing to be re-admitted shall send a request for readmission to the Registrar's Office at registrar@standardcollege.edu.
(2) The student shall complete a readmission application.
(3) The student shall take a placement test. The passing grade for the placement test is 75%.
(4) The student shall resubmit the Health Requirement forms and Criminal Background Check and Drug Test.
(5) The student must make satisfactory financial arrangements prior to final approval for re-admission.

Reenrollment will be based upon space availability. The former student may need to wait for an unspecified period of time for a spot to become available in the course he/she is scheduled to join, after completing the required steps contained in the Return to Program policy.

A student who has been away from the program for more than 10 years must restart the entire program from the beginning. Clock hours, lab hours and clinical hours that had been completed by the student will not be considered or counted as credit. This means, the student who had been away from the program for more than 10 years shall reapply to the program by submitting the online application, along with the application fee, and complete the entire application process. If the student is admitted, the student must start from the beginning of the program.

GRADING POLICY

Students must achieve an over-all grade of 79.50% or better on each course and must have a minimum of 90% attendance to pass the course. Grades are rounded to the nearest whole number. For example, 79.50% will be rounded up to 80% and 79.49% will rounded down to 79%.

EXPLANATION OF GRADES

Grade	Interpretation	Numerical Grade	Grade Point Average
A+	Excellent	96.50% to 100%	4.00
A	Excellent	93.50% to 96.49%	4.00
A-	Excellent	89.50% to 93.49%	3.75
B+	Good	86.50% to 89.49%	3.25
B	Good	83.50% to 86.49%	3.00
B-	Average	79.50% to 83.49%	2.75
C	Unsatisfactory**	69.50% to 79.49%	2.00
D	Unsatisfactory**	59.50% to 69.49%	1.00
F	Failing	less than 59.49%	0.00
P	Pass Clinical Practicum	-	Not Computed
F	Fail Clinical Practicum	-	Not Computed

**Unsatisfactory means the student did not receive a passing grade to progress to the next course.

INCOMPLETE GRADES

Any student incurring incomplete grade for any course after the last day of the course shall receive an "F" for that course. (See policy for failing a course)

CLINICAL GRADES

All nursing courses have a clinical component that will be graded as follows:

1. The clinical component is an independent co-requisite with the lecture component and will be graded with a "P" for Pass, showing satisfactory to provide the skill, or "F" for Fail, showing a lack of satisfactory to provide the skill.
2. The student must receive a "Pass" on all required lab or clinical skills.
3. If a student receives a Fail in the clinical component, the grade will be recorded as "F" and the student will be required to repeat the clinical course.
4. The student will be given their final grade at the end of each clinical course.

COURSE SYLLABUS

A syllabus is made available to students electronically in POPULI at the beginning of the course. The course syllabus includes information on the method of delivery, the method of evaluation, the grading scale, attendance requirements, course prerequisites, course descriptions, course E-books and resources, exam policies, technology requirement, test-taking policies, tutoring information, student learning outcomes and competencies, and course objectives. The course syllabus is subject to change upon the discretion of the faculty. Any change to the syllabus will be for the purpose to enhance student learning. Any change to the syllabus will affect all students uniformly. No change will be made to the syllabus after the course ends.

GRADUATION/PROGRAM COMPLETION REQUIREMENTS

Enrolling in a program of study does not guarantee graduation. In order for a student to be eligible for graduation and to have his/her final transcript sent to the Board of Nursing, the student MUST:

1. Successfully complete the program by earning a grade of 79.50% or better in each course.
2. Complete the required clinical hours and achieve a Pass in each clinical course.
3. Demonstrate satisfactory attendance as evident by 90% attendance of each course.
4. Meet all financial obligations.

A student who has not met the program requirements may not participate in the graduation ceremony. The diploma and pin will be awarded when all requirements have been met.

The registrar's office shall submit documentation of program completion and completed transcripts for each graduate to the Board of Nursing as required in State Regulations. After ALL program requirements have been met, the graduate is eligible to file an application to take the NCLEX-PN for licensure in the state where the graduate intends to practice. Satisfactory completion of the NCLEX-PN qualifies the applicant to practice as a Licensed Practical Nurse in the state they applied for licensure in.

An applicant may be denied the right to take the NCLEX-PN in Virginia due to conviction of felony or misdemeanor involving moral turpitude, or for other reasons cited in Section 54.1-3007 of the Code of Virginia

RECOGNITION OF ACADEMIC ACHIEVEMENT

HONOR ROLE

Students with a cumulative GPA of 3.5 or higher shall graduate with honors.

HIGHEST HONOR ROLE (VALEDICTORIAN)

The valedictorian is the student with the highest cumulative GPA in each graduating class.

LPN TO RN TRANSITION PROGRAM

ADMISSIONS

ADMISSION REQUIREMENTS

In order to be considered for admission into Standard College's LPN to RN Transition Program, applicants must meet the following requirements by the program deadline:

1. The applicant must be a Licensed Practical Nurse with a current license in good standing and qualified to practice nursing in Virginia.

2. The applicant must complete the following prerequisite courses with a grade of "C" or better, the courses must be at least 3 credits and from an Institution of Higher Learning accredited by an accrediting agency recognized by the U.S. Department of Education (Click here for the US Department of Education Institution search engine):
    a. Anatomy & Physiology I
    b. Anatomy & Physiology II
    c. Microbiology General/Introduction to Psychology
    d. College Mathematics
    e. College English Composition
    f. Speech/Public Speaking/Communication

3. The applicant must take the HESI LPN to ADN Entrance Exam and achieve a score of "750" or higher. Applicants may take the Exam twice each admission cycle. In the event an applicant does not receive a score of 750 or higher after two attempts, he/she will no longer be considered for admission to the program. The applicant may reapply to an LPN to RN Transition Program with a different start date. Click Here to register to take the HESI LPN to ADN entrance exam at Standard College.

4. The applicant must submit the online LPN to RN Transition Program Application, along with a non-refundable Application Fee in the amount of $100.00.

5. The applicant must submit three (3) references within the online application including: (a) One (1) supervisory work reference, from an individual not related to the applicant, and (b) two (2) character references from individuals not related to the applicant.

6. The applicant must provide evidence of high school completion by submission of one of the following:

    a. an official high school transcript, or
    b. a GED Certificate, or

c. an associate degree, or
d. an official college transcript showing successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution, or an official college transcript showing enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.
e. High school diplomas/transcripts from other countries are acceptable toward the student eligibility general requirement, as long as the diploma/transcript is equivalent to a U.S. high school diploma. Students are required to have their high school diplomas/transcripts credential evaluated by a company designated by Standard College that offers such a service.

7. The applicant must submit an Official College Transcripts with the required prerequisite courses: Anatomy & Physiology I and II, Microbiology, General/Introduction to Psychology, College Mathematics, College English Composition, and Speech/Public Speaking/Communication

8. The applicant must attend an Information Session.

9. The applicant must provide a government issued photo identification.

10. The applicant must attend an admission interview.

11. The student must successfully complete Fundamental Nursing Skills and Concepts Validation Course with a 79.50% or higher.

Pending the receipt and review of the above documents by the established time frame, the applicant will be notified in writing of acceptance into the program.

OFFICIAL HIGH SCHOOL TRANSCRIPT

To be considered official, the student's high school transcript must come from the high school office, state department or institution by mail, email, or hand delivered in the original sealed envelope. Copies of the transcript from the student are not accepted.

AFTER ADMISSION

1. Students must provide evidence of a physical examination completed by a licensed physician, physician's assistant, or nurse practitioner within 30 DAYS FROM THE START OF THE PROGRAM, including but not limited to:
   a. A negative TB skin test or chest x-ray.
   b. An annual TB symptom screening questionnaire.

c. A current Mumps, Measles, Rubella, & Varicella (Chicken Pox) schedule with completed Hepatitis B vaccine series. Blood titers showing immunity; if no immunity shown, immunization is required. Tetanus, Diphtheria-Pertussis Toxoid immunizations within the last 10 years.
d. Influenza vaccine is required yearly by clinical agencies.
e. COVID 19 vaccine is required for Clinical placement.
f. A statement by the healthcare provider that the applicant has the physical and emotional health to complete the requirements of this program.

2. Demonstrate a satisfactory Criminal Background Check and Drug Test through the approved School's vendor, paid at the student's expense, within 30-days of the start of the program.
3. Demonstrate that no finding has been entered into a state nurse aide registry or by any other professional licensing body concerning abuse, neglect, exploitation, mistreatment of residents or misappropriation of property.
4. Maintain a current American Heart Association CPR BLS Certification for Health Care Provider for entire duration of the program.
5. The school recommends obtaining the pneumonia and meningitis vaccines. These immunizations are not required, but they are recommended for your safety and the safety of patients.
6. The approved Standard College student uniform is required to be worn in all clinical facilities where working as a student.
7. Timely finalize the registration process by submitting the required financial aid documents and/or making the appropriate tuition payments.

ADMISSION PROCESS

PHASE I

1. Attend the Information Session
2. Take the HESI LPN to ADN Entrance exam and achieve a score of "750" or higher.
3. Submit an Online Application with 3 references, along with the non-refundable Application Fee of $100.00
4. Submit the Official Transcripts (college courses and high school graduation)
5. Submit copy of LPN License
6. Attend an Interview.
7. Provisional acceptance sent out via email

PHASE II

1. Successfully complete the Fundamental Skills and Concepts Validation Course with an 79.50% or better
2. Complete a Criminal Background Check and Drug Test for purposes of participating in the Clinical placement.
3. Submit proof of health insurance prior to attending clinical practicum.

4. Complete and submit Physical Exam, required immunizations, and TB testing
5. Submit American Heart BLS CPR certificate.
6. Timely finalizing the registration process by submitting the required financial documents and/or tuition payments.

Students will not be eligible to proceed to the second course in the LPN to RN Transition Program without timely providing the above Health and Physical Examination, proof of immunizations, and satisfactory Criminal Background and Drug Check Test by the due date on the approved School Forms.

Certain criminal convictions may prevent licensure as a nurse in Virginia. Criminal convictions may also prohibit employment in certain health care settings.

If a student makes false or misleading statements in connection with his/her admission's application, and/or the financial aid application, the application may be rejected. If the misrepresentation is discovered after the student has enrolled in the program, the offer of admission will ordinarily be rescinded, the course credits and grades will be revoked, and the student will be required to leave the school.

Standard College reserves the right to deny a student admission into the program if information has been found from the Criminal Background Check, Drug Test or a professional licensing body that would bar the student from completing the Clinical Placement.

The basis for admission into the LPN to RN TRANSITION PROGRAM does not include advanced standing, experiential learning requirements, or the transfer of credits, other than the prerequisites required in the admission process.

The Clinical site placement is a mandatory component of the program. Students shall comply with the reasonable and lawful requirements of the Clinical site's policies and procedures. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access to the Clinical site. Standard College may dismiss the student from the program, if the College determines that further participation by the student at a Clinical site is no longer appropriate on the basis of Standard College's policies and procedures and/or the Clinical site's policies and procedures.

PRIOR CRIMINAL OR DISCIPLINARY INCIDENT

When an applicant identifies a prior criminal or disciplinary incident on the LPN to RN Transition Program application, a meeting is automatically scheduled to discuss the matter with the applicant. The applicant must provide the court or other documents related to the matter, as well as a document demonstrating the resolution of the matter, in order to proceed in the admission process. Once the issue has been resolved, and the applicant continues in the admission process, the applicant is advised to review the Virginia Barrier Crimes, and prior to starting the Program, encouraged to contact the Virginia and/or Maryland Board of Nursing for further clarification on receiving a license to practice. The Board of Nursing has the authority to issue licenses, granting the right to practice, not the School one graduates from.

ADMISSION DECISIONS

Standard College uses a holistic approach to make admission decisions, evaluating each applicant in a comprehensive and inclusive manner. The holistic approach takes into account the various aspects of an individual's application. The Admission Team begins to make admission decisions after the program due date, ensuring that all applicants who meet the program due date are equally considered to a spot in the program.

PROVISIONALLY ADMITTED INTO THE PROGRAM

Applicants are provisionally admitted into the program upon receiving formal communication from the school. In order to be considered provisionally admitted, the applicant must timely submit the application, pay the $100.00 non-refundable fee, take the HESI LPN to ADN Entrance exam and achieve a score of "750" or higher, provide 3 references (1 work reference, 2-character reference), submit the Official Transcripts (college courses and high school graduation), submit a copy of LPN License, attend the admission interview, and submit all required documents by the program deadline.

Due to the high number of applicants timely completing the admission process, the school cannot provisionally admit all applicants into the program.

FORMALLY ADMITTED INTO THE PROGRAM

Students are formally admitted into the program after they have been provisionally admitted, successfully complete the Fundamental Skills and Concepts Validation Course with an 79.50% or better, complete a Criminal Background Check and Drug Test for purposes of participating in the Clinical placement, complete and submit Physical Exam, required immunizations, and TB testing, submit American Heart BLS CPR certificate, timely finalizing the registration process by submitting the required financial documents and/or tuition payments, and timely signed the Enrollment Agreement.

DEFERRAL POLICY

Students may request to defer to another LPN to RN Transition Program once within one year of submitting an application. Students must request a deferral prior to the program start date for the session to which they applied. The program term they may join will be determined on the basis of space availability.

WAIT LIST POLICY

Standard College has a large applicant pool. Due to space availability, Standard College cannot accommodate all applicants who timely complete the admission process. Once a designated number of applicants have been provisionally accepted into a program, select applicants who have successfully completed the admission process by the program deadline may be placed on a Wait list. These applicants will be given priority to join the program, in the event a spot becomes available.

DENIAL OF ADMISSION

Standard College is dedicated to upholding a learning environment that is rigorous, collaborative, and respectful. The offer of admission is competitive and based on a careful review of the application materials and a holistic assessment of the applicant's prior academic performance and ability to succeed in the program. The College strives to admit as many

qualified candidates as possible, but due to limited spots available, all applicants who apply and satisfy the admission requirements by the program due date cannot be admitted.

Each admission cycle, applications are reviewed as part of the overall applicant pool, and the strongest candidates are selected for admission. Applicants may be denied admission if their qualifications are not as competitive in comparison to other applicants in that cycle, even if minimum admission requirements have been met. Denial of admission is not a reflection of an applicant's overall potential but rather the outcome of a selective process based on limited enrollment capacity. The applicant may reapply to an LPN to RN Transition Program with a future start date, if they wish, by submitting a new application along with the required application fee. However, reapplication does not guarantee admission to a future class.

All decisions are made in accordance with applicable laws and nondiscrimination policies. Applicants who are denied admission will receive a written notice. Admission decisions are final and not subject to appeal.

The admission decision may also consider any documented conduct concerns from the applicant's engagement with the College, regardless of whether such conduct concerns resulted in a formal inquiry, violation, or sanction through the Code of Conduct process. Standard College reserves the right to deny admission to any applicant and is not required to provide specific reasons for denial of admission to the College.

Standard College reserves the right to evaluate and document special cases and to refuse or revoke admission if the college determines that the applicant or student poses a threat, is a potential danger, is significantly disruptive to the college community, or if such refusal or revocation is considered to be in the best interest of a college. The colleges also reserve the right to refuse admission for applicants that have been expelled or suspended from, or determined to be a threat, potential danger, or significantly disruptive by another college. Students whose admission is revoked after enrollment must be given due process.

Behaviors that present a threat or a potential danger to the College community or other behaviors where it is considered to be in the best interest of the College to refuse admission or revoke enrollment are defined as, but not limited to:

Threatening Behavior

- Physical actions short of actual contact/injury (e.g., moving closer aggressively, waving arms or fists, raising tone of voice or yelling in an aggressive or threatening manner)
- Oral or written threats to harm people or their property (e.g., "you'd better watch your back" or "I'll get you"), including the use of any electronic means of communication
- Implicit threats (e.g., "you'll be sorry" or "this isn't over yet")

Violent Behavior

- Intentionally acting in a manner that in any way endangers the safety of others
- Any physical assault, with or without weapons
- Behavior that a reasonable person would interpret as being physically aggressive (e.g., destruction of property, pounding on a desk or door, or throwing objects in a threatening manner)
- Specific threats to inflict harm (e.g., a threat to shoot a named individual)
- Use of any object to attack or intimidate another person

- Interfering with an individual's legal rights of movement or expression

Intimidating Behavior

- Intimidation of any kind that results in an individual's fear for his/her personal safety
- Engaging in stalking behavior
- Behavior that is reasonably perceived to be frightening, coercing, or inducing distress to any member of the College community

Disruptive Behavior

- Verbally intimidating, threatening, or abusing any person or persons in the College environment
- Physically intimidating, threatening, abusing or assaulting others
- Disorderly or abusive behavior that interferes with the rights of others or obstructs the teaching or learning environment or business of the College
- Making inappropriate and incessant demands for time and attention from College employees or students
- Inappropriate use of the College facilities or resources
- Theft or damage to the College property

ESSENTIAL FUNCTIONS OF THE PROGRAM

The essential functions delineated below are necessary for nursing program admission, progression, and graduation and for the provision of safe and effective nursing care.

The essential functions include but are not limited to:

- **Critical Thinking** - Critical thinking ability sufficient for clinical judgment. (Identify cause-effect relationships in clinical situations, develop nursing care plans.)
- **Interpersonal Skills** - Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. (Establish rapport with patients/clients and colleagues.)
- **Communication** - Communication abilities sufficient for interaction with others in verbal and written form. (Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.)
- **Mobility** - Physical abilities sufficient to move from room to room and maneuver in small spaces. (Moves around in patient's room, workspaces, and treatment areas, administer cardio-pulmonary procedures.)
- **Motor Skills** - Gross and fine motor abilities sufficient to provide safe and effective nursing care. (Calibrate and use equipment; position patients/clients.)
- **Hearing** - Auditory ability sufficient to monitor and assess health needs. (Hears monitor alarm, emergency signals, auscultory sounds, cries for help, etc.)
- **Visual** - Visual ability sufficient for observation and assessment necessary in nursing care. (Observes patient's/client's responses).
- **Tactile** - Tactile ability sufficient for physical assessment. (Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertions of a catheter.)

LPN TO RN TRANSITION PROGRAM

ACADEMICS

PROGRAM OVERVIEW

Standard College trains and educates students for careers in the healthcare field as Registered Nurses in the LPN to RN Transition Program. Upon successful completion of the requirements of the program, graduates are eligible to seek licensure as Registered Nurses (RN).

MISSION STATEMENT

The mission of Standard College's LPN to RN Transition program is to educate and train Licensed Practical Nurses from diverse educational, cultural and personal backgrounds to earn an Associate in Applied Science Degree in Nursing, pass the NCLEX-RN licensure exam, and gain employment as a Registered Nurse in a diverse nursing workforce. Standard College aims to instill in all the graduates a desire for lifelong education and learning.

Program Completion/Graduation Policy

Enrolling in a program of study does not guarantee graduation. In order for a student to be eligible for graduation and awarded an Associate in Applied Science Degree in Nursing, the student MUST successfully satisfy the program completion requirements. These requirements consist of the following criteria:

1. Successfully complete the program by earning a grade of 79.50% or better in each course.
2. Complete the required clinical hours and achieve a Pass in each clinical course.
3. Demonstrate satisfactory attendance as evident by 90% attendance of each course.
4. Meet all financial obligations.

Standard College requires students to complete a total of 70 program credits to graduate. 50 out of the 70 program credits, or 71% of the credits, are completed at Standard College.

A student's final transcript will not be sent to the Board of Nursing unless the student has successfully satisfied the program completion requirements. A student who has not met the requirements may not participate in the public graduation ceremony. The diploma and pin will be awarded when all requirements have been met. The graduation date for a student who completes the program requirements after their cohort's official completion date shall be changed to the next graduating cohort.

The registrar's office shall submit documentation of program completion and completed transcripts for each graduate to the Board of Nursing as required in State Regulations. After ALL program requirements have been met, the graduate is eligible to file an application to take the NCLEX-RN for licensure in the state where the graduate intends to practice. Satisfactory completion of the NCLEX-RN qualifies the applicant to practice as a licensed Registered Nurse (RN) in the state they applied for licensure in.

An applicant may be denied the right to take the NCLEX-RN in Virginia due to conviction of felony or misdemeanor involving moral turpitude, or for other reasons cited in Section 54.1-3007 of the Code of Virginia.

PROGRAM DESCRIPTION

Standard College 's LPN to RN Transition Program utilizes evidence-based approach in the acquisition of the knowledge, skills and values necessary for employment as a Registered Nurse in the healthcare environment. In addition to theoretical knowledge, this program includes practical application of skills and concepts in a variety of clinical settings.

CURRICULUM OVERVIEW

The LPN to RN Transition Program curriculum is on instruction, and not research or public service, preparing students for entry-level positions as a Registered Nurse. Graduates will have the knowledge, skills, and values necessary to provide nursing care across the lifespan to culturally diverse individuals and groups. Additionally, the curriculum covers a general education core that includes concepts from the natural and social sciences; required support courses; along with nursing course work consisting of classroom, laboratory, and clinical practice experiences. The students learn to perform comprehensive nursing assessment that includes extensive data collection across the lifespan in a variety of settings. The curriculum focuses on addressing anticipated changes in patient conditions; recognition of alterations to previous patient conditions; synthesizing the biological, psychological, and social aspects of the patient's condition, and evaluation of the effectiveness and impact of nursing care. The need to communicate, collaborate, and consult with other health team members in designing individualized care are threads that permeate the entire curriculum. The Associate in Applied Science Degree in Nursing provides flexibility in career choices as well as a foundation for further formal education in nursing.

PROGRAM OUTCOMES/OBJECTIVES

1. 80% of the LPN to RN Transition Program students who begin the first nursing course in the program will complete the program within 150% of the published length of time (90 weeks) 70% of LPN to RN Transition Program students who begin the first nursing course in the program will complete the program within 100% of the published length of time (60 weeks).
2. 80% of all first-time test takers from the program will pass the NCLEX Licensure Exam.
3. 80% of LPN to RN Transition Program graduates will obtain employment as a registered nurse within 12 months of graduation.
4. 80% of LPN to RN Transition Program graduates will express overall satisfaction with their educational experience at Standard College.

PROGRAM LEARNING OUTCOMES

Upon completion of this program, Standard College LPN to RN Transition program graduates will have the knowledge skills and values necessary to:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
2. Apply clinical reasoning/clinical judgment to make patient-centered care decision.
3. Participate in quality improvement processes to improve patient outcomes.

4. Participate in collaboration and teamwork with members of the interprofessional team, the patient, and the patient's support persons.
5. Utilize information and technology to communicate, manage knowledge, mitigate errors, and support decision making.
6. Apply management, legal, and ethical guidelines in practice as a Registered Nurse.

PROGRAM DELIVERY METHOD

Standard College offers a hybrid method of delivery, providing instruction in-person and in distance education formats, leveraging the strengths of both formats to provide a flexible and comprehensive nursing educational experience. Since March 2020, students attend the course lectures online, engage in the Skills Lab on campus, and complete tests online and at campus.

The course lectures are delivered synchronously using Zoom Video Conferencing. This format enables real-time, two-way audio and video communication and ensures regular and substantive interaction between instructors and students, as well as among students. Active participation is required, and students must attend the class sessions using a computer equipped with a camera, microphone, and reliable internet access. The synchronous Zoom Video Conferencing is also used for the virtual clinical simulation. Students must be on camera for lectures and virtual clinical.

Instructors use a variety of contemporary teaching approaches or strategies to accomplish program goals and enhance student ability to achieve program outcomes. Examples may include, but are not limited to, case study, problem-based scenarios, computer simulations, web based and distance technologies, and field or community experiences. Instructional methods are conducive to students' capabilities and learning needs. Faculty and program administrators ensure that instructional techniques and delivery strategies are compatible with the program objectives and curricular offerings.

TECHNOLOGY REQUIREMENTS

In order to participate in the LPN to RN Transition program, students are required to have regular access to a computer with a camera and internet access. Chromebooks and iPads are not compatible with the technology platforms used by the College. Students must use a computer that is fully compatible with all required applications and capable of supporting online learning and testing platforms.

All students must have a valid email address for communication.

POPULI

Standard College's Learning Management System is a web-based platform called Populi. Each student has access to a private, confidential, secure electronic account in Populi. Students can access academic records, course grades, tuition account information, financial aid information, messages from faculty, staff, and administration, the signed Enrollment Agreement, among other comprehensive institutional information, in Populi on a 24/7 hour basis.

Secure access controls are in place for to safeguard the confidentiality of the electronic student records maintained in Populi. Populi has strong user authentication measures, including the requirement of a username and password, to ensure that the appropriate individual has access to his/her student records. Populi requires students to log in with their username and password whenever the system is used.

Populi works like any other web page. Every page has links or buttons that might perform an action or take one to another page. Students can use the browser's forward, back, and refresh buttons to move among the pages he/she is working on. When a student logs in, Populi will take the student straight to the Home page. Home shows and links to what's going on right now and what's going to happen. Depending on what may be going on, Home can show Alerts, News, Invitations, Events, To-Dos, and Courses.

When the student is done using Populi, the student should log out by clicking the name in the upper part of the screen and selecting Log Out from the drop-down.

Technical requirements: What you need to use Populi

To use Populi, the computer and internet connection must meet minimum requirements. A computer with a modern web browser and high-speed internet is all that is required.

Broadband Internet

A fast internet connection will ensure that quick and efficient navigation in Populi. A mobile device with a data connection (4G, 5G, or LTE) is usually sufficient as well.

A modern, updated web browser

Populi runs on up-to-date releases of popular web browsers. Most web browsers have some sort of auto-update function, so you may never even need to think about this part. And using a modern web browser won't just benefit your Populi use—it's one of the best things you can do for your overall internet security!

Here are the browsers we recommend for use with Populi. If a browser is *not* listed here, don't use it for Populi! Again, always try to use the most recent version possible—as companies release newer versions of browsers, they usually drop support for older versions.

PC or Mac

- Google Chrome is probably the best option if you're using Windows. It's also very good for Mac users.
- Mozilla Firefox is another good choice on Windows computers (works pretty okay on Macs, too).
- Apple Safari is great on Macs. Not so much on Windows.
- Last and certainly least, Internet Explorer. Mac users can't even download it! If you're using Windows 10, they're encouraging you to use Microsoft Edge.

Mobile browsers

- iOS Safari does well, as does Google Chrome for iOS.
- The stock Android browser works, as does Chrome for Android.

- The Firefox browsers for both iOS and Android aren't problematic.
- Microsoft Edge (mentioned above) is baked-in to Windows 10 devices and works with Populi; the version of Internet Explorer in Windows 8.1 does alright, too.

If you like to tinker with the browser settings, make sure to enable Javascript and cookies. Ad-blockers don't pose any problems for the most part, but make sure to whitelist your school's Populi site.

Other common applications

You can use Populi to export files. The three most common are spreadsheets, PDFs, and word documents Most computers have the software you need to open these files, but in case yours doesn't, you can consider the following:

- Open Office can open spreadsheets and documents (we use it to generate files for custom page layouts).
- Adobe Acrobat reader handles PDFs. If, for some reason, you have to use an old version, the oldest one that works is version 6.

Monitor

Populi is easiest to use if your monitor is set at a minimum resolution of 1280 x 1024 pixels.

STUDENT EVALUATION

Student are evaluated both didactically and clinically in the nursing course they are enrolled. Didactic components of the course include exams, quizzes, and student projects. Clinical components of the course include clinical labs and clinical assignments, which may include providing direct patient care or observing patient care.

Didactic evaluation is completed through exams, quizzes, and student projects. Students are informed of didactic evaluation via the nursing course syllabus and course schedule.

Clinical evaluation is completed at the end of the practicum for each student and more often as needed. Individual conferences may be held as necessary to discuss students' progress. The clinical experience is graded as "P" (Pass), "F" (Fail), or "NO" (No opportunity to observe).

Students in the LPN to RN Transition program are also kept apprised of their status in individual coursework and the program as a whole in POPULI.

TEACHING/EVALUATION METHODS

The teaching/evaluation methods used will vary depending on the subject matter being studied. Teaching/evaluation methods will include, but not be limited to:

- Audiovisual Media
- Case Studies
- Clinical Practicum
- Demonstration/Return Demonstration of Skills
- Lab/Clinical Skills Practicum and Checklist
- Lecture/Discussion

- Online Exercices
- Oral Exercices
- Pre-Recorded Lectures
- Research Exercises
- Role-playing
- Self-study Modules
- Tests/Quizzes
- Clinical Simulation labs

The program has a wide variety of videos and other audiovisual material demonstrating clinical procedures completed in healthcare settings. In addition, students have 24-hour access to Standard College virtual library and other online resources.

PROGRAM COMPONENTS

Students are admitted to the LPN to RN Transition Program with at least 20 general education semester credit hours transferred from a college accredited by an accrediting body recognized by the United States Department of Education. Upon successful completion of the Fundamentals Skills and Concepts Validation Course at Standard College, students are awarded 3 semester credit hours. While enrolled in the program the student shall complete 47 semester credit hours over a 14 month/60 week period.

Semester Credit Hours required for successful completion of the LPN to RN Transition Program:

Class/Skills Lab Hours	62.5 Semester Credit Hours of Theory/Lab
Clinical Hours	7.5 Semester Credit Hours of Clinical Practicum (360 Clock hours)
Total Credit Hours	70 Semester Credit Hours

LPN TO RN TRANSITION PROGRAM
MASTER CURRICULUM PLAN

Course Number	Course	Theory Credits	Skills Lab/Simulation Hours	Skills Lab Credit	Simulation In lieu of Direct clinical hours	Clinical Credits/ Contact HRS	Total Credits
PREREQUISITES COURSES-TRANSFERRED IN TO THE PROGRAM							
NAS	HEALTH SCIENCES (MICROBIOLOGY/A& I &2)						8
ENG 111	COLLEGE ENGLISH COMPOSITION						3
MTH	COLLEGE MATH						3
PSY 101	GENERAL PSYCHOLOGY						3
	PUBLIC SPEAKING/INTERPERSONAL/COMMUNICATION						3
	TOTAL TRANSFERRED CREDITS						**20**
	CLINICAL HOUR AWARDED FOR CLINICAL EXPERIENCE - PN PROGRAM					**150 H.**	
STANDARD COLLEGE VALIDATION COURSE							
	FUNDAMENTALS SKILLS AND CONCEPTS VALIDATION COURSE	2.5	15/0	0.5			3
TERM I							
NUR 102	TRANSITIONS IN NURSING	4	30/0	1			5
HLT 103	PHARMACOLOGY FOR NURSES	3					3
NUR 202	ADULT HEALTH/MEDICAL SURGICAL NURSING I	4					4
NUR 202C	CLINICAL PRACTICUM I: CHRONICITY					1/48	1
	TOTAL TERM CREDITS / LAB HOURS/CLINICAL CONTACT HOURS		**30**	**1**	**0**	**48**	**13**
TERM II							
NUR 302	ADULT HEALTH/MEDICAL SURGICAL NURSING II	8.5					8.5
NUR 302C	CLINICAL PRACTICUM II: ACUTE/COMPLEX CARE/COMMUNITY					4/192	4
	TOTAL TERM CREDITS / LAB HOURS/CLINICAL CONTACT HOURS		**0**	**0**	**0**	**192**	**12.5**
TERM III							
NUR 203	PSYCHIATRIC/MENTAL HEALTH NURSING	4					4
NUR 203C	CLINICAL PRACTICUM III: MENTAL HEALTH NURSING					1/48	1
NUR 303	MATERNAL-NEWBORN-PEDIATRIC	5	15/0	0.5			5.5
NUR 400	COMMUNITY-BASED NURSING	3					3
	TOTAL SEMESTER CREDITS / LAB HOURS/CLINICAL CONTACT HOURS		**15**	**0.5**	**0**	**48**	**13.5**
TERM IV							
NUR 303C	CLINICAL PRACTICUM IV: MATERNAL-NEWBORN-PEDIATRIC				30	1.5/42	1.5
NUR 402	INTRODUCTION TO NURSING MANAGEMENT AND LEADERSHIP	3					3
NUR 403	INTEGRATED CONCEPTS	3.5					3.5
	TOTAL SEMESTER CREDITS / LAB HOURS/CLINICAL CONTACT HOURS		**0**	**0**	**30**	**42**	**8.0**
	IN PROGRAM TOTAL CLINICAL CONTACT HOURS					**360**	
	TRANSFER FROM PN PROGRAM CLINICAL HOURS					**150**	
	TOTAL PROGRAM CLINICAL CONTACT HOURS					**510**	
	IN PROGRAM TOTAL CREDITS						**47**
	TOTAL TRANSFER CREDITS						**20**
	FUNDAMENTAL SKILLS AND CONCEPTS VALIDATION COURSE CREDITS						**3**
	TOTAL PROGRAM CREDITS						**70**

NUR 102 TRANSITIONS IN NURSING PRACTICE
Credits: 4 Theory Credits and 1 lab Credit (30 Lab Contact Hours) = **5 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101
The course provides the foundational understanding of the role of the RN in the provider of care, member of the discipline and manager of care as the student transitions into the courses of the Associate Degree Nursing program. The course will build on the LPN's prior knowledge and competencies will build on these competencies.

It introduces the foundational nursing concepts of nursing practice, including patient assessment, necessary for safe, quality, patient-centered nursing care to diverse adult patients with uncomplicated conditions. Includes legal and ethical responsibilities of the nurse and introduces caring, quality improvement, and communication used when interacting with patients and members of the inter-professional team. The course relates clinical reasoning/clinical judgment, the nursing process, and evidence-based nursing practice. Application of knowledge and skills occurs using case studies, in the nursing skills laboratory, and in C the Clinical Practicum I course.

HLT 103 PHARMACOLOGY FOR NURSES
Credits: 3 Theory Credits = **3 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102
The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illnesses and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan. Emphasis is placed on the principles of pharmacokinetics, pharmacodynamics, pharmacogenetics and safety in the treatment of selected illnesses. The focus is on the nursing process, nursing implications of the selected and related drugs, and the role of a nurse in the legal and ethical aspects of drug administration, including patient teaching and medication calculations for oral and parenteral drugs.

NUR 202 ADULT HEALTH/MEDICAL-SURGICAL NURSING I
Credits: 4 Theory Credits = **4 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103
This course is the first of a series of adult health nursing courses. Building on previous courses, this course provides for the acquisition and application of basic adult health nursing, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic and acute conditions, requiring medical/surgical interventions in variety of settings. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care and nursing care related to oncological, hematological, cardiovascular, respiratory, and pre/intra/post-operative care. Application of knowledge and skills occurs using case studies and in the Clinical Practicum I course.

NUR 202C CLINICAL PRACTICUM I: CHRONICITY
Credits: 1.0 Clinical Credit (48 Clinical Contact hours) = **1 Total credit**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103

This course provides for the acquisition and application of basic adult health nursing in the clinical setting, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing chronic conditions requiring medical/surgical interventions in variety of settings. The course uses all components of the nursing process with increasing degrees of skill; it incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Students will demonstrate appropriate assessment skills, analyze data, formulate nursing diagnoses, and develop a plan of care in the clinical setting.

NUR 302 ADULT HEALTH/MEDICAL-SURGICAL NURSING II
Credits: 8.5 Theory = **8.5 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 202C
This course builds on the first Adult Health Nursing course, focusing on concepts of adult health nursing applied to the care of acutely ill patients incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care. The course uses all components of the nursing process with increasing degrees of skill; it integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. It includes math computational skills, basic computer instruction related to the delivery of nursing care related to musculoskeletal, neurological, reproductive, regulatory, endocrine disorders, immune, sensory, integumentary, genitourinary, gastrointestinal, selected complex respiratory and cardiovascular conditions, and emergency care. Application of knowledge and skills occurs using case studies and in the Clinical Practicum II course.

NUR 302C CLINICAL PRACTICUM II: ACUTE/COMPLEX CARE/COMMUNITY
Credits: 4.0 Clinical credits (192 Clinical Contact hours) = 4 Total credits
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 202C
This course builds on Clinical Practicum I, focusing on concepts of adult health nursing applied to the care of acutely ill patients in the clinical setting incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care. The clinical practicum uses all components of the nursing process with increasing degrees of skill; it integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Application of knowledge and skills occurs in a variety of clinical settings.

NUR 203 PSYCHIATRIC MENTAL HEALTH NURSING
Credits: 4.0 Theory Credits = **4 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, NUR 202, HLT 103, NUR 302, NUR 202C, NUR 302C
This course is designed to provide the foundation for entry level competence in mental health nursing across the lifespan. It provides for the acquisition and application of mental health nursing theory, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse patients experiencing common mental health conditions/disorders. Incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Application of knowledge and skills occurs using case studies and in the Clinical Practicum III course.

NUR 203C CLINICAL PRACTICUM III: MENTAL HEALTH NURSING
Credits: 1.0 Clinical credits (48 Clinical Contact hours) = **1 Total credits**

Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, NUR 202, HLT 103, NUR 302, NUR 202C, NUR 302C
This course is designed to provide the foundation for entry level competence in mental health nursing across the lifespan in the clinical setting. It provides for the acquisition and application of mental health nursing theory, incorporating communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to diverse patients experiencing common mental health conditions/disorders. It incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Application of knowledge and skills occurs in the psychiatric clinical setting.

NUR 303 MATERNAL-NEWBORN-PEDIATRIC
Credits: 5.0 Theory Credits and 0.5 Lab Credit (15 Lab Contact Hours) = **5.5 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 202C, NUR 302C.
This course applies nursing theory to the care of childbearing and childrearing family. The course incorporates communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to women, newborns, and children. Integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. The focus is on normal and abnormal pregnancy with the physiologic and psychological changes experienced, care of the normal and abnormal newborn and normal and abnormal growth and development and selected diseases that can occur during childhood. The impact of psychosocial and cultural values and practices of the childbearing family are explored. Principles of nutrition, pharmacology, communication, growth and development and cultural concepts are integrated throughout this course. Application of knowledge and skills occurs using case studies and in the Clinical Practicum IV course.

NUR 303C CLINICAL PRACTICUM IV: MATERNAL-CHILD CLINICAL
Credits: 1.5 Clinical credits (72 Clinical Contact hours) = **1.5 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 202C, NUR 203C, NUR 302C
This course applies nursing theory to the care of the childbearing and childrearing family in the clinical setting. The course incorporates communication, collaboration, caring, and clinical reasoning/clinical judgment necessary for safe, patient-centered nursing care to women, newborns, and children. It integrates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the nurse. Application of knowledge and skills occurs in the pediatric and maternal newborn settings.

NUR 400 COMMUNITY-BASED NURSING
Credits: 3.0 Theory Credits = **3 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 202C, NUR 203C, NUR 302C
This course presents theories and concepts related to community-based nursing and public health sciences within the framework of critical thinking and the nursing process. Emphasis is placed on the patient and family in areas of health promotion, risk reduction, and disease management across the lifespan in home and community settings. This course incorporates the community as a broad focus to understand the individuals, family, and community as the recipients of health care delivery in a multicultural society. Application of knowledge and skills occurs using case studies.

NUR 402 INTRODUCTION TO NURSING MANAGEMENT AND LEADERSHIP
Credits: 3.0 Theory Credits = **3 Total credits**

Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 400, NUR 202C, NUR 203C, NUR 302C
This course presents exploration of more complex leadership principles in the role of the RN as a manager of healthcare teams, organizations, financial resources, information technology, human resources, and oneself as a member of the healthcare profession. Concepts presented include application of knowledge, judgment, critical-thinking skills, and professional values within a legal and ethical framework. This course focuses on the students' development of clinical judgment; leadership skills; knowledge of the rules and principles for delegation of nursing tasks; Involvement of clients in decision making and a plan of care; Participation in quality improvement processes to measure client outcomes and identify hazards and errors using case studies.

NUR 403 INTEGRATED CONCEPTS
Credits: 3.5 Theory Credits = **3.5 Total credits**
Prerequisites: Eng. Comp, Intro Psych, Math, Speech/Communication, A&P I and II, Micro, NUR 101, NUR 102, HLT 103, NUR 202, NUR 203, NUR 302, NUR 303, NUR 400, NUR 402, NUR 202C, NUR 203C, NUR 302C
This course is a culminating course that applies all program concepts to a variety of patient populations experiencing multiple healthcare issues. This course applies the program student learning outcomes to a wide variety of patient populations and conditions, requiring students to demonstrate a broader perspective for the application of nursing theory. The student demonstrates the ability to achieve program student learning outcomes to the care of diverse patient populations with multiple healthcare issues using complex case studies.

The course provides both a comprehensive content review and test taking strategies for students preparing to graduate from the LPN to RN Program and take NCLEX-RN® Exam. The Client Needs areas from the current NCLEX-RN Test Plan are integrated throughout this course to include Management of Care; Safety and Infection Control; Heath Promotion and Maintenance; Psychosocial Integrity; Basic Care and Comfort; Pharmacological and parenteral

LPN TO RN TRANSITION PROGRAM

ACADEMIC POLICIES

ACADEMIC PROGRESSION

Standard College's LPN to RN Transition program nursing courses must be taken in sequence as specified unless approved by the faculty. All course prerequisites must be successfully completed prior to starting the course. Students must satisfactorily complete each term of the program before progressing to the succeeding term. Satisfactory Academic Progression Standards shall be monitored at the end of each course and more often if indicated.

1. Students must achieve a final grade of 79.50% or better in each course and "Pass" for each clinical course.
2. Students must maintain a minimum of 90% attendance for each theory and clinical course.
3. Any student scoring less than 79.50% on any nursing course shall be placed on academic probation
4. Any student scoring less than 79.50% on any course for the second time shall be dismissed from the program for academic reasons.
5. Any student scoring less than 79.50% on more than one course shall be dismissed from the program.
6. In addition to grades, general professional behaviors are essential for progression in the program. Using the Academic Integrity Policy, Professional Behaviors and the Code of Ethics and/or Code of Conduct policies noted in this handbook, faculty will evaluate these behaviors throughout the course and communicate with the students if their progression is in jeopardy.
7. Student shall complete all program requirements within the maximum time frame of 21 months (84 weeks).

A change in the physical abilities of a student preventing the student from meeting the program objectives as required may lead to a withdrawal from the program. Students also have an option of requesting a Leave of Absence (LOA) from the program for up to 180 days. (See essential functions under admissions policy).

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FAILING A COURSE

A student scoring less than 79.50% in a course shall be required to repeat the course in order to progress in the program. To retake a course, students must timely complete three steps:
(1) Within 3 days from receipt of the email from the Registrar Office notifying the student that she/he did not pass the course, send the Petition to Repeat a Course Form to the Registrar Office by email at registrar@standardcollege.edu or fax at (703) 891-1789.
(2) Timely pay for the re-take course.
(3) Send the Registrar's Office an email the same day the payment is made.

An invoice will be posted to the students' account after the Registrar's Office receives the completed Petition to Repeat a Course Form.

Students must pay at least half of repeat course fee by the deadline on the invoice. A Payment Plan will automatically be provided to students which allows the student to pay

half of the course by the deadline on the invoice and the half of the repeat course fee by mid-course.

After the appropriate payment is made timely, the Registrar Office places the student on a Wait List. Students on the Wait List are NOT guaranteed with a spot in the course. A spot in the course depends upon space availability. The school may not know whether a space becomes available until one or two days before the course begins. In addition, the next available course may be with a different schedule.

Students must have a "0" balance in their account, separate from the cost to retake the course. Students will not be eligible to retake a course with an overdue balance in their account.

Students who have been away from the program for more than 6 months will be withdrawn from the program. A student who has been withdrawn must take and pass a placement test in order to be readmitted to Standard College.

Failing a course and waiting for next available course does not meet all the conditions for an Academic/ FSA Approved Leave of Absence. Therefore, the student is considered a withdrawal for Student Financial Aid/Title IV purposes only.

FAILURE TO MEET STANDARDS OF SATISFACTORY ACADEMIC PROGRESSION

Standard College makes every effort to assist students succeed through the program. In cases in which a student does not meet the standards of satisfactory academic progression he or she shall be placed on probation or be dismissed from the program. A student dismissed for failure to meet satisfactory academic progression standard may apply for re-admission to the program after 180 days from the date of dismissal. (See Return to Program Policy)

ACADEMIC WARNING/PROBATION/DISMISSAL

1. A student shall be placed on academic probation after scoring less than 79.50% in any course in the LPN to RN Transition Program.
2. A student shall be placed on academic probation for unsatisfactory attendance as defined by Standard College's attendance policy.
3. A student shall be dismissed from the program for scoring less than 79.50% on a second course in the LPN to RN Transition Program.
4. A student may be placed on probation, suspended or dismissed from the program for violation of the Academic Integrity Policy, Test-Taking Policy, Professional Behavior, Code of Ethics and/or Code of Conduct.
5. A student who has been dismissed from the program for the **first time** may reapply to the program after 180 days.
6. A student dismissed from the program for a second time may reapply after one (1) year. Readmission is not guaranteed and is subject to compliance with all current reenrollment requirements and program capacity and seat availability.

DUE PROCESS

The student will be provided with written notification that he/she has been placed on academic probation or has been dismissed from the program for academic reasons. The notification will include details about the status and how to retake the class or return to the program, as well as information on how to appeal the decision.

APPEALS

Students may appeal an academic probation, or dismissal decision. The appeal must be based on the grounds that the school made an error in calculating the student's course grade. It is the student's burden to demonstrate that he/she scored 79.5% or better in the course and should not have been placed on Academic Probation or dismissed from the program.

The appeal must be in writing and received by the school within 5 business days of the student's receipt of notification of the probation or dismissal decision. Failure to file a written request within the specified time will constitute a waiver of the right to an appeal.

The appeal shall be reviewed by the Academic Review Committee (ARC), which is comprised of the President, Director of Education, Deputy Executive Director, and, when possible, a faculty member. The ARC shall review the student's academic record, information offered by the Director of Education regarding the grounds for dismissal, any response made by the student, and additional information the ARC may request. The ARC will make a final decision in the matter after reviewing the appeal.

ADMINISTRATIVE BREAK

Students who do not score 79.50% in a course are required to retake the course in order to continue in the program. Students are provided with an Administrative Break while waiting for the next available course to begin. Space availability is a factor in determining when a student may re-enter the program. The student must make satisfactory financial arrangements prior to final approval for re-admission. A student who waits more than 45 days to retake a course will be considered an FSA withdrawal. A student failing to return from an Administrative Break within shall be considered withdrawn from the program.
Information about how a leave of absence impacts the repayment of a student loan can be found in the section: Consequences of an Academic/FSA Leave of Absence or Withdrawal on Repayment of Student Loan.

REPEATING A COURSE

1. A student repeating a course must complete the course within the maximum time frame allowed for program completion.
2. A student may repeat no more than one (1) course while enrolled in the LPN to RN Transition Program. Failing more than one (1) course or failing the same course more than once while enrolled in the program shall lead to dismissal from the program.
3. The student repeating a class will not graduate with their original cohort.
4. Courses are offered twice a year; the student may have to wait up to 6 months for the next available course.
5. There shall be a charge for repeating a course. The cost of the course shall be paid prior to re-enrollment.

RETURN TO PROGRAM POLICY

A student dismissed from the LPN to RN Transition program for the first time may apply for re-admission to the program no less than 180 days from the date of dismissal.

A student dismissed from the LPN to RN Transition program for the second time may apply to the program no less than one year from the date of dismissal.

The student shall take the following steps when applying for readmission:

(1) A student wishing to be re-admitted shall send a request for readmission to the Registrar's Office at registrar@standardcollege.edu.
(2) The student shall complete a readmission application.
(3) The student shall take a placement test. The passing grade for the placement test is 75%.
(4) The student shall resubmit the Health Requirement forms and Criminal Background Check and Drug Test.
(5) The student must make satisfactory financial arrangements prior to final approval for re-admission.

Reenrollment will be based upon space availability. The former student may need to wait for an unspecified period of time for a spot to become available in the course he/she is scheduled to join, after completing the required steps contained in the Return to Program policy.

A student who has been away from the program for more than 10 years must restart the entire program from the beginning. Clock hours, lab hours and clinical hours that had been completed by the student will not be considered or counted as credit. This means, the student who had been away from the program for more than 10 years shall reapply to the program by submitting the online application, along with the application fee, and complete the entire application process. If the student is admitted, the student must start from the beginning of the program.

GRADING POLICY

Students must achieve an over-all grade of 79.50% on each course and must have a minimum of 90% attendance to pass the course. Grades are rounded to the nearest whole number. For example, 79.50% will be rounded up to 80% and 79.49% will rounded down to 79%.

EXPLANATION OF GRADES

Grade	Interpretation	Numerical Grade	Grade Point Average
A+	Excellent	96.50% to 100%	4.00
A	Excellent	93.50% to 96.49%	4.00
A-	Excellent	89.50% to 93.49%	3.75
B+	Good	86.50% to 89.49%	3.25
B	Good	83.50% to 86.49%	3.00
B-	Average	79.50% to 83.49%	2.75
C	Unsatisfactory**	69.50% to 79.49%	2.00
D	Unsatisfactory**	59.50% to 69.49%	1.00
F	Failing	less than 59.49%	0.00
P	Pass Clinical Practicum	-	Not Computed
F	Fail Clinical Practicum	-	Not Computed

*Unsatisfactory means the student did not receive a passing grade to progress to the next course.

INCOMPLETE GRADES

A student incurring an incomplete grade for any course after the last day of the course shall receive an "F" for that course. (See policy for failing a course)

CLINICAL GRADES

All nursing courses have a clinical component that will be graded as follows:

1. The clinical component is an independent co-requisite with the lecture component and will be graded with an "P" for pass, showing that the student provided the skill or "F" for failing to provide the skill.
2. The student must receive a "P" on all required lab or clinical skills.
3. The student is responsible for keeping the instructor abreast of which skills still needed to be evaluated by the instructor in the lab or clinical area.
4. If a student fails in the clinical component, the grade will be recorded as a "F" and the student will be required to repeat the clinical course.
5. Student will be given their final grade at the end of each course
6. Students incurring more than 10% absence in a clinical course will receive an "F" unsatisfactory for that course.
7. A student incurring less than 10% absence on a clinical course may not lead to a failure in a clinical course, however, the hours missed must be made up before the end of the course. There may be a charge for clinical make up.

COURSE SYLLABUS

A syllabus is made available to students electronically in POPULI at the beginning of the course. The course syllabus includes information on the method of delivery, the method of evaluation, the grading scale, attendance requirements, course prerequisites, course descriptions, course E-books and resources, exam policies, technology requirement, test-taking policies, tutoring information, student learning outcomes and competencies, and course objectives. The course syllabus is subject to change upon the discretion of the faculty. Any change to the syllabus will be for the purpose of enhancing student learning. Any change to the syllabus will affect all students uniformly. No change will be made to the syllabus after the course ends.

PROGRAM COMPLETION/GRADUATION POLICY

Enrolling in a program of study does not guarantee graduation. In order for a student to be eligible for graduation and awarded an Associate in Applied Science Degree in Nursing, the student MUST successfully satisfy the program completion requirements. These requirements consist of the following criteria:

1. Successfully complete the program by earning a grade of 79.50% or better in each course.
2. Complete the required clinical hours and achieve a **Pass** in each clinical course.
3. Demonstrate satisfactory attendance as evident by 90% attendance of each course.
4. Meet all financial obligations.

A student's final transcript will not be sent to the Board of Nursing unless the student has successfully satisfied the program completion requirements.

A student who has not met the requirements may not participate in the public graduation ceremony. The diploma and pin will be awarded when all requirements have been met.

The registrar's office shall submit documentation of program completion and completed transcripts for each graduate to the Board of Nursing as required in State Regulations. After ALL program requirements have been met, the graduate is eligible to file an application to take the NCLEX-RN for licensure in the state where the graduate intends to practice. Satisfactory completion of the NCLEX-RN qualifies the applicant to practice as a licensed Registered Nurse (RN) in the state they applied for licensure in.

An applicant may be denied the right to take the NCLEX-RN in Virginia due to conviction of felony or misdemeanor involving moral turpitude, or for other reasons cited in Section 54.1-3007 of the Code of Virginia.

RECOGNITION OF ACADEMIC ACHIEVEMENT

HONOR ROLE

Students with a cumulative GPA of 3.5 or higher shall graduate with honors.

HIGHEST HONOR ROLE (VALEDICTORIAN)

The valedictorian is the student with the highest cumulative GPA in each graduating class.

PRACTICAL NURSING AND LPN TO RN TRANSITION PROGRAM

OTHER ACADEMIC POLICIES

VERIFICATION OF STUDENT IDENTITY IN DISTANCE EDUCATION COURSES

Standard College verifies that the student registered for the nursing education programs is the same individual who participates in, completes, and receives credit for each course in the program. The program verifies the student's identity through Populi, proctored exams, and Exam Soft, a digital proctoring tool.

During the admission process, applicants are required to provide a government photo identification. The name on the photo ID must match the applicant's high school credentials. Applicants complete a Change of Name (CON) Form, if necessary. Official documentation, such as a marriage certificate or social security card, would accompany the CON Form.

All students registered for Standard College hybrid program are given a school issued ID, as well as assigned a secure user ID and password. The school issued ID is used to verify the identification of the student in the course lectures and the online and in-person exams. The secure user ID and password enables students to gain access to Populi, the school's web-based, online learning management system. Passwords are at least 10 characters, contain at least one capital letter, and at least one number. The unique user ID and password are used to verify that a student who registers for an online course or program is the same student who participates in and completes the course or program.

Students must be on camera for lectures, as well as during the administration of online exams. Students' login to the zoom lectures and online and in-person exams using their school issued ID credential, allowing faculty to verify that the student enrolled in the course is the person attending the lecture and sitting for the exam. The school verifies student identity during on-campus exams by visually comparing a school-issued or government-issued photo ID to the student's face at the time of check-in to ensure they match. All users of the Populi system are responsible for maintaining the security of their IDs and passwords. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. In addition, all exams and tests administered to students in the nursing education programs are proctored by the faculty and administration.

STUDENT CONDUCT, PRIVILEGES, RIGHTS, AND RESPONSIBILITIES

Standard College is a learning community with specific expectations concerning the conduct of its students. The College's approach to student learning and student conduct is to provide a safe and healthy learning environment that facilitates the mission of the College. When a student's conduct adversely affects the College's pursuit of its educational objectives, actions will be taken to remedy the situation. Standard College's approach will be both to resolve the problem and to help students learn from their mistakes. In accord with this general philosophy,

efforts will always be made to resolve discipline issues informally, if possible.

STUDENTS RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

1. The submission of an Application for Admission to Standard College of Nursing represents a voluntary decision on the students' part to participate in the programs offered by the institution pursuant to its policies, rules, and regulations. College approval of your application, in turn, represents the extension of a privilege to join the College community and to remain a part of it so long as you meet the required academic and Professional Behavior standards.
2. You have the privilege of exercising your rights without fear or prejudice as long as you respect the laws of the state, the policies of the College, and the rights of others on campus. Such rights include the following:
   a. You are free to pursue your educational goals; appropriate opportunities for learning in the classroom and on the campus, shall be provided by the College through its curricula.
   b. No disciplinary sanctions may be imposed upon you without due process, except as hereinafter provided.
   c. Free inquiry, expressions, and assembly are guaranteed to you provided your actions do not interfere with the rights of others or the effective operation of the institution.
   d. Academic evaluation of your performance shall be transparent and fair.
   e. The College and members of the College community have the right to expect safety, protection of property, and the continuity of the educational process.
3. You are asked to assist the College in fostering good community relations. In this regard, do not park within unauthorized areas, respect the policies of the local community, and do not travel faster than the speed limit. The surrounding community needs our support in the protection and safety of its residents and property.

PROFESSIONAL BEHAVIOR

Professional requirements and responsibilities are dictated to you not just as a student at Standard College but also as a member of the nursing community. This puts an added responsibility on you to be familiar with the ethical and legal requirements and responsibilities addressed by Standard College and by the nursing profession.

Professional behavior is valued as essential for successful completion of Standard College's Nursing Programs. Students must follow general criteria for professional behavior during all activities as a student enrolled in Standard College's Nursing Program.

a. Demonstrate respect for self, peers, faculty, and staff in the department of nursing as shown by punctuality, courtesy, honesty, and cooperative attitude.
b. Display a neat appearance with consideration for safety around equipment and issues of infection control as evidenced by clean proper fitting uniform, comfortable, professional shoes and properly combed hair and nails. Artificial nails are not allowed.
c. Demonstrate verbal and nonverbal communication and behaviors that is professional, effective, and relevant.
d. Demonstrate accountability and responsibility for actions and behavior revealed by preparing for learning experiences.
e. Demonstrate accountability and responsibility for actions and behavior revealed by being consistent in attendance and attentiveness.
f. Demonstrate accountability and responsibility for actions and behavior revealed by maintaining confidentiality.

g. Demonstrate accountability and responsibility for actions and behavior revealed by ensuring mature and appropriate conflict resolution.
h. Seek out new opportunities and has enthusiasm for learning.
i. Complete a self-assessment that provides evidence of a realistic sense of progress in displaying

CODE OF HONOR

The Code of Honor asks students to join their classmates to pledge a commitment to the highest ideals and academic standards of their nursing education at Standard College, recognizing that they are entering a profession in which they have responsibility for the lives of others. The Code of Honor asks students to understand that with that responsibility comes accountability for one's actions.

Therefore, the Code of Honor asks students to pledge to adhere to the highest standards of honesty, integrity, accountability, confidentiality, and professionalism throughout the program, during exams, in all their written work, spoken words, actions and interactions with patients, families, peers and faculty.

The Code of Honor asks students to pledge to work together with one's peers and to support one another in the pursuit of excellence in the nursing education and to report unethical behavior.

The Code of Honor asks students to understand that they have the responsibility to report suspected instances of cheating and/or violations of Standard College policies to an instructor or staff member.

The Code of Honor asks students to understand that students are judged based on the merits of their own work.

The Code of Honor asks students to affirm that the work they submit to the instructor is a true and honest representation of my own productive effort.

The Code of Honor asks students to work to safeguard the health and welfare of clients who have placed their trust in me and I will advocate for the client's best interest.

The Code of Honor asks students to recognize that these responsibilities do not end with graduation, but they are a lifelong endeavor.

Any violation of the Code of Honor may lead to legal and/or disciplinary action, and/or dismissal from the program.

CODE OF CONDUCT

1. Students will come to class on time and remain for the entire class session.
2. Students will bring e-books and other materials to class every day.
3. Breaks will be kept within the designated time frame by the instructor.
4. The student should follow all safety rules. For instance, all female and male students with long hair must wear hair bands in the lab/clinical site.

5. Students are expected to wear proper attire while they are on school grounds and engaged in school activities. Tank tops, pajamas, shorts or halters are not acceptable attire to wear on campus or during online lectures.
6. Guests and visitors, generally, are not eligible to sit in the classrooms on campus or online course lectures while instruction is going on.
7. Children are not permitted in the classrooms on campus.
8. Smoking is not permitted on campus.
9. No alcohol or drugs are permitted on school grounds. Failure to comply with this rule may result in suspension or expulsion from the program
10. Eating and drinking are not permitted in the simulation/skills/computer labs.
11. Serious disturbances of order on campus will lead to suspension or possible expulsion.
12. Respect for personal and school property is expected of all students at all times.
13. Sleeping, talking over others, talking of a cell phone, and leaving the classroom during online lecture is inappropriate and disruptive to faculty and peers.
14. Students must keep the cell phone on silent mode during course lectures.
15. Headphones are not allowed to be worn during lab or clinical hours.

DISCIPLINARY ACTION

Any conduct deemed inappropriate by faculty or staff may be brought to the attention of the Deputy Executive Director or the Director of Education. The Deputy Executive Director or the Director of Education shall determine if the behavior displayed warrants disciplinary action.

Disciplinary action, including suspension or dismissal from the program may result from, but not limited to, any of the following violations:

1. A violation of the Professional Behavior, Code of Honor, or Code of Conduct policies.
2. Inappropriate conduct, which includes spreading gossip, bullying, ostracizing or otherwise making other students or staff feel intimidated, inadequate or unwelcome; yelling, calling names, belittling, or causing physical harm; not holding yourself accountable for mistakes.
3. Behavior that reflects unfavorably on classmates or the college.
4. Interfering with the progress of other students.
5. Possession of weapon of any kind while on school property or at a clinical site. A weapon is considered anything with the potential to cause bodily harm and which serves no academic purpose.
6. Being under the influence or effects of alcohol, prohibited drugs or narcotics of any kind on school property.
7. Violations of school dress code as established by the college and not keeping themselves and/or their work areas clean at all times.
8. Violations of a Standard College policy, rule, or regulation.
9. Excessive absences and excessive tardiness.
10. Attempt to fraudulently manipulate student time keeping i.e. swiping time badges, signing another student in or out on clinical times sheets.
11. A failure to engage cooperatively with the staff and faculty.
12. Removal of supplies, books, equipment, or anything else from the college property without prior written permission from the Director of Education.
13. Cheating or plagiarism of any kind is subject to immediate dismissal.
14. Use of profane or abusive language.
15. Failure to complete coursework.
16. Falsification of admission information or any other document.
17. Failure to meet financial obligations.

18. Intimidation of another student, faculty, staff, or administration member.
19. Photographing a student without securing his/her permission.
20. Negative statements about another student, faculty, staff, or administration member
21. Insubordination to a faculty, staff, or administration member.
22. Behavior unfitting of a student as defined by the student handbook.
23. Incurring more than the allotted number of probationary periods.
24. Non-compliance with clinical policies and procedures.

In the event that an allegation of misconduct is brought to the school's attention, or the student violates Standard College's Academic Integrity Policy, Test-Taking Policy, Professional Behavior Policy, Code of Ethics and/or Code of Conduct, the Academic Review Committee (ARC) will conduct an inquiry into the facts. The Committee shall determine whether a probationary period shall be allotted to the student. The purpose of a probationary period would be to offer the student the opportunity to improve or correct productivity, attitude, and behavior. The student will meet with the Deputy Executive Director, the Director of Education, or designee to develop the corrective action plan and time frame to improve or correct productivity, attitude, or behavior.

If determined by the school that improvements have been made within the time frame as defined in the corrective action plan, the student shall be removed from probationary status. If determined by the school that the corrective action plan was not implemented and/or improvements or corrections were not made within the specified time frame given, further disciplinary action shall be taken ranging from suspension to dismissal from the program.
Only one (1) probationary period shall be permitted for violation of the Academic Integrity Policy, Professional Behavior, Code of Ethics and/or Code of Conduct, while enrolled in the program and two (2) probationary periods shall be permitted for "academics" while enrolled in the program. Incurring more than the allotted probationary periods shall result in dismissal from the program without a tuition refund.

If there is a determination that disciplinary action is necessary, the student will be informed in writing with (1) a description of his/her conduct, (2) the related policy the conduct violated, (3) the disciplinary action to be imposed as a result of the conduct, and (4) the process to appeal the disciplinary action decision. The disciplinary action may consist of a warning, a suspension from the program, a dismissal from the program, and/or being placed on probationary status.

DUE PROCESS

Due Process in a Standard College disciplinary matter refers to the fair and impartial treatment of a student who is facing disciplinary actions or sanctions for alleged violations of college rules or policies. It ensures student's rights are protected and that they have the opportunity to provide their perspective, to respond to the information the school has reviewed, and to help the school understand the full context of the incidents, and to receive a fair and unbiased resolution to the disciplinary matter.

The following elements are included in Standard College's due process procedures for disciplinary matters:

Notice of Allegations: The student will be provided with written notice of the allegations against them. This notice will specify the nature of the alleged violation, the relevant college policy or rule, and the possible sanctions they may face.

Opportunity to Respond: The student will be given an opportunity to respond to the allegations and present their side of the story. They may be allowed to submit a written statement or meet with the disciplinary committee.

Impartial Hearing: If a formal hearing is conducted, it will be conducted by an impartial and unbiased committee. The student may have the right to be accompanied by an advisor or advocate during the hearing.

Presumption of Innocence: The student should be presumed innocent until proven responsible for the alleged violation. The burden of proof typically rests on the college to demonstrate the student's responsibility.

Written Decision: Following the disciplinary process, the student will receive a written decision explaining the outcome, the basis for the decision, and any sanctions imposed.

Appeal Process: The student may have the right to appeal the decision if they believe there were procedural errors or new evidence that was not considered during the initial process.

Confidentiality: The college will maintain the confidentiality of the disciplinary matter to protect the privacy of the student involved.

The school does not authorize the recording of meetings related to student conduct matters or academic investigation meetings.

APPEALS

Students may appeal a disciplinary action decision. The appeal must be in writing and must be received by the Deputy Executive Director within five (5) business days of the student receipt of notification of a disciplinary action decision. The appeal must be based on the grounds of a procedural error or new evidence that had not been considered. Failure to file a written request within the specified time will constitute a waiver of the right for an appeal.

The student appeal shall be reviewed by a committee comprised of the President, the Deputy Executive Director, Director of Education, and, when possible, a faculty member not involved in the matter. The committee may reverse, modify, or affirm the disciplinary action decision. The committee's decision, however, will constitute a final decision in the matter.

STUDENT COMPLAINT/GRIEVANCE POLICY

Standard College's Student Complaint/Grievance Policy allows students who have a grievance to formally bring their concern to the school's attention. The Complaint/Grievance Policy is designed to address grievances promptly and fairly in an impartial manner, treating all individuals involved in the process with dignity and respect. A formal complaint at Standard College is defined as a written complaint by a student, staff or faculty member that is made following the Grievance Policy procedures about a perceived violation concerning a Standard College program policy, an institutional policy, a student consumer matter, the LPN to RN Transition Program, the Practical Nursing Program, the Director of Nursing, a course instructor, or an administrative staff member.

STEP ONE

Students are encouraged to make reasonable efforts to have the concern addressed informally to the person most directly involved with the issue, i.e., a staff member or a faculty member, and to work out a satisfactory resolution. If the situation involves the course instructor, the student may contact the Director of Nursing, Dr. Adeline Samba, by email at ambendaka@standardcollege.edu.

STEP TWO

In the event a satisfactory resolution is not reached after informal efforts are made to resolve the matter, or a student wishes to skip Step One, the student shall submit a written grievance within five (5) business days to the College. The grievance should state the nature of the grievance and the events that have transpired since the onset of the grievance. The student is encouraged to provide documentation of the incident to support the claim. The written grievance shall be emailed to Ms. Heather Ettus at hettus@standardcollege.edu or mailed to the school at 8230 Leesburg Pike, Suite 500, Vienna, VA 22182.

STEP THREE

The Academic Review Committee (ARC) will conduct a prompt and thorough investigation, including gathering relevant evidence and interviewing witnesses, as necessary. A written response shall be presented to the student generally within about ten (10) business days of receipt of the written grievance, depending on the complexity of the grievance matter. The ARC will determine a final plan of action for resolving the grievance and what corrective action, if any, is to be taken.

Standard College accepts SCHEV oversight in resolving complaints for students taking distance education under the aegis of SARA. Students may contact SCHEV's council staff as a last resort if the school does not resolve the complaint to the student's satisfaction. When a satisfactory resolution of the problem is not obtained, the student may contact the following regulatory agency.

State Council of Higher Education for Virginia (SCHEV)
James Monroe Building
101 North 14th Street, 10th Floor
Richmond, VA 23219
Phone: (804) 225-2600 Fax: (804) 225-2604
https://ppe.sche.edu
ppe@schev.edu

RETALIATION POLICY

Retaliation against any person for initiating a complaint proceeding, reporting misconduct, assisting someone with a report of misconduct, or participating in an investigation or resolution of a complaint of misconduct, is strictly prohibited at Standard College. No student, staff or faculty member will be subject to unfair treatment or adverse action by any school official as a result of any involvement in a grievance or complaint matter. Any form of retaliation against a student, staff or faculty member for bringing a grievance or contacting an external agency will not be tolerated.

SARA STUDENT COMPLAINT PROCESS

Every student deserves a positive educational experience. Sometimes a student's experience may not be what they anticipate, and the student may have a concern or a complaint. A student has the right to lodge a complaint or grievance.

Standard College ensures that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with Standard College to seek resolution.

Standard College has authorized the SARA Virginia State Portal Entity to investigate and resolve allegations of dishonest or fraudulent activity, including the provision of false or misleading information.

A "Complaint" means a formal assertion in writing that a person, institution, state, agency, or other organization or entity operating under the provisions of the *SARA Policy Manual* has violated the policies set forth in the *SARA Policy Manual* or of laws, standards or regulations incorporated in the *SARA Policy Manual*. Relevant provisions include:

- Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. Complaints about Standard College's in-state operations are to be resolved under the state's normal provisions, not those of SARA.
- Complaints against Standard College go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.
- If a student bringing a complaint is not satisfied with the outcome of Standard College's process for handling the complaint, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Virginia Portal Entity.

The student must begin the complaint process with Standard College, and if resolution is not found, the student may contact the SARA Virginia State Portal Entity. The SARA Virginia State Portal Entity has final authority in SARA complaints.

SARA VIRGINIA STATE PORTAL ENTITY CONTACT INFORMATION

Darlene Derricott, Director of Academic Services
804.225.2621
darlenederricott@schev.edu
State SARA Website
State Council of Higher Education for Virginia
101 N 14th St, 9th Floor
Richmond, VA 23219

Standard College agrees to work with its Home State's SARA Portal Entity to resolve any complaints arising in SARA states and to abide by the decisions of that entity regarding resolution of such complaints. The college maintains and make available a complaint policy and process that addresses student complaints, including student consumer complaints. The college provides the institution's and SARA's complaint resolution policies and procedures to all

students taking courses under SARA policies on the institution's website and Student Handbook/Catalog. The information is provided to students electronically when they enroll in the programs. The college takes initial responsibility for the investigation and resolution of SARA-related complaints from students. The college will cooperate with the SARA State Portal Entity (and any other responsible entities in the state) completely during any further consideration of SARA complaints. The college communicates with faculty at the institution about the institution's obligations regarding SARA-related complaints.

Here's an overview of How to File a SARA Student Complaint in a larger view format.

If you wish to know more about how to file a SARA-related complaint, please reference this tip sheet of Frequently Asked Questions.

PROGRAM CURRICULUM INFORMATION: WATCHING PRE-RECORDED VIDEOS PRIOR TO COURSE LECTURE

Standard College has incorporated more case studies in the program curriculum for the purpose of preparing students to the changes made to the Next Generation NCLEX (NGN) test. The NGN evaluates the candidate's nursing clinical judgment skills by using more case studies to measure whether the candidate is ready to make the right decisions about patient care. The purpose is to evaluate nursing students' judgment, decision-making, and critical thinking skills. To facilitate the increased use of case studies, students will be required to watch pre-recorded videos in advance of the course lecture.

STUDENT ONLINE CLASSROOM CODE OF CONDUCT & PROFESSIONAL BEHAVIOR

Students will be held to the highest standards of professionalism during the live online course lectures in Standard College's nursing education programs. Professional behavior is expected during the course lectures and in any interactions related to the course. The following are the Online Class Code of Conduct and Professional Behavior Expectations:

- Students are expected to behave professionally, treating others with courtesy and respect, at all times.
- Students are expected to treat online course lectures as if attending class on campus and refrain from engaging in any behaviors that could disrupt the class.
- Student engagement with peers and instructor during the session is a mandatory component of the course lectures.
- Students must not use profanity or socially offensive language when communicating with faculty, peers, and staff. This communication includes emails, discussion postings, group projects, and submitted assignments.
- Students must not use images that are offensive or inappropriate. This includes background images and settings in Zoom and other video platforms.
- Students are required to look presentable and professional. Students must dress in a way that is modest and clean to avoid unnecessary distractions. Any immodest clothing is strictly prohibited. For example, students may not be in bed or be laying on the couch during class time.

- Students must keep distractions to a minimum, such as dogs barking, family member conversations, or TV sounds.
- Students may not join a class while driving or riding in a car.
- Students are expected to join from a suitable, quiet location, with a device that permits full participation in the class activities.
- Students must have and use a camera and microphone when attending online course lectures.
- Students are expected to log in on time and be present during the entire zoom online class lecture.
- Students' camera must be turned on and students must be on camera throughout the course lecture.
- Attendance will be checked at the beginning, during, and at the end of each lecture.
- Students logging in 15 minutes late without notifying their instructor will not get credit for the day and will be marked absent.
- Students are expected to attend all classes, take all exams, and complete and submit all coursework by the stated deadlines from instructional staff or as noted in the course syllabus.
- Only individuals registered and enrolled in a particular course may access the course materials, lectures, group discussions, etc. in the online environment. Links to course materials, including video meetings, should not be shared with individuals who are not enrolled in the course unless otherwise approved by the instructor.
- Another person may not login to a student account and attend classes or complete coursework or take an exam on behalf of the student.
- Students may not eat on camera during class lectures.

Attendance is a mandatory component of the nursing program. If a student fails to attend more than the permissible number of classes, the student may be dismissed from the program.

Course lectures are recorded on zoom and will be made available for review. These recordings are a valuable resource for your learning and should be used as needed throughout the program.

ON-CAMERA & PROFESSIONALISM DURING COURSE LECTURES

Standard College's nursing programs are designed for interactive, online learning. To foster engagement and academic success, all students are required to adhere to the following requirements regarding on-camera presence and professional conduct during Zoom class sessions.

ON-CAMERA REQUIREMENTS:
• I will log in on time and remain on camera for the entire duration of each class lecture.
• I understand that attendance is recorded at multiple points during class, including the beginning, middle, and end.
• I understand that if my camera is not on or I am not visibly present, I will be marked absent for that session.
• I understand that exceeding the permissible number of absences may jeopardize my standing in the program and result in academic consequences.

PROFESSIONALISM:
• I will maintain a professional appearance and environment during online class sessions.
• I will attend class from a quiet, distraction-free environment.

• I will not participate while lying in bed, reclining on a couch or while driving.
• I will not participate in course lectures from a workplace.
• I may use Zoom's background blur feature to maintain privacy and minimize distractions, when necessary.

ACKNOWLEDGEMENT:
I acknowledge that attendance, on-camera presence, and professionalism are essential components of my success in the program. I agree to uphold these requirements at all times during class lectures.

ELECTRONIC-BOOK (E-BOOK) POLICY

To support student success and ensure students have access to quality learning resources, Standard College provides Electronic books (E-books), along with other electronic learning resources, to students in each course in the Practical Nursing Program and the LPN to RN Transition Program. The E-book is a full textbook in electronic form that can be read online.

ATTENDANCE POLICY

Standard College's nursing programs are intensive. Academic engagement requires a commitment to class preparation and attendance to ensure a successful learning experience. Students are expected to be present at all classes and clinical practicum at the times indicated on the schedule. The attendance policy is designed to ensure that students have the most effective opportunity to gain command of course concepts and materials to successfully pass all courses. Students at Standard College are expected to attend a minimum of 90% of the total class hours for each course.

All absences are recorded and made a part of the student's permanent record. The instructor will take attendance electronically each day, and students may track their attendance on Populi. Students are responsible for notifying the instructor via email or by telephoning the school if they are going to be absent or tardy. School holidays, breaks and class cancellations (i.e. due to inclement weather) are not included in calculations for class attendance, and are therefore not considered as hours of absence.

Standard College's Practical Nursing is a clock-hour program. Each clock hour in the Practical Nursing program consists of 50 to 60-minutes of class, lecture, or recitation in a 60-minute period.

Standard College's LPN to RN Program is a semester-based credit program.

ATTENDANCE PROCESS

1. Student attendance is recorded daily in Populi by the Instructor.
2. Students are marked P, A, T, or EA, representing Present, Absent, Tardy, or Excused Absence, respectively.
3. Students may receive an Excused Absence for a scheduled class they missed, based on the following criteria:

    a. An Excused Absences will only be counted if the student is excused from hours that were actually scheduled, were missed, and do not have to be made up for the student to receive the degree or certificate for the program.

b. An Excused Absence is a day that has been deemed permissible for a student to miss in the course.
c. The number of Excused Absences may not exceed 10% of the hours in the course.
d. The number of Excused Absences mirrors the number of permissible absences allowed in the course.
e. Students may receive an Excused Absence only for a day that is followed by some regular class attendance.
f. Students do not have to make up the class in order to receive an Excused Absence.
g. Students do not have to provide documentation to receive an Excused Absence.
h. Students need to inform their instructor that they will be absent prior to missing a class.

NUMBER OF PERMISSIBLE ABSENCES IN THE PRACTICAL NURSING PROGRAM:

Class	Number of Permissible Absences
Anatomy & Physiology	1
Foundations	4
Pharmacology	1
Adult Health Medical-Surgical	3
Mental Health	1
Maternal-Newborn-Pediatric	1
Pediatric Nursing Skills	1
Integrated Nursing Concepts	2

NUMBER OF PERMISSIBLE ABSENCES IN THE LPN TO RN TRANSITION PROGRAM:

Course	Number of Permissible Absences
Transitions in Nursing Practice	2
Pharmacology for Nurses	1
Adult Health/Medical-Surgical Nursing I	1
Adult Health/Medical-Surgical Nursing II	2
Psychiatric/Mental Health Nursing	1
Maternal-Newborn-Pediatric	2
Community-Based Nursing	1
Introduction to Nursing Management and Leadership	1
Integrated Concepts	1

Subject to the discretion of the school, a student may be entitled to engage in a make-up day for missing more than the permissible number of absences. A make-up day will only be permitted upon demonstrating that extenuating circumstances prevented the student from attending class. Extenuating circumstances are ordinarily considered to be a result of a death in

the family or a hospitalization. Under no circumstances may a student miss more than 70% of the course lectures. A student who misses more than the permissible number of class, upon permission from the school, must engage in a make-up day for the class missed. Students are not eligible for the extenuating circumstances exception for more than one course in the program.

MAKE-UP DAY PROCEDURES

Students who miss more than the permissible number of course lectures may request to engage in a make-up day.

1. The student must provide the course instructor with documentation that demonstrates an extenuating circumstance prevented the student from attending the course lecture. An extenuating circumstance can consist of the student's hospitalization or a death in the family.
2. Upon receiving permission from the school to engage in a make-up class, the student will watch the zoom video recording of the missed class and write a 1-2 page summary of the lecture. The summary will be emailed to the course instructor and the administration.
3. The school will document that an academic activity was provided by the instructor during the make-up period.
4. The instructor will change the absence to present in Populi after the student successfully completes the make-up day.

A student who requests more than one make-up day will be required to meet with the administration.

WITHDRAWAL FROM THE PROGRAM

Student will be subject to an immediate withdrawal-failure from the program if they fall into one of the following categories:

- After receiving the full amount of permissible Excused Absences in the course, the student misses an additional class, and the student is not permitted to engage in a make-up day.
- The student misses (7) seven or more consecutive days of class without providing notice to the school.

LAST DATE OF ATTENDANCE

The student's last day of attendance is the last day the student had engaged in an academically related activity.

TARDINESS

Failure to report to class on time or leaving the class early (even if the student returns) results in a tardy. Any student attending class or clinical and spending less than 50% of total hours scheduled for the day shall be considered absent.

CLINICAL ATTENDANCE POLICY- PRACTICAL NURSING PROGRAM

Clinical attendance is a mandatory component of the Practical Nursing Program. The Clinical Attendance Policy requires students to attend 100% of all scheduled clinical sessions.

Communication of an absence is the student's responsibility. The student who ow running late or will be absent due to an illness or emergency must notify the clinical instructor at least one hour before the expected clinical start time. A student arriving more than 30 minutes late for clinical shall be dismissed for the shift and marked absent.

An absence from clinicals will only be excused for the following reasons: court appearance, documented illness, family emergency, religious observation, or military service. In such a case, a make-up day must be completed NO LATER than two weeks after the end of the Clinical Practicum. Failure to do so will result in an "Unsatisfactory" for the clinical course. Depending on Clinical availability, clinical make-up may be scheduled any shift or day of the week, as well as at a later date at the discretion of the school. The student must be flexible when making-up a clinical day. The student MUST make up the clinical hours missed from the excused absence.

There may be no more than one excused absence in Clinical Practicum I. There may be no more than two excused absences in Clinical Practicum II. There may be no more than one excused absence in Clinical Practicum III. The student MUST make up the clinical hours missed from the excused absence.

CLINICAL NO CALL- NO SHOW POLICY

In the nursing profession, reliable staff attendance is critical since patients depend on nurses for physical care and nurses depend on each other for collaboration and support. A no call- no show in the Standard College nursing education program occurs when a student does not give prior notice to the clinical instructor that they cannot make it to a scheduled shift and actually does not come in for the shift. Standard College does not tolerate a no-call no-show to a scheduled clinical shift. A student who does not call the instructor in advance and does not show up at the clinical site will automatically be placed on clinical probation. A student incurring more than two clinical probations may be dismissed from the program.

Failure to adhere to the clinical attendance requirements may have serious consequences, including Clinical Probation, Clinical Course Failure, and Program Dismissal.

Students who exceed the number of permissible absences and/or fail to adhere to the clinical attendance requirements shall be placed on clinical probation. A student incurring more than two clinical probations may be dismissed from the program.

A student experiencing with concerns about the clinical attendance should out to the clinical instructor or the Director of Clinical Education, Ms. Bintha Kabba,
at bkabba@standardcollege.edu

IMPORTANT- Specialty clinicals such as Maternity and Pediatric are offered on a limited basis. Students should make every effort to attend on their scheduled day. Clinical makeup may not be available until the next cohort which may delay students' program completion.

CLINICAL ATTENDANCE POLICY- LPN TO RN TRANSITION PROGRAM

Clinical attendance is a mandatory component of the LPN to RN Transition Program. The Clinical Attendance Policy requires students to attend 100% of all scheduled clinical sessions.

Communication of an absence is the student's responsibility. The student who is running late or will be absent due to an illness or emergency must notify the clinical instructor at least one hour before the expected clinical start time. A student arriving more than 30 minutes late for clinical shall be dismissed for the shift and marked absent.

An absence from clinicals will only be excused for the following reasons: court appearance, documented illness, family emergency, religious observation, or military service. In such a case, a make-up day must be completed NO LATER than two weeks after the end of the Clinical Practicum. Failure to do so will result in an "Unsatisfactory" for the clinical course. Depending on Clinical availability, clinical make-up may be scheduled any shift or day of the week, as well as at a later date at the discretion of the school. The student must be flexible when making-up a clinical day. The student MUST make up the clinical hours missed from the excused absence.

There may be no more than one excused absence in Clinical Practicum I. There may be no more than two excused absences in Clinical Practicum II. There may be no more than one excused absence in Clinical Practicum III. There may be no more than one excused absence in Clinical Practicum IV. The student MUST make up the clinical hours missed from the excused absence.

CLINICAL NO CALL- NO SHOW POLICY

In the nursing profession, reliable staff attendance is critical since patients depend on nurses for physical care and nurses depend on each other for collaboration and support. A no call- no show in the Standard College nursing education program occurs when a student does not give prior notice to the clinical instructor that they cannot make it to a scheduled shift and actually does not come in for the shift. Standard College does not tolerate a no-call no-show to a scheduled clinical shift. A student who does not call the instructor in advance and does not show up at the clinical site will automatically be placed on clinical probation. A student incurring more than two clinical probations may be dismissed from the program.

Failure to adhere to the clinical attendance requirements may have serious consequences, including Clinical Probation, Clinical Course Failure, and Program Dismissal.

Students who exceed the number of permissible absences and/or fail to adhere to the clinical attendance requirements shall be placed on clinical probation. A student incurring more than two clinical probations may be dismissed from the program.

A student experiencing difficulties regarding the clinical attendance should reach out to the clinical instructor or the Director of Clinical Education, Ms. Bintha Kabba, at bkabba@standardcollege.edu.

TRANSCRIPT RELEASE POLICY

Standard Healthcare Services, College of Nursing maintains official academic transcripts for all current and former students in accordance with applicable federal and state laws and regulations, including regulations governing the release of transcripts for students who received Title IV federal financial aid.

OFFICIAL TRANSCRIPT REQUESTS

Students and graduates may request an official transcript by submitting a transcript request through the College's approved process. The College may require appropriate identification and written authorization prior to releasing educational records.

Official transcripts may be issued electronically or by mail. Processing times may vary; however, transcript requests are generally processed within 5–10 business days, excluding holidays and institutional closures.

TRANSCRIPT HOLDS AND FINANCIAL OBLIGATIONS

Upon request by a student, the College will provide an official transcript that includes all credit or clock hours for payment periods:
(i) in which the student received Title IV, Higher Education Act (HEA) funds; and
(ii) for which all institutional charges were paid in full or are included in a payment agreement at the time the transcript request is made.

For students who did not receive Title IV, HEA funds, the release of official transcripts is subject to the settlement of any outstanding financial obligations to the College. If the Institutional Refund Calculation or student account indicates that a balance remains owed to the College, the outstanding balance must be satisfied before the transcript will be released or there is a formal arrangement between the student and the college to pay the outstanding balance over time.

The College reserves the right to place administrative holds on transcript requests for reasons permitted by applicable law and institutional policy.

The College does not alter, remove, or otherwise modify accurate academic information contained in a student's transcript based on a student's financial status.

SWORN STATEMENT OR AFFIRMATION FOR NURSING STUDENTS

Certain criminal convictions may prevent licensure as a nurse or certification as a nurse aide in Virginia. Criminal convictions may also prohibit employment in certain health care settings.

Criminal convictions can affect an individual during the licensure or certification application process and may affect an individual's employment options after licensure or certification by the Board.

Excerpt from Code of Virginia

§ 32.1-126.01. Employment for compensation of persons convicted of certain offenses prohibited; criminal records check required; suspension or revocation of license. A licensed nursing home shall not hire for compensated employment, persons who have been convicted of murder or manslaughter as set out in Article 1 (§ 18.2-30 et seq.) of Chapter 4 of Title 18.2, malicious wounding by mob as set out in § 18.2-41, abduction as set out in subsection A of § 18.2-47, abduction for immoral purposes as set out in § 18.2-48, assaults and bodily woundings as set out in Article 4 (§ 18.2-51 et seq.) of Chapter 4 of Title 18.2, robbery as set out in § 18.2-58, carjacking as set out in § 18.2-58.1, threats of death or bodily injury as set out in § 18.260, felony stalking as set out in § 18.2-60.3, sexual assault as set out in Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2, arson as set out in Article 1 (§ 18.2-77 et seq.) of Chapter 5 of Title 18.2, drive by shooting as set out in § 18.2-286.1, use of a machine gun in a crime of violence as set out in § 18.2-289, aggressive use of a machine gun as set out in § 18.2-290, use of a sawed-off shotgun in a crime of violence as set out in subsection A of § 18.2-300, pandering as set out in § 18.2-355, crimes against nature involving children as set out in § 18.2-361, incest as set out in § 18.2-366, taking indecent liberties with children as set out in § 18.2-370 or § 18.2-370.1, abuse and neglect of children as set out in § 18.2- 371.1, failure to secure medical attention for an injured child as set out in § 18.2-314, obscenity offenses as set out in § 18.2-374.1, possession of child pornography as set out in § 18.2-374.1:1, electronic facilitation of pornography as set out in § 18.2-374.3, abuse and neglect of incapacitated adults as set out in § 18.2-369, employing or permitting a minor to assist in an act constituting an offense under Article 5 (§ 18.2-372 et seq.) of Chapter 8 of Title 18.2 as set out in § 18.2-379, delivery of drugs to prisoners as set out in § 18.2-474.1, escape from jail as set out in § 18.2-477, felonies by prisoners as set out in § 53.1-203, or an equivalent offense in another state. However, a licensed nursing home may hire an applicant who has been convicted of one misdemeanor specified in this section not involving abuse or neglect, if five years have elapsed following the conviction.

The Virginia Department of Health Criminal Records- Employment Barrier Crimes can be found here.

The Virginia Barrier Crimes for Licensed Assisted Living Facilities and Adult Day Care Programs can be found here.

Similar language is found in other sections of the Code of Virginia relating to employment in home care organizations (§ 32.1-162.9:1), licensed homes for adults (§ 63.1-173.2), licensed district home for adults (§ 63.1-189.1) and licensed adult day care centers (§ 63.1-194.1).

OUT OF STATE PROFESSIONAL LICENSURE REQUIREMENTS

STANDARD COLLEGE DISCLOSURE FOR PROFESSIONAL LICENSURE OR CERTIFICATION

Standard College offers nursing education programs which lead to professional licensure and/ or certification.

States and other government entities have established standards of practice for the occupations or professions they have chosen to regulate, and they provide legal permission to practice those professions only to individuals who meet those standards. This is called professional licensure: professions for which people need to meet certain criteria in order to practice in that field.

The U.S. Department of Education requires professional nursing schools to provide information to enrolled and prospective students regarding whether completion of that program would be sufficient to meet licensure requirements in a State for that occupation. Schools must provide a list of all States for which the school has determined that its curriculum (1) meets, (2) does not meet, or (3) has not made a determination on meeting state educational requirements for professional licensure or certification.

In compliance with the regulation, Standard College is providing the following information.

Nursing Education Program	Standard College has determined that its curriculum meets the State educational requirements for licensure or certification in the following states:	Standard College has determined that its curriculum does NOT meet the State educational requirements for licensure or certification in the following states:	Standard College has not made a determination that its curriculum meets the State educational requirements for licensure or certification in the following states:
LPN to RN Transition Program	Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming	Alaska	Maine, Vermont
Practical Nursing Program	Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	Louisiana	N/A

Standard College advises students and prospective students to contact the licensing board for the states (Maine and Vermont) the school has not been able to make a determination regarding state professional licensure requirements. Questions concerning licensure eligibility should be directed to the Board of Nursing in your state.

The current state licensing board contact information for Maine:

Maine State Board of Nursing
161 Capital St.
158 State House Station
Augusta, Maine , 04333-0158
Phone: (207) 287-1133
Fax: (207) 287-1149
https://www.maine.gov/boardofnursing/

The current state licensing board contact information for Vermont:

Vermont State Board of Nursing
89 Main Street 3rd Floor
Montpelier, VT 05620-3402
Phone: (802) 828-1505
https://sos.vermont.gov/nursing/

RELEASE OF INFORMATION

Students accepted into the nursing education programs will be required to have a complete physical exam by a physician, as well as documentation of your Immunization status, completed on the school Form, before participating in clinical activities.

Standard College maintains strict confidentiality of student's records and health information. However, to assure student's safety in clinical setting and meet the contract requirement of the clinical agencies, the school must keep certain information on file. The school must also provide the affiliating clinical agencies with the requested information from a student's file. This includes information such as immunization status, history of any medical condition that may need to be monitored, TB result, criminal record report, drug test result, and CPR certification.

During the orientation, students sign a release allowing Standard College to release the student's medical information, criminal record report, drug test results, and other required forms to the clinical affiliates after the student's admission and prior to being assigned to a clinical rotation. The release includes a statement that the student understands that he/she may be dismissed from the program upon knowingly submitting false information.

ACADEMIC INTEGRITY POLICY

It is the policy of Standard College that all students be judged as individuals based on the merits of their own work and that the work submitted to the instructor is a true and honest representation of the individual student's productive effort. Therefore, the faculty of Standard College reminds students that academic dishonesty will not be tolerated in any form**. It is expected that as future nurses all students will adhere to the highest standards of honesty, integrity, accountability, confidentiality, and professionalism.** As a member of Standard College Community, it is the duty and obligation of students to meet and uphold the highest principles and values of personal, moral, and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student has the responsibility to report suspected violation of the Academic Integrity Policy.

DISCIPLINARY POLICY

In a disciplinary matter, the school seeks to preserve flexibility of the disciplinary decision so that each student is afforded appropriate and just treatment. All disciplinary decisions will consider the school's goal of providing an effective learning environment for all members and seek to repair harm that may have been caused by the incident.

Factors that influence the degree and nature of the disciplinary decision:

- the nature of the violation and the incident itself;
- the impact of the conduct to the individuals;
- the impact or implications of the conduct on the school community;
- prior misconduct by the student;
- expression of remorse or acceptance of responsibility by the student;
- maintenance of a safe and respectful environment conducive to learning;
- protection of the school community;

- the necessity of any specific action in order to eliminate the prohibited conduct,
- prevent its recurrence and remedy its effects on members of the school community; and,
- any mitigating, aggravating, or compelling circumstances in order to reach a just and appropriate resolution in each case.

APPEAL OF A DISCIPLINARY DECISION

The student has the right to appeal a disciplinary decision. The appeal must be submitted in writing to the Registrar Office within five (5) business days after receipt of the disciplinary decision outcome email correspondence.

REQUEST TO RETURN TO PROGRAM AFTER A SUSPENSION

The student may request to return to the program after the suspension period ends. The student shall make the request in writing by sending an email to the Deputy Executive Director. The process to return to the program is devised to encourage students to reflect on the past circumstances, and determine the changes that can be made in order to succeed upon a return. The student will meet with the Academic Review Committee to discuss the lessons learned from the suspension. After meeting with the student, the Academic Review Committee will determine whether (1) the student may return to the program, (2) the student will remain separated from the school for a specified period of time, or (3) the student will be permanently separated from the school. The school is not obliged to accept the suspended student's request to return to the program.

TEST-TAKING POLICY

Standard College is committed to maintaining the highest level of academic integrity during the administration of tests. Whether on-campus or online, students are responsible for demonstrating behavior that is honest and ethical in all areas of their academic work, including on exams, tests, and completing assignments. These are some requirements of students with regards to academic integrity:

1. You must not communicate with another student during the examination period unless expressly authorized by the instructor or proctor. This includes talking, whispering, passing notes, or communicating by any electronic means.
2. You must take the test on your own.
3. You must not accept, provide, or ask for assistance or help in any form during the duration of the test.
4. You must not use books or course materials while taking the test.
5. You must not disclose the exam contents before, during or after the test.
6. You must not remove test materials from the exam room without permission.
7. You must not give the test code to another person or entity.
8. Another person may not take the test on your behalf.
9. You must not give, receive, or possess unauthorized materials during a test or assignment.
10. You must NOT share test questions or answers with another student/s.
11. You must NOT write down the test questions.
12. You must not serve as a substitute or ask another person to serve as a substitute while taking an exam.

13. You must not copy any material from another student, or from another source, such as the Internet.
14. Cellphone and other electronic communication devices, such as a smart watches, are prohibited during the test.
15. You must NOT take pictures of the test questions.
16. Texting during the exam is prohibited.
17. Talking on a telephone during the exam is prohibited.
18. Printing the exam is prohibited.
19. You must not use or have access or attempt to access electronic resources, books, or course materials while taking the test.
20. You must not take a test in a room or a location with other Standard College student/s or alumni, other than the tests administered on campus.
21. You may not look at another student's test paper or scantron during an exam.
22. You may not show your test paper or scantron to another student during an exam.
23. You may not hand your test paper or scantron to another student during an exam.
24. You may not take the test paper or scantron out of the room during an exam.
25. You must take the test on a computer or laptop that contains a camera.
26. You must NOT cover the camera on the computer of laptop during an exam.
27. You may not possess or conceal any unauthorized device on your person, in your clothing, or within your immediate testing area during any exam and/or while an exam is being reviewed.
28. You may not have any unauthorized devise on your person during remediation after an exam on campus.
29. You may not photograph or take an image of any sort of exam questions, school resources, and/or remediation material.
30. You may not attempt to alter test results.
31. You must not alter a grade or marks in an effort to change the earned grade or credit.
32. You may not sell, give away, or furnish in any form, any questions or answers to any exam scheduled to be given to any nursing course and/or unauthorized resources.
33. You are responsible for knowing who is in the room or location with you during a test that is not administered on campus.
34. You will be held accountable for having someone present with you in the room with the express aim of helping you when you are testing.
35. You will be held accountable for unconventional behavior in answering test questions, which includes constantly looking away or looking down from the monitor or turning away from the monitor and focusing intently, as if reading, for a prolonged period of time
36. You must follow testing regulations or the instructions of the test administrator.
37. You must not create a disturbance of any kind during the exam.
38. You must not tamper with the operation of the computer.
39. You must not attempt to use the computer for any function other than taking the examination.
40. You must not use artificial intelligence (AI) tools or software (e.g., ChatGPT, Grammarly, paraphrasing tools, or similar technologies) to generate or modify answers during a test unless explicitly permitted by the instructor.
41. You must not use browser extensions, screen sharing, remote access software, or virtual machines to access external resources during the exam.

42. You must not use multiple monitors/screens unless expressly authorized by the instructor.
43. You may not use another person's credentials or impersonate another student when logging in to testing platforms or submitting academic work.
44. You must verify your identity through any required method, such as facial recognition, ID verification, or other proctoring tools, when requested for remote or on-campus testing.
45. You may not misrepresent your location, identity, or environment when completing an online exam.
46. You must not record audio or video of the test-taking session, test content, or proctoring process in any format.
47. You must not share access credentials (login information) for testing platforms with anyone else, at any time.
48. You must ensure that your testing environment is free from posters, notes, or other visual aids that could give you an unfair advantage.
49. You may not access or interact with group chats, forums, messaging apps, or collaborative platforms during the test.
50. You must not use voice-activated technology or personal assistants (e.g., Siri, Alexa, Google Assistant) during testing.
51. You must comply with all software and system requirements provided by the College for secure testing. Attempting to bypass, disable, or manipulate these systems is strictly prohibited.
52. You are responsible for ensuring that your computer is free of malware, screen recorders, keystroke loggers, or any monitoring tools not authorized by the College.
53. You must not encourage or pressure other students to violate academic integrity policies.
54. You must report any known or suspected academic dishonesty immediately to faculty or staff.
55. You must be monitored by camera during the test-taking time.
56. You must remain continuously visible on camera throughout the examination. You may not intentionally obstruct, disconnect, or otherwise interfere with the camera or camera view.
57. You must be proctored for the duration of the test.
58. You must not engage in any other activities that will dishonestly improve your results or dishonestly improve or hurt the results of others.
59. You must not violate course rules contained in the course syllabus.
60. You must not engage in activities that unfairly place students at a disadvantage, such as taking, hiding, or altering test and resource material.
61. The College reserves the right to review examination recordings, proctor reports, testing software logs, computer activity, and any other relevant evidence when investigating suspected violations of this policy.
62. You must alert the faculty of knowledge of academic dishonesty activities.
63. You must not engage in any conduct that violates Standard College's policies and procedures.
64. Students may not talk, read exam questions aloud, verbalize answers, or engage in self-talk during an on-campus or remote examination.

The word 'test' in this document refers to a quiz, test, or exam.

The school has the right to recall exam grades if it suspects the exam was compromised. Fraudulent, dishonest, or unethical testing behavior will not be tolerated. The College reserves

the right to investigate and impose disciplinary action for any conduct that violates this Test-Taking Policy or compromises the integrity of an academic assessment, regardless of whether the conduct occurs on campus or remotely, or any other testing-related activity. Disciplinary action may range from receiving a grade of zero ("0") on the examination to failing the course, suspension, or dismissal from the program

GROUNDS FOR DISMISSAL OR CANCELLATION OF EXAM RESULTS

Fair assessment of student work is a critical factor in creating an optimal learning environment. Monitoring academic integrity during exams is based on (1) giving all students an equal opportunity to demonstrate their abilities, and (2) preventing any student from gaining an unfair advantage over others. A student who violates school policies, engages in suspicious behavior, irregular behavior or misconduct, and/or does not follow the instructors warning to discontinue inappropriate behavior may receive a zero on his/her test and be subject to other disciplinary action, including failing the class or suspension from the program. Standard College reserves the right to recall an exam grade if it appears that the entire test wasn't taken solely by the student, that there was pre-knowledge of test questions or answers, or if the school suspects the exam was compromised. Suspicious behavior includes actions such as switching devices prior to taking an online exam or logging into Populi on a computer in one location while the exam is accessed and taken from a different location, as indicated by differing IP addresses.

In addition, a statistical anomaly in a test score may result in the school recalling the exam grade. A statistical anomaly refers to a deviation of an individual test score from the student's test-taking history. The school reserves the right to invalidate an exam result when, in conjunction with suspicious behavior, there is the existence of a statistical anomaly in the student test score.

MISSED EXAM POLICY

Students are expected to be present for all course exams and the final exam at the scheduled time unless arrangements are made with the course instructor prior to the administration of the exam. Make-up exams are not permitted for unexcused absences. Students who fail to attend an exam will be given a grade of zero on the exam. Alternate exam times may be rescheduled during the exam period for the following reasons:

- Court appearance – summons from the court.
- Documented illness
- Family emergencies, such as death or serious illness of immediate family member – the Director of Education will determine the documentation required.
- Religious observance
- Military Service – letter from commanding officer.

Communication of an expected absence is the student's responsibility and must be received no later than two weeks before the exam begins. In an emergency situation, the student must inform the instructor no later than 24 hours after the missed exam. A student may miss no more than one exam per course.

Make-up exams for the approved circumstance will be allowed during the next make-up schedule. If the make-up exam is not taken on the scheduled make-up day, the student will receive a zero (0) for the exam score. It is the student's responsibility to make arrangements with the instructor. The student will be notified of the schedule for the next available make-up date. Make-up exams may be given in any format deemed appropriate by the instructor. The make-up exam will be equivalent to the original content, level of difficulty, and time limits, and the standards for scoring and grading will be equivalent to those used for the original exam. An exam refers to any on-line or on campus test, exam, or quiz administered in the course.

TESTING ACCOMMODATIONS

Accommodation is available to students requesting a modification to the exam process due to a disability. The accommodation available at Standard College consists of time and one-half on examinations and/or access to a quiet testing room. The quiet testing room is designed to minimize distractions but is not a private testing room; it may be shared with approximately three to four other students receiving testing accommodations. See the section Accessibility for Individuals with a Disability for more information on how to request accommodation.

STANDARDIZED/ACHIEVEMENT TESTING

Standardized exams have been integrated into the Practical Nursing and the LPN to RN Transition Program curriculum as part of the preparation for the NCLEX Licensure Exam. At present Standard College utilizes ATI and HESI/Evolve resources. At the end of designated courses students take a standardized exam which will be a percentage of the final grade for that course. Standardized exams are also used in the Integrated Nursing Concepts Course for both the PN and LPN-RN Programs. Standardized Comprehensive Exit Exams are administered at the end of Integrated Nursing Concepts Course which is a percentage of the final grade for the Course. (See course syllabus for percentage of final grade).

A passing score on the Exit Exam is not required for Program Completion. The Exit Exam is one part of the student's course grade in the Integrated Course. The student will pass the Integrated Course as long as his/her final overall grade is 79.50% or higher.

The faculty view standardized exam reports and testing activities as critical for developing critical thinking and test- taking skills to pass NCLEX. The exams will help students identify their strengths and weaknesses, provide individualized self-remediation to improve objective testing abilities, and through simulation, prepare for passing the NCLEX.

PREPARING FOR SUCCESS ON STANDARDIZED/ACHIEVEMENT EXAMS

Students have access to an abundance of online resources for standardized exams administered in the curriculum. Each student shall open an account for ATI and HESI/Evolve and shall have 24-access to online practice tests, case studies, and content review resources.

After taking each standardized individual course content exam, students will have access to reports to review areas of strengths and weaknesses and develop a remediation plan. It

is very important that students appropriately use these resources before and after testing to improve areas of weakness.

STANDARD COLLEGE - EXAMSOFT & EXAMPLIFY

To ensure the academic integrity of online exams, Standard College has implemented ExamSoft. ExamSoft is a digital assessment platform that allows students to take tests securely from any location. This software works by blocking access to programs, files and Internet usage during the test. Exams are taken without an internet connection, ensuring a reliable and secure test experience. ExamSoft allows Standard College to maintain the academic integrity of online exams in the nursing education programs.

Examplify by Examsoft is the application that students will need to install on a computer in order to take exams. Students are required to download the Examplify software on the computers they will be using for testing. By using this application, students will be able to download exams to take on exam day. Internet access is required to download and upload tests.

Within the Examplify application, Standard College uses ExamID and ExamMonitor for remote proctoring. ExamID is the software that will authenticate your identity by using your camera at the start of the exam. ExamMonitor is the software that will proctor your assessments by using your screen recorder, camera, and microphone throughout the exam.

Please Read ExamSoft's Prepare to Take an Exam with ExamID and ExamMonitor documentation

SYSTEM REQUIREMENTS

Examsoft does not recommend using the software on computers that do not meet minimum computer standards

https://examsoft.com/resources/examplify-minimum-system-requirements/

PRACTICE EXAMS

It is recommended that all students take the practice exam before their first scheduled exam. The practice exam was created to give students an opportunity to test the exam platform on their computers and also to allow students to become familiar with the program BEFORE exams.

TROUBLESHOOTING

Computer problems that prevent students from completing the exam on the student's device must be brought to the attention of the instructor or proctor, immediately. If the instructor or proctor is unable to administer support to resolve the technical issue, the student is expected to contact Examsoft directly at 866-429-8889.

For exams not administered at the School, students are to contact ExamSoft support immediately at 866-429-8889. Once the issue has been resolved, email the instructor the ticket Number for verification of your issue.

EXAM CONFLICTS

Standard College expects students to take their assessments on the scheduled dates. Students seeking to reschedule an examination must contact the instructor directly.

EXAM INFORMATION

Please refer to the Policies in the Student Handbook for Honor Code policies, Accommodations, Grading System and Student Responsibilities.

EXAMSOFT PRIVACY POLICY

ExamSoft's privacy policy is available at https://examsoft.com/privacy-policy . The information shared with ExamSoft is used only for the purpose of providing exam administration and proctoring services, is never sold, and is retained only as long as required to provide services. Exam proctoring files sent to ExamSoft's proctors is anonymized so that the applicant's identity is unknown to the proctor.

LATE ASSIGNMENTS

If any student is unable to meet the due date for a paper or assignment, it is the student's responsibility to notify the instructor. **Faculty members retain the option of not accepting late papers or assignments or may deduct points for late work. Individual faculty maintain final determination in situations related to late assignments.**

AUDITING A COURSE

Under limited circumstances, a student may proceed to the subsequent course in the program for a defined period of time as an auditor. These circumstances include instances when a student could not complete a course due to health issues or when a student needs additional time to pay the previous term balance. There would be no charge to audit a class. Auditing a course means attending the class, but foregoing a final grade or earning credit. The individual auditing a course is no longer in the status of a student. The extent of an individual's participation as an auditor must be approved by the Deputy Executive Director. The Registrar Office oversees the arrangement of the individual engaging in the program as an auditor.

EFFECTS OF AUDIT ON GRADES, PROGRESSION, AND STATUS

1. Audit courses are not used in calculating *Grade Point Average* requirements of the SAP policy.
2. Audit courses are not used in calculating *Percentage of Completion* requirements of the SAP policy.
3. The *Maximum Time Frame* requirement of the SAP policy will be adjusted for each course for which a student audit by:
    1. subtracting the total audit credits/hours from the assessment term/semester or the program, and
    2. recalculating the Maximum Time Frame
4. Credits for a course being audited are not counted in determining the following:
    1. enrollment status (full-time or part-time)
    2. calculating semester standing
    3. financial aid status
5. Courses Audited will appear on the Official Transcript.

TRANSFER OF CREDIT POLICIES

PRACTICAL NURSING PROGRAM

Courses taken in the Practical Nursing Program are non-credit and vocational in nature. They are generally not transferable to a college, university or institution of higher learning. The transferability of hours and credentials earned in Standard College's Practical Nursing Program is at the sole discretion of the receiving school. The school does not guarantee the transferability of credits to a college, university or institution. Any decision on the transferability of credit, comparability, appropriateness and applicability of credit and whether they should be accepted is the decision of the receiving institution.

The Practical Nursing Program does not accept transfer credits from another college, university or institution of higher learning. The student must complete the full Practical Nursing Program in its entirety.

LPN TO RN TRANSITION PROGRAM

The Associate of Applied Science in Nursing is a terminal occupational degree designed to prepare graduates for direct entry into the nursing profession. Credits earned in the program are generally not applicable to other degrees. However, graduates may pursue additional or advanced education. The transferability of credit and credentials earned in Standard College's LPN to RN Transition Program is at the sole discretion of the receiving school. Standard College does not guarantee the transferability of credits to a college, university or institution. Any decision on the transferability of credit, comparability, appropriateness and applicability of credit and whether they should be accepted is the decision of the receiving institution.

Standard College's LPN to RN Transition Program accepts transfer credits to the following six courses as part of the admission process: Anatomy & Physiology I, Anatomy & Physiology II, Microbiology General/Introduction to Psychology, College Mathematics, College English Composition, and Speech/Public Speaking/Communication. In order for the transfer credits to be accepted, applicants must demonstrate a grade of "C" or better in each of the courses, the courses must be at least 3 credits, and the courses must each be earned from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

Other than the pre-requisite courses listed above, which are required as part of the admission process, the LPN to RN Transition program does not accept transfer credits from another college, university or institution of higher learning. The student must complete the full LPN to RN Transition program in its entirety.

DEFINITION OF CLOCK HOUR

At Standard College, 1 clock hour is equal to a 60-minute period that contains 50 to 60 minutes of class lecture.

DEFINITION OF CREDIT HOUR

At Standard College, 1 credit hour is equal to 16 hours of lecture, and/or 30 Lab hours, and/or at least 48 clinical hours.

FOREIGN TRANSCRIPTS

Students who completed high school outside the U.S. are required to have their high school transcript credential evaluated by a company designated by Standard College. The evaluation report should include the grade point average (GPA). In this evaluation, the transcript must be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States. The results of the evaluation will be sent to Standard College. While Standard College agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation. Fees are the responsibility of the student.

Standard College does not accept experiential, life or work experience learning credits.

ARTICULATION AGREEMENTS

These are agreements between community colleges and four-year colleges to provide a smooth transition for transfer students from college graduates into four-year colleges. Typically, they either guarantee that the associate degree will satisfy all freshman and sophomore general education requirements at the four-year university or specify a list of courses that will be treated as equivalent. Standard College does not have Articulation Agreements with any school at the moment.

COPYRIGHT INFRINGEMENT POLICY

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

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

All students, staff, and Instructors using computers and networks at Standard College are responsible for complying with copyright laws and the College's policy and procedures for computer use. Standard College's will take disciplinary actions against students who engage in illegal or unauthorized distribution of copyrighted materials using the school's information technology system and unauthorized peer-to-peer file sharing. The College's users should not download, upload, transmit, make available or otherwise distribute copyrighted material without authorization using the College's computer systems, networks, and Internet access or storage media. This is inclusive of utilizing unlicensed/unauthorized peer-to-peer file services that would promote copyright infringement. The disciplinary action taken by the school can range from a formal reprimand, suspension, probation, dismissal from the program and other legal actions. In addition to the complaint being handled by Standard College copyright owners may also take direct legal action against alleged infringers and subpoena the College for information about people sharing files. The No Electronic Theft (NET) Act provides for serious criminal penalties, including a fine of up to $250,000 and a potential jail sentence. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liabilities.

The Digital Millennium Copyright Act (DMCA) of 1998

Each Individual using computers and networks at Standard College is responsible for complying with copyright laws and the College's policy and procedures for computer use. The Digital Millennium Copyright Act (DMCA) of 1998 amends the federal copyright law to provide certain liability protections for online service providers when their computer systems or networks carry material that violate (infringe) copyright law. The Digital Millennium Copyright Act specifies that all infringement claims must be in writing (either electronic mail or paper letter) and must include all of the following elements:

- a physical or electronic signature
- identification of the infringed work
- identification of the infringed material
- contact information for the complainant, e.g. address, telephone number, electronic mail address
- a statement that the complaining party has a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner or the law

A statement that the information contained in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the copyright owner.

Infringement claims should be sent to the CEO's Office:

CEO's Office
8230 Leesburg Pike, Suite 500,
Vienna, VA 22182
Phone: (703) 891-1787
Email: ijnosegbe@standardcollege.edu

PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at **www.copyright.gov/help/faq** Sections 502 and 503 of the Copyright Act detail other civil remedies, including a court order barring the infringer from making further copies and an order to seize and destroy unauthorized copies. Section 506 of the Copyright Act and Section 2319 of Title 18 of the United States Code authorize criminal liability for willfully infringing copyright under the following circumstances:

- If the willful infringement was for purposes of commercial advantage or private financial gain;
- If the willful infringement involved the reproduction or distribution during any 180-day period of one or more copies of one or more copyrighted works that have a total retail value that exceeds $1,000; or
- If the willful infringement involved the distribution of a work being prepared for commercial distribution, by making it available on a computer network accessible to members of the public, if the infringer knew or should have known that the work was intended for commercial distribution.

Criminal penalties can include fines as well as imprisonment for up to five years. Imprisonment can be for up to ten years for a second or subsequent offense.

HAZING POLICY

At Standard College, we are committed to upholding a zero-tolerance policy against all forms of hazing. The purpose of this policy is to ensure that students at Standard College (hereinafter College) are not subjected to any type of hazing. It is the responsibility of all individuals associated with the College to encourage an atmosphere of learning, social responsibility, and respect for human dignity. Hazing is an unproductive and hazardous activity that is incongruous with this responsibility and has no place at this College, either on or off campus. It is the opinion of this academic community that this kind of behavior is injurious to the individuals involved and the College itself.

This policy applies to all persons and groups associated with the College, including, but not limited to, administrators, faculty, organization advisors, staff, and students. The College shall designate a formal and consistent process for receiving hazing complaints, require investigations into such reports, and ensure compliance with this policy.

'Hazing' means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity."

DEFINITIONS

"Administrator" means a president, deputy executive director, director of a program, or designee of one of the aforementioned individuals.

"Organization" means association, athletic team, bank club, cooperative, corps, fraternity, order, society, sorority, or other similar group, whose members primarily are students of the College. Participating in a class group on social media, such as WhatsApp, or in a similar group for purposes of studying or socializing, is not considered a student organization for purposes of this definition.

"Staff" means any person employed directly by or retained through a contract with the College including a supervisor of an organization, professor, or intern.

"Student" means any person who is enrolled in or matriculating from the College, registered or in attendance in a program operated by the College, or who has been accepted for admission into any program operated by the College.

NOTIFICATION OF POLICY

The College shall provide notice of this policy to administrators, faculty, organization advisors, staff, students, at the start of the program. At a minimum, this policy shall appear in the College's website, as well as the student conduct policies and be referenced or included with other governing documents of student organizations to the extent they exist.

COLLEGE GUIDELINES

I. HAZING

As it is impossible to anticipate every situation that could involve hazing, this list does not, and cannot, encompass every circumstance that will cause the College to discipline for hazing. This policy is not intended to prohibit the following conduct:

1. Any activity or conduct that furthers the goals of a legitimate educational curriculum, extracurricular program, as approved by the College.

DEFINITION OF HAZING

"Hazing" means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Hazing shall include, but not be limited to, forcing, compelling, requiring, encouraging, or expecting, whether direct or implied, any individual to participate in any of the following actions or activities:

1) Paddling;
2) Kidnapping;
3) All forms of physical activity which are used to harass, punish, or harm an individual;
4) Excursions or road trips;
5) Confinement;
6) Spraying, painting, or pelting with any substance;
7) Burying in any substance;
8) Nudity with the intent to cause embarrassment;
9) Servitude;
10) Exposure to uncomfortable elements;
11) Verbal abuse;
12) Wearing, in public, of apparel which is conspicuous and/or indecent;
13) Forcing consumption of alcohol or any other substance, legal or illegal;
14) Depriving students of sufficient sleep (six consecutive hours per day is normally considered to be a minimum);
15) Burning, branding, or tattooing any part of the body;
16) Psychological hazing, defined as any act which is likely to:
(a) Compromise an individual's dignity;
(b) Cause an individual embarrassment or shame;
(c) Cause an individual to be the object of malicious amusement or ridicule; or
(d) Cause an individual emotional distress;
17) Interrogating an individual in an intimidating or threatening manner;
18) Misleading prospective members in an effort to convince them that they will not become members unless they complete tasks, follow instructions, or act in a certain way;
19) Misleading prospective members into believing that they will be hurt during induction or initiation;
20) Carrying any items (shields, paddles, bricks, hammers, etc.) that serve no constructive purpose or that are designed to punish or embarrass the carrier;
21) Blindfolding and parading individuals in public areas, blindfolding and transporting in a motor vehicle, or privately conducting blindfolding activities that serve no constructive purpose;
22) Binding or restricting an individual in any way that would prohibit them from moving on their own; and

23) Requiring or suggesting that an individual obtain or possess items or complete tasks in an unlawful manner (i.e. for a scavenger hunt).

Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.

II. LOCATION

This policy encompasses all acts of hazing that occur whether on or off campus. As such, an act of hazing by an individual or organization will be viewed by the College as a violation of the College's hazing policy, regardless of where the act of hazing took place.

III. CONSENT

An individual may not consent to being hazed, and a victim's voluntary or willful participation in hazing activities will not be considered as a defense against a violation of the College's hazing policy by an individual or organization.

REPORTING

To report any suspected incident of hazing, contact the Title IX Coordinator/Deputy Executive Director in person, by phone, or by electronic communication.

Heather Ettus, the Title IX Coordinator/Deputy Executive Director, can be reached by the following methods:
Email: hettus@standardcollege.edu
Phone: (703) 992-0704
In- Person: Schedule an appointment with Ms. Ettus through email at hettus@standardcollege.edu.

Please try to include the following information in the report:

- The location of incident/event/behavior
- The date and time of the observed incident/activity/behavior
- A detailed description of the incident/event/behavior
- How did you become aware of this event/behavior
- If you know the names of the individuals involved, with, or aware of, this incident/event/behavior, please provide them.
- Please provide any additional information about the incident/event/behavior (ie, if you know, how long has this activity been occurring)
- Your name. We will not identify you as the source of the information to the suspected parties. Providing your name allows us to contact you, if necessary, with follow-up questions that could aid the investigation and provide you with updates.

You are welcome to report hazing: anonymously or non-anonymously.
Standard College will investigate all actionable reports promptly.
Support for Reporting Allegations of Hazing and Retaliation:

The College encourages the reporting of hazing behavior. Parties or witnesses may be hesitant to report this behavior or participate in an investigation because they fear that they themselves

may be in violation of certain policies, such as underage drinking or illicit drug use at the time of the incident. To encourage reporting under this policy and participation in the investigation process, the College will not pursue disciplinary action against complainants, respondents, or witnesses for disclosure of minor policy violations — such as illegal personal consumption of drugs or alcohol — where such disclosures are made in connection with a good faith report or investigation of hazing or retaliation. This provision does not apply to more serious allegations such as physical abuse of another or illicit drug or alcohol distribution that contributed to the commission of a policy violation.

INVESTIGATION

A report or complaint of hazing shall be thoroughly investigated in accordance with federal and state laws and College guidelines. The findings and conclusions of the investigation shall be reported in accordance with the College's reporting system.

In order to initiate a formal investigation of hazing by the College, a formal complaint must be submitted to the Title IX Coordinator. All individuals shall be presumed to be not responsible for the alleged conduct until a determination is made as to responsibility at the end of the grievance process. The College shall use the preponderance of the evidence standard in determining responsibility for a violation of this policy for all cases. Being impaired by alcohol and/or other drugs is no defense to violating this policy. Employees or students who violate this policy may face disciplinary action up to and including termination or expulsion. Third Parties who commit an act of hazing may have their relationships with the College terminated and/ or their privileges of being on College premises withdrawn.

Upon receipt of a Formal Complaint requesting that the College investigate an allegation of hazing, the College shall follow the grievance procedures described below.
Investigation Process for Hazing Incidents
Upon receiving a report of hazing, the Title IX Coordinator will document the report, conduct a preliminary review to determine whether the behavior described may constitute hazing under College or legal definitions, and assess ongoing risk to evaluate whether immediate safety or interim measures are necessary (e.g., no-contact orders, temporary suspension, referral to counseling).

If the report proceeds to investigation, the accused individual(s) will be formally notified of the allegations and investigation process. The reporting party will be advised of their rights, resources, and the process. If the hazing involves a potential crime, local law enforcement may be notified as required.

The investigation typically includes interviews and meetings with the individual/s bringing the complaint, the individual/s who are accused of hazing "the respondent," and relevant witnesses, a review of physical or digital evidence (e.g., text messages, emails, videos, social media), and documentation of the timeline and nature of events.

The Title IX Coordinator will prepare a written report that summarizes all relevant evidence and testimony and evaluate whether a policy violation occurred using a preponderance of the evidence standard (i.e., more likely than not). The report will be submitted to the Academic Review Committee (ARC).

Based on the report, a determination will be made by the ARC regarding responsibility. If the respondent is found responsible for hazing, sanctions may include warnings, suspension,

expulsion, educational remedies, or referral to law enforcement. If the respondent is not found responsible, both parties will still be offered support resources.

The College will provide written notice of the outcome to the respondent (including any sanctions) and the complainant (limited to sanctions that directly relate to them, per FERPA). Records will be maintained for Clery Act compliance and trend monitoring.

Either party may appeal the outcome on permissible grounds (e.g., procedural error, new evidence, bias). The appeals must be submitted in writing within 5 days of the outcome letter and sent by email to the Title IX Coordinator.

All hazing investigations are documented and retained per College and federal recordkeeping requirements. Confirmed hazing incidents will be disclosed in the College's Annual Security Report in accordance with the Clery Act.
Disciplinary Action

Hazing, as defined in this statement, is prohibited under the Code of Virginia as well as College policy. Any individual or organization found to be in violation of this policy may face sanctions ranging from warnings, suspension, expulsion from the program, educational remedies, or referral to law enforcement.

§ 18.2-56 of the Code of Virginia states: "the institution's policies and procedures shall provide for expulsions or other appropriate discipline based on the facts and circumstances of each case and shall be consistent with the model policies established by the Department of Education or the State Council of Higher Education, as applicable."

I. INDIVIDUAL & ORGANIZATION RESPONSIBILITY

Both individuals and organizations may be held responsible for their actions and participation in incidents of hazing. If an investigation concludes that an individual or individuals directed, engaged in, aided or otherwise participated in, actively or passively, an incident of hazing, disciplinary action may be imposed against the individual(s). If the investigation concludes that an organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the entire organization.

II. RETALIATION

Standard College prohibits retaliation directed against a person for making a good faith complaint under this policy or who testifies, assists, or participates in an investigation or adjudication process. Retaliation may exist even when the underlying complaint is without merit or not substantiated.

This policy has been adapted from the Commonwealth of Virginia's model hazing prevention policy as developed by the State Council of Higher Education for Virginia.

Code of Virginia Definition of Hazing
Code of Virginia Campus Safety; Hazing
Code of Virginia: Bullying

National Resources

StopHazing.org	A trailblazer in hazing research and the leader in data-driven strategies that support safe and welcoming school, campus, and organizational climates.
HazingPrevention.org	A national leader in hazing prevention, teaching colleges, universities, schools, clubs, teams, and other groups to move beyond punishment to create a culture that stops hazing before it starts.
Gordie Center	The mission of the Gordie Center is to end hazing and substance misuse among college and high school students nationwide.

PRACTICAL NURSING AND LPN TO RN PROGRAM

NON-ACADEMIC POLICIES

LEARNING AND TECHNOLOGY RESOURCES

Standard College offers a wealth of learning and technology resources to support students' success and achievement of the end of program student learning outcomes. The nursing education program's learning resources include Elsevier Edge, ProQuest Database, Online Library, on-Campus Library, and course materials that include pre-recorded lectures. Learning resources and course materials are stored in Populi, the learning management system (LMS) used by the college, and Elsevier Evolve Platform. In Populi, students have access to pre-recorded course lectures, information on exams and overall grades, assignments, and course syllabi, as well as links to additional learning resources, reading list, and files on topics covered in class. Populi also gives students direct access to their course instructor and tutor; students can email instructors through Populi. Students submit assignments and receive instructor feedback within the Populi platform

ELSEVIER EDGE RESOURCES

Students and faculty have 24/7 access to Elsevier Edge Digital Resources, which include electronic textbooks and reference texts for all courses, Sherpath digital interactive teaching & learning resources, digital care plan references, drug references, Shadow Health virtual clinical simulations, Elsevier evidence- based clinical skills videos, Next-Gen HESI case studies/practice test, Next-Gen Elsevier Adaptive quizzing, NCLEX-RN review eBooks, HESI/Saunders Capstone Online NCLEX Review Modules, SimChart electronic health records (EHR), and up-to-date nursing journals. The teaching and learning technologies provide digital interactive lesson content, adaptive quizzing, and a variety of assignment types and teaching resources, accommodating a diverse student population with varying learning styles.

PROQUEST DATABASE

Standard College maintains a subscription agreement with ProQuest Nursing & Allied Health Source ™. ProQuest Nursing & Allied Health Source ™ online database provides students and faculty with 24-hour access to reliable and current healthcare information covering nursing, allied health, alternative and complementary medicine. ProQuest Nursing & Allied Health Source provides abstracting and indexing for more than 1,070 titles, with over 890 titles in full text, plus more than 12,300 full text dissertations representing the most rigorous scholarship in nursing and related fields. There are over 70 wide-ranging topics including: Nursing, Nutrition, Oncology, Pediatric Care, Pharmacology, Public Health, and Radiology.

ONLINE LIBRARY

Journals and Related Publications. Students and faculty have access to current leading nursing and related publications such as the Association of Operating Room Nurses (AORN) Journal, Journal of Nursing Scholarship, Oncology Nursing Forum, Journal of Gerontological Nursing, Journal of Psychosocial Nursing & Mental Health Services, Journal of Speech, Language, and Hearing Research, Journal of Athletic Training, Journal of Rehabilitation, Journal of Allied Health, Applied Radiology, and Clinical Laboratory Science.

E-book Content. Students and faculty have access to chapters from online reference books in nursing. Providers include John Wiley & Sons, Inc., McGraw Hill, Springer Publishing Company, and HCPro, Inc. that include text titles such as DeGowin's Diagnostic Examination, Manual of Laboratory & Diagnostic Tests, Minor Surgical Procedures for Nurses and Allied Healthcare Professionals, an evidence-based competency series, as well as a Critical Thinking Series. Other titles include Geriatrics, Evidence-Based60 Practice, Diabetes, Gastrointestinal Nursing, Mental Health Nursing, Musculoskeletal Nursing, Renal, Respiratory, Emergency Nursing.

Video Training Programs. There are hundreds of informative educational videos on topics to include Geriatric, Newborn and Pediatric Assessments, Anatomy and Physiology, Catheterization, Feeding Tube Placement, and EKG. Students and faculty have exclusive access to highly valuable evidence-based nursing information from The Joanna Briggs Institute (JBI). These resources include Systematic Reviews, Evidence Summaries, and Best Practice Information Sheets. The JBI's evidence-based approach opens a new world of education resources, with critical appraisal and meta-analysis that is highly respected and unquestioned in the field.

In order to use the online library, students must use their student identification number to access the database. Information on using the online resources is provided to students during the student orientation. Students must be admitted into the program before they are provided with the information to access the POPULI system and online resources.

ON-CAMPUS REFERENCE LIBRARY

Standard College has hardcopy references and texts holdings in the on-campus Reference Library. The library contains course textbooks specific to the program, general nursing textbooks, study guides, NCLEX review books, drug reference guides, nursing care plan and nursing skills references. Books that are older than five years are marked as reference materials.

BREAKS

Breaks are given throughout the day at which time the students are allowed to go outside or utilize the break area. Students are not allowed in front of main entry to school during breaks. During lunch students are allowed to leave the premises but should return prior to the end of the lunch period. A designated break area is available for those students who wish to remain on the premises for lunch. Students may be in the designated break area, or the student parking lot. Smoking is not allowed on campus grounds.

THERE WILL BE NO CONSUMPTION OF FOOD OR DRINK IN THE LAB AREAS EXCEPT WHEN DIRECTED BY THE INSTRUCTOR DURING CLASS ON FEEDING THE RESIDENT/PATIENT.

The Clinical Instructor shall always be notified before you leave the patient care area to take meals and breaks. The location of the student during meals and breaks shall be identified to the Clinical Instructor **PRIOR** to leaving the unit. Failure to notify the Clinical Instructor before leaving the patient care area shall be considered an abandonment of assignment and is, therefore, grounds for termination from the program.

CELL PHONE POLICY

Cell phone use, of any kind, is prohibited in the classroom and during online lectures. Cell phone use is permitted at lunch and/or break out of the classroom. CELL PHONES AND OTHER ELECTRONIC DEVICES ARE NOT ALLOWED IN THE CLASSROOM OR ONLINE DURING EXAMS OR

WHILE THE EXAM IS BEING REVIEWED. Violations of this policy may result in a grade of "0" on the exam, failing the course, or suspension or dismissal from the program.

Cell phone use is not allowed in the clinical setting. Cell phone use is permitted at lunch and/or break off the clinical floor.

RECORDING POLICIES

CLASSROOM

For on campus lectures, students must first secure the permission of the course instructor before recording the class lecture in either audio or visual format.

CLINICAL SITE

Students may not make a recording at the clinical site, under any circumstances, in any format.

CAMPUS

Other than a recording of the class lecture, students may not make an audio or visual recording on campus.

- Students may not make an audio or visual recording in the cafeteria, library, bathroom, or skills lab.
- Students may not make an audio or visual recording when meeting with administrators.
- Students may not make an audio or visual recording when meeting with administrators during a fact-finding investigation or other disciplinary proceeding.

PHOTOGRAPHY POLICY

Students may not photograph a student, staff, or instructor without first securing his/her permission.

DRESS CODE POLICY

CLASS /SKILLS LAB

The dress code for class lectures and skills lab is casual. Students must maintain a professional appearance.

CLINICAL

Students are expected to maintain a professional appearance while at the clinical settings. The approved Standard College student uniform must be worn in all clinical facilities when working as a student. Some variations may be necessary as students and faculty are required to follow regulations in each clinical agency. However, faculty must approve all variations prior to the initiation of each clinical practicum.

UNIFORM

1. Students not dressed in proper clinical attire will be sent home and counted as absent. Uniforms are expected to be of the proper fit, in good repair, and free from wrinkles, odors and visible dirt.
2. Only approved Standard College uniform shall be worn.
3. A plain white or black undershirt may be worn under your uniform.
4. A plain white long sleeve under shirt may be worn under your uniform during cold weather or to cover up tattoos.
5. White shoes, closed toe and heel are the expected footwear. Tennis shoes must be predominately white. Plain white socks or hose will be worn.
6. ID badges will be visible at all times, at the neck or chest level.

PERSONAL APPEARANCE

1. Fingernails must be trimmed short. Only clear or very light color may be worn and must not be chipped. No artificial nails are allowed.
2. Artificial Eye Lashes must look natural and short.
3. Makeup should be natural looking with no extreme looks. Heavy perfumes/colognes are not permitted. Tattoos must be covered.
4. Hair and body must be clean and free from odors. Hairstyle must be short or restrained in such a manner that when leaning forward it does not fall into the face. No extravagant hair accessories, colors or extreme hairstyles will be allowed. Facial hair must be neatly trimmed, close to the face.
5. Appropriate jewelry only- one pair of earrings that are studs (no hoops or dangling items), a watch and one ring (must be flat –large stones are apt to scratch patients, harbor germs or become lost/damaged). No other visible piercings are allowed- other sites must be covered.
6. The instructors and clinical site staff reserve the right to send a student home/back to school based on any violation of the dress/hygiene standards and the student will be counted absent.

INCLEMENT WEATHER POLICY

CLASS ATTENDANCE

During inclement weather, faculty members will proceed with classroom/lab/clinical instructions unless Standard College is closed. If you signed up for Populi alerts notifications, you will receive a text message regarding school closings. This information will be posted on the school's website, and an email will be sent through Populi to students and faculty.

CLINICAL ATTENDANCE

Clinical practicum will proceed during inclement weather unless the college is closed. However, if you feel unsafe in commuting to a clinical site, you should use your best judgment in making a decision regarding your personal safety. If you do not attend a regularly scheduled clinical due to inclement weather, you will be required to make-up the time at a later date. If for any reason you cannot make it to a clinical experience, you MUST notify the instructor and the appropriate personnel at the clinical site at least one hour prior to the start of clinical.

CANCELLATION OR CHANGING OF CLASS OR CLINICAL EXPERIENCE

Faculty and students are expected to meet scheduled class and clinical experiences. Acknowledging that unexpected or emergency situations may arise [i.e., personal, or in the event of natural or manmade disasters], the specific faculty is responsible for notifying all students as soon as possible in the event a scheduled class or clinical must be cancelled or changed. Due to the competitive nature of clinical sites, clinical schedules may changed due to availability of clinical slot. Students are responsible for making adjustments to their schedule by attending the clinicals.

ON-CAMPUS PARKING

Campus parking is available to all students at Standard College at no charge. Designated parking for students is on the P4 level of the parking garage at the main campus. Students may park at any level of the parking garage at the temporary location. Parking in front of the building at the main campus and the temporary location is prohibited. Students parking in front of the building may be towed at the student's expense.

Please pay attention to handicapped parking spaces. If you don't hold the appropriate handicapped tag, do not park in a handicapped space.

CLINICAL PARKING

Directions to the designated clinical site will be provided by the Clinical Instructor prior to clinical. Each clinical site will have its own parking requirements, and accordingly, students must pay careful attention to the parking regulations at the facility assigned. Students will be responsible for parking fee at selected clinical sites.

Students are responsible for meeting the clinical Instructor on-time at the designated area of the assigned clinical site at the designated time.

The program office, classroom and clinical lab are accessible by Metro bus. For further information about bus routes, please call Metro at 202-637-7000.

PHYSICAL LOCATION POLICY DISCLOSURE

Standard College is authorized to deliver distance education in the Commonwealth of Virginia.

The school determines a student's physical location during the admission process. The student must provide a U.S. government-issued photo identification to establish the physical location.

The student must notify the school of a change to their physical location. The school will verify the new location based on a U.S. government-issued identification, a signed student attestation, or other documentation of the new location.

Student relocation to a state in which the institution does not have approval to operate may adversely impact the student's ability to complete the program. A student's physical location, and any change to that location, may also affect eligibility for employment in the field, including state-specific licensure or credentialing requirements.

STATE-BY-STATE CONSUMER CONTACT LIST

Last Updated: May 2026

The following information identifies the appropriate state consumer complaint agency or state approval authority for students physically located in states where Standard Healthcare Services, College of Nursing enrolls or may enroll students.

State agency names, contact information, complaint procedures, and website addresses are subject to change. Students are encouraged to verify current information directly with the applicable state agency.

Students are encouraged to first utilize the College's internal Student Complaint/Grievance Policy prior to submitting a complaint to an external agency, unless otherwise permitted by applicable state law or regulation.

Alabama

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000
Phone: (334) 242-1998
Website: https://www.ache.edu

Alaska

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
Phone: (907) 465-6741
Website: https://acpe.alaska.gov

Arizona

Arizona State Board for Private Postsecondary Education
1740 W. Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709
Website: https://ppse.az.gov

Arkansas

Arkansas Division of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
Phone: (501) 371-2000
Website: https://adhe.edu

California

California Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Phone: (888) 370-7589
Website: https://www.bppe.ca.gov

Colorado

Colorado Department of Higher Education
1600 Broadway, Suite 2200
Denver, CO 80202
Phone: (303) 862-3001
Website: https://cdhe.colorado.gov

Connecticut

Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103
Phone: (860) 947-1800
Website: https://ohe.ct.gov

Delaware

Delaware Department of Education
401 Federal Street

Dover, DE 19901
Phone: (302) 735-4000
Website: https://www.doe.k12.de.us

District of Columbia

Higher Education Licensure Commission
1050 First Street NE
Washington, DC 20002
Phone: (202) 727-6436
Website: https://osse.dc.gov

Florida

Florida Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399
Phone: (850) 245-3200
Website: https://www.fldoe.org/cie

Georgia

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300
Website: https://gnpec.georgia.gov

Hawaii

Hawaii Postsecondary Education Authorization Program
P.O. Box 541
Honolulu, HI 96809
Phone: (808) 586-7327
Website: https://cca.hawaii.gov/hpeap

Idaho

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, ID 83720
Phone: (208) 334-2270
Website: https://boardofed.idaho.gov

Illinois

Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701
Phone: (217) 557-7359
Website: https://www.ibhe.org

Indiana

Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300
Indianapolis, IN 46204
Phone: (317) 464-4400
Website: https://www.in.gov/che

Iowa

Iowa College Student Aid Commission
475 SW Fifth Street, Suite D
Des Moines, IA 50309
Phone: (877) 272-4456
Website: https://iowacollegeaid.gov

Kansas

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612
Phone: (785) 430-4240
Website: https://www.kansasregents.org

Kentucky

Kentucky Council on Postsecondary Education
100 Airport Road, Third Floor
Frankfort, KY 40601
Phone: (502) 573-1555
Website: https://cpe.ky.gov

Louisiana

Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, LA 70802
Phone: (225) 342-4253
Website: https://regents.la.gov

Maryland

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Phone: (410) 767-3301
Website: https://mhec.maryland.gov

Massachusetts

Massachusetts Department of Higher Education
1 Ashburton Place, Room 1401
Boston, MA 02108
Phone: (617) 994-6950
Website: https://www.mass.edu/dhe

Michigan

Michigan Department of Labor and Economic Opportunity
P.O. Box 30004
Lansing, MI 48909
Phone: (517) 241-2752
Website: https://www.michigan.gov/leo

Minnesota

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
Phone: (651) 642-0567
Website: https://www.ohe.state.mn.us

Mississippi

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211
Phone: (601) 432-6372
Website: https://www.mississippi.edu/mcca

Missouri

Missouri Department of Higher Education and Workforce Development
301 W. High Street
Jefferson City, MO 65101
Phone: (573) 751-2361
Website: https://dhewd.mo.gov

Montana

Montana University System Office of the Commissioner of Higher Education
560 N. Park Avenue
Helena, MT 59620
Phone: (406) 449-9124
Website: https://mus.edu

Nebraska

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509
Phone: (402) 471-2847
Website: https://ccpe.nebraska.gov

Nevada

Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104
Phone: (702) 486-7330
Website: https://cpe.nv.gov

New Hampshire

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
Phone: (603) 271-2555
Website: https://www.education.nh.gov

New Jersey

New Jersey Office of the Secretary of Higher Education
1 John Fitch Plaza
Trenton, NJ 08625
Phone: (609) 376-3900
Website: https://www.state.nj.us/highereducation

New Mexico

New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505
Phone: (505) 476-8400
Website: https://hed.nm.gov

New York

New York State Education Department
89 Washington Avenue
Albany, NY 12234
Phone: (518) 474-3852
Website: https://www.nysed.gov

North Carolina

North Carolina Post-Secondary Education Complaints Unit
530 N. Wilmington Street
Raleigh, NC 27604
Phone: (919) 716-6000
Website: https://www.ncdoj.gov

North Dakota

North Dakota University System
10th Floor, State Capitol
Bismarck, ND 58505
Phone: (701) 328-4110
Website: https://ndus.edu

Ohio

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
Phone: (614) 466-6000
Website: https://highered.ohio.gov

Oklahoma

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: (405) 225-9100
Website: https://www.okhighered.org

Oregon

Oregon Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302
Phone: (503) 947-5716
Website: https://www.oregon.gov/highered

Pennsylvania

Pennsylvania Department of Education
607 South Drive
Harrisburg, PA 17120
Phone: (717) 783-6788
Website: https://www.education.pa.gov

Rhode Island

Rhode Island Office of the Postsecondary Commissioner
560 Jefferson Boulevard
Warwick, RI 02886
Phone: (401) 736-1100
Website: https://riopc.edu

South Carolina

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
Phone: (803) 737-2260
Website: https://che.sc.gov

South Dakota

South Dakota Board of Regents
306 E. Capitol Avenue, Suite 200
Pierre, SD 57501
Phone: (605) 773-3455
Website: https://www.sdbor.edu

Tennessee

Tennessee Higher Education Commission
312 Rosa L. Parks Avenue
Nashville, TN 37243
Phone: (615) 741-3605
Website: https://www.tn.gov/thec

Texas

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
Phone: (512) 427-6101
Website: https://www.highered.texas.gov

Utah

Utah Division of Consumer Protection
160 E. 300 South
Salt Lake City, UT 84111
Phone: (801) 530-6601
Website: https://dcp.utah.gov

Virginia

State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond, VA 23219
Phone: (804) 225-2600
Website: https://www.schev.edu

Virginia SARA Portal Entity
State Council of Higher Education for Virginia (SCHEV)
Website: https://www.schev.edu

Washington

Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
Phone: (360) 753-7800
Website: https://wsac.wa.gov

West Virginia

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
Phone: (304) 558-2101
Website: https://www.wvhepc.edu

Wisconsin

Wisconsin Educational Approval Program
P.O. Box 8696
Madison, WI 53708
Phone: (608) 266-1996
Website: https://eapplic.dpi.wi.gov

Wyoming

Wyoming Department of Education
2300 Capitol Avenue
Cheyenne, WY 82002
Phone: (307) 777-7675
Website: https://edu.wyoming.gov

ATTESTATION POLICY

PURPOSE

This policy establishes procedures for the use, review, validation, and retention of student attestations related to institutional disclosures, licensure or certification eligibility, graduate surveys, and other compliance requirements.

POLICY

The College may require students or graduates to submit signed and dated attestations acknowledging receipt of disclosures or confirming the accuracy of information provided to the College. Electronic signatures and electronic acknowledgments are considered valid and binding.

Attestations may include:

- Graduate survey attestations;
- Licensure or certification disclosure acknowledgments;
- Confirmation of intended state of employment following graduation; and
- Other compliance-related attestations.

The College provides disclosures regarding whether its programs satisfy applicable educational requirements for licensure or certification in states where students are physically located.

The College shall not enroll a prospective student located in a state where the program does not meet educational requirements for licensure or certification unless the student submits a signed and dated attestation:

1. Confirming receipt of the disclosure;
2. Identifying the state in which the student intends to work following graduation; and
3. Confirming understanding that the program satisfies the educational requirements in that state.

The College may validate attestations through review of institutional records, supporting documentation, student location information, graduate surveys, or other reasonable verification methods. The College reserves the right to request additional documentation at any time.

False or misleading attestations may result in administrative or disciplinary action.

Attestations and related documentation shall be maintained in accordance with the College's record retention practices.

OUT OF STATE PROFESSIONAL LICENSURE POLICY

In accordance with U.S. Department of Education requirements, Standard Healthcare Services, College of Nursing provides information to enrolled and prospective students regarding whether completion of the Practical Nursing Program and the LPN to RN Transition Program is sufficient to meet state education requirements for licensure. Standard College provides a list of all States for which the school has determined that it (a) meets state educational requirements for licensure or certification in the state, (b) does not meet state educational requirements for licensure or certification in the state , or (c) Standard College has not made a determination that its curriculum meets the State educational requirements for licensure or certification in the state.

For states where a determination has not been made, students and prospective students are advised to contact the appropriate state licensing board. Contact information for each state licensing board is provided to support informed decision-making.

This information is disclosed to prospective and enrolled students prior to enrollment, during the admission process, and throughout the duration enrollment. Before students submit a Practical Nursing Program or LPN to RN Transition Program application, they are informed that "Standard College has determined that its curriculum meets the state educational requirements for licensure or certification in all states EXCEPT Alaska, Maine, and Vermont." This statement is written at the top of the application under the section that states "Please carefully read this important information before submitting the application." At the mandatory orientation in both programs, students are required to sign the Professional Licensure Disclosure Form. The Out of State Professional Licensure Policy is published in an addendum to the 2025–2026 Handbook/Catalog ,which students have access to at any point in time.

Standard College advises students and prospective students to contact the licensing board for the states the school has not been able to make a determination regarding state professional licensure requirements, and provides the current state licensing board contact information for those states.

Additionally, the College monitors student location in accordance with its Physical Location Policy. If a student relocates to a state where the program does not meet educational requirements for licensure, the College provides direct written notification within 14 days of the determination. The College also notifies students within 14 days if there is any change in the program's determination regarding state licensure requirements.

The program will enroll prospective students who are physically located in a state where the institution has determined the program does not meet the state educational requirements for licensure or credentialing with the requirement that the student provides a signed and dated attestation (1) confirming receipt of a disclosure from the institution about the program's eligibility for licensure or credentialing in the student's current state, (2) specifying the specific state that the student intends to move to for work post-graduation, and (3) confirming that the program does satisfy the educational requirements for licensure in that specific state.

If an enrolled student relocated to a state described in (b.), Standard College will provide direct notice that completion of that program would not be sufficient to meet licensure or certification within 14 days after a determination that the student's location has changed to another state. Standard College will additionally disclose to students, within 14 days, if it has determined that the program no longer satisfies the original determination of meeting state requirements made at the time of enrollment.

PRACTICAL NURISNG PROGRAM INSURANCE POLICY

Students enrolled in the Practical Nursing Program are advised to carry appropriate insurance to help offset the cost of travel or health problems that might arise. Costs associated with any incident on campus or at clinical sites shall remain the responsibility of the student.

LPN TO RN TRANSITION PROGRAM INSURANCE POLICY

Students enrolled in the LPN to RN Transition Program at Standard Healthcare Services, College of Nursing are required to obtain and maintain active personal health insurance coverage prior to the start of clinical experiences and throughout their participation in clinical education activities.

1. **Mandatory Health Insurance Coverage**

All students participating in clinical experiences must maintain active health insurance coverage.

2. **Proof of Insurance**

Students must provide documentation demonstrating current health insurance coverage prior to the start of clinical experiences. Acceptable documentation may include:

- A copy of an insurance card;
- A policy declaration page; or
- Other official verification of coverage.

3. **Continuous Coverage Requirement**

Students are responsible for maintaining uninterrupted health insurance coverage throughout all clinical portions of the program.

4. **Student Responsibility**

The College does not provide health insurance coverage for students and is not responsible for medical expenses incurred by students during clinical education activities or enrollment in the program.

5. **Failure to Maintain Coverage**

Students who fail to provide proof of health insurance coverage or who fail to maintain required coverage may be prohibited from participating in clinical experiences until compliance is achieved.

6. **Notification of Changes**

Students must promptly notify the College if their health insurance coverage changes, lapses, or is terminated and must provide updated proof of coverage.

PROFESSIONAL LIABILITY INSURANCE

For the protection of the student, professional liability insurance must be purchased. Professional liability insurance covers a student while the practice at the clinical sites. Students are not permitted in the Skills Learning Lab or at clinical agencies if they are not scheduled to be there. Students are not allowed to function as a student nurse in any clinical agency without clinical faculty or preceptor present or available to monitor the clinical practice. If a student presents her/himself as a student nurse without the knowledge of a clinical faculty member, the student will not be covered under Standard college Blanket Student Liability insurance policy.

NOTIFICATION OF CHANGE

The student is required to notify Student Records of any changes in name, physical address, mailing address, cell phone, home phone number, email address, emergency contact information etc.

LOSS AND LIABILITY /RISK MANAGEMENT

LOSS AND LIABILITY

Standard College is not responsible for the loss of personal property on school property or at the clinical site. Students are cautioned to keep personal possessions either in sight or on their person and said possessions should be properly marked. Students will be instructed where to place personal possessions at the clinical site(s). Students are encouraged not to bring valuables with them to the classroom or clinical site. The student alone is responsible for the safe keeping of his/her personal belongings.

RISK MANAGEMENT

Students are expected to manage their own transportation and assume the risk of traveling to and from class, labs, or clinical experiences and when performing duties in class, labs, or clinical experiences. There are inherent risks involved in travel and in lab and clinical experiences. The most obvious risks are accidents, contracting infections or other communicable diseases or workplace violence. Please take precautions to prevent accidents, infections, and violence.

COMMUNICABLE DISEASE

Infectious/communicable diseases are common in health care settings and students of Standard College may have contact with patients with various infections such a blood-borne transmitted diseases, droplet transmitted diseases, patients/human subjects who are HIV positive or who are infected with Tuberculosis (TB), Hepatitis B (Hep B), Acquired Immunodeficiency Disease (AIDS), or any number of other communicable diseases. This contact may expose staff to infectious agents that place that individual at risk for succumbing to a communicable disease or for unknowingly transmitting a communicable disease to other faculty, students, patients, or family members. During pregnancy, the fetus may also be at risk. and contact transmitted diseases.
To protect the health and safety of its students, as well as that of patients, Standard College requires:

- Initial infectious disease screenings and pre-exposure immunizations against specified infectious/communicable diseases.
- Post-exposure follow-up/treatment following exposure to specified infectious/communicable diseases.
- Compliance with the infectious/communicable disease policy and protocols of the agency or facility to which they are assigned for clinical practice as well as the guidelines specified by the Centers for Disease Control and Prevention.
- Compliance with the use of standard precautions is all patient care situations.

Any exposure incidence such as an accidental needle stick must follow the clinical agency's protocol and/or the Centers for Disease Control and Prevention guidelines. All needle sticks in the learning lab must be reported to the instructor.

Students who are exposed to a reportable communicable/infectious disease are required to have their communicable disease risk status assessed by the student's health care provider. A decision about the risk the student poses to the health and safety of others on campus or while at an affiliated institution will be the responsibility of the health care provider.

A student with a communicable/infectious disease should be aware that the Standard College cannot guarantee placement at affiliate clinical sites for clinical rotations. Students participating in clinical rotations are subject to the requirements and approval of the clinical site.

The student is responsible for any costs associated with the evaluation of his or her condition if not covered by health insurance.

DRUG-FREE/ALCOHOL-FREE/SMOKE-FREE/TOBACCO-FREE POLICY

To promote good health, reduce health risks, and maintain a safe and healthy environment, Standard College enforces a drug-free, alcohol-free, smoke-free, and tobacco-free campus. For purposes of this policy, tobacco products include cigarettes, cigars, e-cigarettes, pipes, smokeless tobacco, or other tobacco products.

Standard College's policy prohibits smoking, tobacco use, alcohol use, and the use of illicit drugs, such as marijuana, ("prohibited products") at all times on campus and at all clinical sites. This includes the school building, the classrooms, the laboratories, the lounges, the hallways, the restrooms, and the school parking lot, as well as at all clinical sites, and on or near the clinical site parking area.

In support of Standard College's interest to provide a healthy environment for students, faculty, and staff at Standard College, as well as patients and administrators at the clinical sites, students may not have the smell of smoke or tobacco products, alcohol, or any illicit drug, including marijuana, on their person when attending Standard College and/or engaged at a clinical site. The purpose of this policy is to guarantee the right of all to breathe smoke-free air, and to recognize that the need to breathe smoke-free air shall have priority over the desire to smoke or use one of the prohibited products. Students violating the drug-free, alcohol-free, smoke-free, tobacco-free policy at school or at a clinical site may be subject to disciplinary action, including termination from the program.

Student Records

Standard College maintains student records in hard copy and electronic formats. The hard-copy student records are maintained in a secure storage room housed in fire-resistant file cabinets located in a private room. The doors to the filing cabinets, as well as the private room, are locked. Entering the private room requires access to a code and only authorized staff are provided with the code. The locked filing cabinets prevent unauthorized individuals from accessing hard-copy student records.

Standard College employees are granted access to student records in Populi based on job function. Only authorized personnel with a legitimate need have access to the records. Access

is authorized by the Registrar's office or approval by the senior administrators. The Office of the Registrar is responsible for the consistent application of student identity verification procedures.

The student records stored in electronic format are kept in Populi, the College's learning management system. Students have access to their student records in Populi, including their course grades, status in the program, and tuition account information, on a 24/7-hour basis. Secure access controls are in place for the electronic student records maintained in Populi. Populi has user authentication measures, including a secure username and password, to ensure that the appropriate individuals can access their student records and the confidentiality of the records. Populi requires students to log in with their username and password whenever the system is used.

Student records are maintained for three years after the student was last enrolled. Student refers to a current student or an individual who has withdrawn, graduated, or taken a leave of absence (LOA) from the program. The records include, but are not limited to, the enrollment agreement, high school transcript, GED or evaluation report, admission determination documentation, Entrance Exam scores, financial records, including financial aid documentation, tuition payments, refund calculations, award letter, attendance records, and clinical evaluations.

Academic transcripts are maintained indefinitely.

TRANSCRIPTS

The student may request official transcripts and other progress report in writing to the Registrar Office. The fee for an official transcript is $15.00. Standard College maintains personnel file and performance record for each student. The student has the right to review or dispute his/her record. All student records are confidential. All student evaluations and grades are maintained by the school for a period of three years. Student transcripts are kept on file permanently and are protected from fire, theft, and other perils. **Student records may be made available to clinical agency at the request of the agency.**

Standard College will not withhold transcripts or take other negative actions against a student due to an error on the school's part. Upon a student's request, the school will provide an official transcript that includes all the credit or clock hours for payment periods in which the student received Title IV, HEA funds and for which all institutional charges were paid at the time the request is made.

STUDENT CONSUMER INFORMATION POLICY

Standard College provides access to a comprehensive range of information students need to be an informed consumer of a Standard College education. The consumer information provided is in compliance with federal regulations, including the U.S. Higher Education Act of 1965, as amended, which require universities participating in federally funded financial aid programs to make certain information about the institution available to current and prospective students and other interested parties. Standard College provides a notice to students on an annual basis with a brief description of the required consumer information disclosures, and how students may obtain full disclosure to the information from a variety of sources. Because of the

nature of federal, state, and institutional guidelines affecting financial aid programs, the information contained is subject to change.

STUDENT CONSUMER INFORMATION NOTICE

All institutions that participate in the federal aid programs are required to notify enrolled students regarding consumer information that is available to them. This notice is intended to outline consumer information that you have the right to request and review. The following information is available online or hard copy as noted in each section. Additionally, students have the right to request the information in writing by contacting the Registrar Office during regular business hours. This notice includes the following information topics:

1. Basic financial aid information
2. General information about the school
3. Availability of employees for information dissemination
4. The school's retention rate
5. Drug and alcohol abuse prevention information
6. The school's graduation rate.
7. The placement of, and types of employment obtained by, graduates of the school's degree or certificate programs
8. Cleary (Campus Security) Act/ Annual Fire Safety Report 9. Family Educational Rights and Privacy Act (FERPA)

The above information is available in:

- The Student Consumer Information Guide – Download from
- www.standardcollege.edu/consumer/ or per request to Standard Healthcare Services, Inc. College of Nursing, Registrar Office.
- Student Consumer Information Website - www.standardcollege.edu/consumer/
- Student's Current Catalog/Handbook - www.standardcollege.edu/handbook or per request to Standard Healthcare Services, Inc. College of Nursing, Registrar Office.
- Campus Safety Report- www.standardcollege.edu/campus-safety or per request to Standard Healthcare Services, Inc. College of Nursing, Registrar Office.
- Financial Aid Policy Handbook - www.standardcollege.edu/financial-aid/policy-handbook or per request to Standard Healthcare Services, Inc. College of Nursing, Registrar Office.

STUDENT PRIVACY & CONFIDENTIALITY

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – FERPA

The Family Educational Rights and Privacy Act or FERPA is a Federal law that is administered that protects "education records," which are generally defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution, including Standard College. There are also a few exemptions to the definition of "education records," such as law enforcement unit records and sole possession records. More information is available at https://studentprivacy.ed.gov/faq/what-records-are-exempted-ferpa.

FERPA applies to all schools that receive funding under any program administered by the Department, including Standard College. In addition, the confidentiality of personally identifiable information (PII) in the education records of students with disabilities is further protected by Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1417(c) and 34 CFR §§ 300.610-300.626). The IDEA and its implementing regulations contain confidentiality provisions that are similar to, but broader than, FERPA, and cover students with disabilities who have turned 18 but are still eligible under IDEA. Depending on State law, the rights accorded to parents under IDEA Part B may not automatically transfer to the student when the student with a disability reaches 18 years old or attends an institution of postsecondary education at any age. The IDEA-FERPA crosswalk contains additional information comparing IDEA and FERPA and is available at https://studentprivacy.ed.gov/resources/ferpaidea-crosswalk.

The rights provided by FERPA to an eligible student include, but are not limited to:

ACCESS TO EDUCATION RECORDS

Under FERPA, Standard College must provide an eligible student with an opportunity to inspect and review their education records within a reasonable period of time, but not more than 45 calendar days following the receipt of a request. Standard College is generally not required to provide an eligible student with *copies* of education records unless circumstances effectively prevent an eligible student from exercising their right to inspect and review the education records. For example, if an eligible student who does not live within commuting distance of the school requests access to their education records, Standard College would be required to make other arrangements for the eligible student to inspect and review the requested records, or to provide a copy of the requested records.

FERPA's access provisions apply to education records maintained by Standard College, including documents such as academic transcripts. While eligible students have a right to inspect and review their education records, including academic transcripts maintained by their schools, eligible students do not necessarily have a right to obtain a copy of such records under FERPA.

AMENDMENT OF EDUCATION RECORDS

Under FERPA, an eligible student has the right to seek amendment or correction of their education records that the eligible student believes to be inaccurate, misleading, or in violation of their rights of privacy. However, while Standard College is not required to amend an education record in accordance with an eligible student's request, the school is required to consider the request for amendment, to inform the student of its decision, and, if the request is denied, to advise the student of their right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the eligible student has the right to insert a statement in the record commenting on the contested information or stating why they disagree with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed.

While an eligible student has the right to seek to amend non-substantive factual errors in the student's education records, the right is not unlimited. Standard College is not required by FERPA to afford an eligible student the right to seek to change substantive decisions made by school

officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions.

DISCLOSURE OF EDUCATION RECORDS

Under FERPA, Standard College generally may not disclose PII from an eligible student's education records to a third party unless the eligible student has provided prior written consent. Even with the prior written consent of an eligible student, the school is not required by FERPA to disclose PII from education records to third parties. Accordingly, under FERPA, the school may have a policy of not disclosing PII from education records to third parties if the eligible student owes money to the school. There are several exceptions to FERPA's general consent requirement, some of which are described below. Under these exceptions, schools are *permitted* to disclose PII from education records without consent to a third party, but they are not *required* to do so by FERPA.

SCHOOL OFFICIAL

FERPA allows "school officials," including faculty and staff within an institution of postsecondary education, to access PII from education records without consent, provided the school has determined that they have a "legitimate educational interest" in the information. The school's annual notification of rights under FERPA will specify the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest." Typically, the school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Also, under the "school official" exception to the consent requirement, FERPA permits a school to disclose PII from education records to contractors (e.g., software/application vendors or lawyers), consultants (e.g., nutritional or information technology consultants), volunteers (e.g., student volunteers or tutors) or other third parties to whom the school has outsourced institutional services or functions, provided that the outside party:

1. Performs an institutional service or function for which the school would otherwise use employees;
2. Is under the direct control of the school with respect to the use and maintenance of education records;
3. Is subject to the requirements in FERPA that PII from education records may be used only for the purposes for which the disclosure was made, and which govern the redisclosure of PII from education records; and
4. Meets the criteria specified in the school's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

SEEKS OR INTENDS TO ENROLL

Another exception to FERPA's general consent requirement permits the school to disclose PII from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll, or where the student is already enrolled, as long as the purpose of the disclosure is related to the student's enrollment or transfer. When Standard College discloses education records under this exception, the school would make a reasonable attempt to notify the eligible student of the disclosure, unless the disclosure is initiated by the student, or the school's annual notification of rights under FERPA includes a notice that it forwards education records to other schools that have requested the records and in which the

student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. When Standard College discloses education records under this exception, the school will also provide the student, upon request, a copy of the records that were disclosed and, upon request, an opportunity for a hearing to amend the records that were disclosed. Under this exception, Standard College has the discretion to disclose academic, disciplinary, or any other PII from the student's education records to the new school. Further, an eligible student does not, under FERPA, have the right to prevent a school from disclosing such PII from the student's education records, or from communicating information about a student more generally, to the school in which the student seeks or intends to enroll.

DIRECTORY INFORMATION

FERPA permits Standard College to disclose PII from an eligible student's education records, without consent, when such information has been appropriately designated as "directory information," and the eligible student has not opted out of the disclosure of such designated information. The FERPA regulations define "directory information" as information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended. FERPA provides that Standard College may disclose, without consent, directory information if the school has given public notice to eligible students of the types of PII that it has designated as directory information and the process, including period of time, for eligible students to opt out of certain directory information disclosures. This notice is often included in the annual notification discussed below. For more information regarding directory information, visit https://studentprivacy.ed.gov/training/b-cs-student-directory- information.

DEPENDENT STUDENT

FERPA provides ways in which Standard College may share, without the consent of an eligible student, education records of the eligible student with their parents. Schools may, but are not required to, disclose any and all PII from education records to parents, without the consent of the eligible student, if the student is a "dependent student," as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

This exception to FERPA's general consent rule, where applicable, also permits institutions of postsecondary education to share, without the prior written consent of an eligible student, PII from education records of students who are enrolled in both a high school and the college or university (dually enrolled) with the parents of such dually enrolled students. In this situation, the parents retain the rights over the student's education records maintained by the high school, if the student is under the age of 18 years, but the student retains the rights over the education records maintained by the college or university.

OTHER EXCEPTIONS

Provided certain conditions are met that are not included in the summary below, other exceptions to FERPA's general consent requirement that permit the disclosure of PII from education records include, but are not limited to:

- To authorized representatives of, among others, the U.S. Secretary of Education, as well as State and local educational authorities, for audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- In connection with financial aid for which the student has applied or received;
- To organizations conducting studies for, or on behalf of, the school for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing conducted by an institution of postsecondary education against the alleged perpetrator of such crime or offense with respect to the alleged crime or offense;
- To any third party the final results, as described in FERPA regulations, of a disciplinary proceeding conducted by an institution of postsecondary education against a student who is the alleged perpetrator of a crime of violence or non-forcible sex offense if the student is found by the institution to have violated its rules or policies as a result of the disciplinary proceeding, as long as the disclosure does not include the name of any other student, including a victim or witness, without the written consent of that other student;
- To comply with a judicial order or a lawfully issued subpoena;
- In connection with a health or safety emergency; and
- To a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, where the institution determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 years of age at the time of the disclosure to the parent.

ANNUAL NOTIFICATION OF FERPA RIGHTS

Under FERPA, Standard College must annually notify eligible students of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review their education records, the right to seek to amend their records, the right to consent to disclosure of PII from their records (except in certain circumstances), and the right to file a complaint with SPPO regarding an alleged failure by a school to comply with FERPA. The notification must also inform eligible students of the school's criteria for the terms "school official" and "legitimate educational interest" in certain instances. A school is not required to notify eligible students individually, but rather is required to provide the notice by any means that are reasonably likely to inform eligible students of their rights. These means could include publication in a school activities calendar, newsletter, student handbook, or on a school's website.

COMPLAINTS OF ALLEGED VIOLATIONS OF FERPA

Eligible students who believe that their FERPA rights may have been violated may file a complaint with the Student Privacy Policy Office at https://studentprivacy.ed.gov/file-a-complaint. SPPO will review the complaint to ensure that the complaint:

- Is filed, in writing, by an eligible student who maintains FERPA rights over the education records that are the subject of the complaint;
- Is submitted to SPPO within 180 days of the date of the alleged violation or of the date that the eligible student knew or reasonably should have known of the alleged violation; and
- Contains specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred.

SPPO will then make a case-by-case determination of the best mechanism for resolving the complaint. Sometimes the action will be an investigation, while for other complaints, consistent with the statute and applicable regulations, we will take other appropriate actions, such as acting as an intermediary or providing resolution assistance. More information regarding our complaint process is available at https://studentprivacy.ed.gov/file-a- complaint.

ADDITIONAL INFORMATION

For more information regarding FERPA and other student privacy issues, please visit the website https://studentprivacy.ed.gov or write to SPPO for additional guidance at the following address:

Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-8520

Questions

Questions about Standard College's policies and practices or about specific education records should be addressed to the Office of the Registrar by email at registrar@standardcollege.edu or by mail at:

Office of the Registrar
Standard Healthcare Services Inc., College of Nursing
8230 Leesburg Pike, Suite 500, Vienna, VA 22182

STANDARD COLLEGE'S COVID-19 VACCINE POLICY

Vaccination is the most important tool to protect members of our community and to prevent the spread of the virus that causes COVID-19. COVID-19 vaccines offer significant protection to individuals from becoming seriously ill from COVID-19, from being hospitalized and from dying. Research also suggests that fully vaccinated individuals are much less likely to become infected or spread the virus to others. COVID-19 vaccines are safe and effective.

Clinical participation is one of the requirements students must meet in order to complete a nursing education, as mandated by the Virginia Board of Nursing. The majority of the clinical facilities that receive Standard College students require the COVID-19 vaccine or boosters and do not offer exemptions to students. Since the majority of clinical facilities share the same policy in regard to the COVID-19 vaccine, the school has adopted the policy of the majority and requires students to be fully vaccinated.

Accordingly, in order to participate onsite at the clinical facilities, all Standard College students must establish that they are fully vaccinated or obtained a booster against COVID-19. The vaccine is not required to come on campus for the skills lab or to take course exams. Getting vaccinated remains the best way to ensure that we have a full and rich experience as a student

at Standard College. Every faculty member, staff member and student plays a vital role in the health and safety of our community.

PARTICIPATION AT CLINICAL FACILITIES

Students must (1) provide proof of being fully vaccinated or have obtained a booster and (2) sign the COVID-19 Acknowledgement of Risk Form prior to participation at the clinical facility. Students who do not engage in the clinical practicum may not progress in the program because they will not be fulfilling program requirements. This means, that in order to progress in the program, a student must receive the COVID-19 vaccine or booster. In the event a student decides not to get the vaccine, the student will not be allowed access to the clinical facilities, and accordingly, the student will no longer have the opportunity to continue in the program. An unvaccinated student will be obliged to take a leave of absence or withdraw from Standard College after completing the current course he/she is enrolled in.

RELIGIOUS EXEMPTION

By law, students may apply for a religious exemption to the school's vaccination policy. A religious exemption represents a sincerely held religious belief that prevents a person from receiving the COVID-19 vaccine. A religious exemption is not granted on the basis of a moral, philosophical, or conscientious objection. As the law requires, the school must make reasonable accommodations for a student's religious beliefs, as long as the accommodation does not impose an "undue hardship" on the school, as that term is defined by applicable law. This means, in the event an accommodation poses a burden on the school in terms of scheduling and logistic matters with the clinical facilities, the exemption may not be granted. The clinic is not required to grant an exemption granted by the school. The School does not control the clinic and cannot require it recognize the exemptions granted by the School. Even if an exemption is granted by the School, there is no guarantee the student can be placed at a clinical facility. Placement will depend upon whether the clinical facility is willing to accept the unvaccinated student and space availability.

How to Apply for a Religious Exemption

Students interested in applying for an exemption must complete the Religious Exemption Form. The form can be found on the school website. In order to submit a request, students must complete the following steps.

- Read the CDC COVID-10 Vaccine Information;
- Initial and sign each page of the form;
- Complete the Personal Statement Form;
- Have your religious leader complete the Religious Organization Statement Form; and
- Submit the completed documents to Heather Ettus at hettus@standardcollege.edu.

Assessment of Religious Exemption Request

The assessment of each religious exemption request will be carefully reviewed on a case-by-case basis. After the request has been reviewed, you will be notified in writing if an exemption has been granted or denied. The decision of Standard College is final and not subject to appeal. Individuals are permitted to reapply if new documentation and information should become available. Religious exemptions must be requested annually. If approved, the religious exemption will remain in effect for one year.

MEDICAL EXEMPTION

By law, students may request a medical exemption from the COVID-19 vaccine. Even if an exemption is granted by the School, there is no guarantee the student can be placed at a clinical facility. Placement will depend upon whether the clinical facility is willing to accept the unvaccinated student and space availability. In order for the school to consider the request, the student must complete a Medical Exemption Form and submit a note from a medical professional. The doctor's notes must state the reason why it is medically contraindicated for the student to receive the COVID-19 vaccine. The completed form, accompanied by the doctor's note, must be sent to Heather Ettus at hettus@standardcollege.edu.

How to Apply for a Medical Exemption

Students interested in applying for an exemption must complete the Medical Exemption Form. The form can be found on the school website. In order to submit a request, students must complete the following steps.

- Read the CDC COVID-10 Vaccine Information;
- Initial and sign each page of the form; and
- Submit the completed forms to Ms. Heather Ettus at hettus@standardcollege.edu.

Assessment of Medical Exemption Request

The assessment of each request for a medical exemption will be carefully reviewed on a case-by-case basis. After the request has been reviewed, you will be notified in writing if an exemption has been granted or denied. The decision of Standard College is final and not subject to appeal. Individuals are permitted to reapply if new documentation and information should become available. Medical exemptions expire when the medical condition(s) contraindicating COVID-19 vaccination changes in a manner which permits vaccination or upon graduation. The assigned expiration is at the sole determination of Standard College.

GRANTING AN EXEMPTION

When a religious or medical exemption is granted, Standard College will work to accommodate the student's request, acting as a liaison between the student and clinical facility. Again, even if an exemption is granted by the School, there is no guarantee the student can be placed at a clinical facility. Placement will depend upon whether the clinical facility is willing to accept the unvaccinated student and space availability. If the facility is willing to place an unvaccinated student and space is available at that facility, the student with an exemption granted will be given the opportunity to be placed at the facility. In such a case, the student would need to be aware that his/her graduation may be delayed, and that the clinical facility may change their policies at any point in time. As stated above, Standard College does not control the policies of the clinical sites. In addition, the exemption will be reviewed on an on-going basis. There could be a change of circumstances, such as an updated clinical site policy, which could directly impact the accommodation provided, such that the accommodation becomes an undue burden to the school. In this case, the accommodation previously granted will no longer remain in effect.

CAMPUS SECURITY AND SAFETY

CLERY ACT POLICY STATEMENT

To maintain a safe and secure environment for its faculty, students, employees, and visitors, Standard College complies with the provisions of the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998," (Clery Act) as amended. The Clery Act is a consumer protection law that aims to provide transparency around campus crime policy and statistics. As required by the regulations, Standard College collects selected crime statistics and disseminates a public annual security report (ASR) to employees and students every October 1st. All current students and employees will be notified of the report's availability through email announcements, in student, faculty, and staff orientations. The ASR will also be posted on Standard College's website. The ASR report will be available in printed and electronic format. The statistics include campus crime for the preceding 3 calendar years, with information collected from the Fairfax County Police Department. The ASR also includes policy statements regarding (but not limited to) Crime Reporting Geography, Timely Warnings and Emergency Notifications, Victims' Rights, Options, and Resources, Prevention Education, Student and Employee Rights, and Disciplinary Proceedings.

Standard College includes four distinct categories of crime in the ASR crime data:

Criminal Offenses

- Criminal homicide: murder and non-negligent manslaughter, manslaughter by negligence
- Sexual assault: rape, fondling, incest, statutory rape
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson

Hate Crimes (any of the above-mentioned offenses, and any incidents of)

- Larceny-theft
- Simple assault
- Intimidation
- Destruction/damage/vandalism of property

VAWA Offenses

- Domestic violence
- Dating violence
- Stalking

Arrests and Referrals for Disciplinary Action

- Weapons law violations
- Drug abuse violations

Liquor law violations

CRIME REPORTING GEOGRAPHY AND AVAILABILITY

Clery Act crime reporting is not strictly limited to events that occur on campus or within campus buildings and residences. Institutions must include statistics for crime that occur in any of these geographic areas:

- On-campus (anywhere)
- On-campus student housing
- Public property within campus bounds
- Public property immediately adjacent to the campus
- Non-campus buildings and property owned or controlled by the organization that are used for educational purposes and frequently used by students but not a part of the core campus, or those owned or controlled by a student organization officially recognized by the institution

Standard College includes Timely Warnings and Emergency Notifications in the ASR

TIMELY WARNINGS AND EMERGENCY NOTIFICATIONS

When a crime covered by the Clery Act occurs, campus officials evaluate if there is a serious or ongoing threat to the campus community to determine if a timely warning needs to be issued to all employees and students. This is determined by one (or more) Standard College official(s) who has been pre-identified in the Annual Safety Report.

In the event of an immediate, significant danger to the health or safety campus community (e.g. weather, disease outbreak), campus officials may issue an emergency notification. This notification can include the entire campus or be limited to a specific area deemed to be at risk. The prompt warning notifications and alerts of immediate threats to the health and safety of the campus community are sent to students, faculty, and staff via cellular text messages to those who signed up via Populi, college website, and email. The school also has emergency response and evacuation procedures in place specific to its on-campus facilities.

Standard College includes information about Victims' Rights, Options, and Resources in the ASR

VICTIMS' RIGHTS, OPTIONS, AND RESOURCES

Victims of sexual assault, domestic violence, dating violence, and stalking have specific rights, options, and resources guaranteed to them by the Clery Act.

PREVENTION EDUCATION

As required by the regulations, Standard College provides students and employees, on an introductory and ongoing basis, prevention and awareness programs on the crimes covered above. These programs include material on bystander intervention and risk reduction aimed at recognizing the warning signs of these crimes.

STUDENT AND EMPLOYEE RIGHTS

Standard College provides victims of the crimes covered above with a written explanation of their rights. These rights include the option for a relocation/change of housing, transportation, or

academic course assignment. They also include access to counseling services, legal services, and law enforcement notification.

DISCIPLINARY PROCEEDINGS

All disciplinary proceedings at Standard College are conducted by trained parties at the institution. The proceedings are prompt, fair, and impartial, and confer certain procedural rights to both the accuser and the accused.

REPORTING A CRIME

Anyone may report a crime, suspicious activity, or an emergency, 24 hours a day, seven days a week by calling the Fairfax County Police Department McLean District Police Station at 703-556-7750 or dialing 911

McLean District Police Station	703-556-7750
Fairfax County Police Non-Emergency	(703) 691-2131 OR TTY (703) 877-3715

WHEN TO USE THE NON-EMERGENCY NUMBER

The non-emergency number can be used for any general calls related to the police or fire departments that don't pertain to a life-threatening emergency. Examples of non-emergency calls include:

- Non-violent disputes between neighbors
- Property damage vehicle accidents not causing a hazard to the flow of traffic
- Noise complaints
- Leash law violations
- Assistance resolving disagreements involving no crime or violence
- General questions related to the Police Department
- Also see FCPD website for further detailed information:
    - http://www.fairfaxcounty.gov/police/
- To follow up on a police report:
- If you already know the name of the officer handling the report, you may contact the district station to follow up with that officer:
    - http://www.fairfaxcounty.gov/police/stations/
- General questions related to the Fire Department:
- Also see FCFRD website for further detailed information:
    - http://www.fairfaxcounty.gov/fr/

HEARING OR SPEECH IMPAIRED CALLERS

(703) 877-3715 alternate - (571) 350-1939

Fairfax County 9-1-1 is equipped with a text telephone (TTY) device to allow people who are hearing, or speech impaired to communicate through their own TTY device. If you use a TTY/TDD, press the TTY keys several times after the call is answered; this may reduce the time necessary to respond to the call. Give the call taker time to connect their TTY. Tell the call taker what is needed and provide your name, phone number and address of your location. If it is safe,

stay on the telephone to answer the call taker's questions. If you do not have TTY/TDD, call 9-1-1 and don't hang up. This will leave the line open. In most cases your phone's address will be displayed on the call taker's screen and help will be sent.

KEEPING YOU SAFE

Standard College works hard to ensure the safety and security of the College community. However, students and employees must take ultimate responsibility for their own safety and that of their personal belongings.
Common sense precautions are the most effective means of maintaining personal security. Here are some practical suggestions:

1. Remain alert, pay attention to your surroundings; avoid listening to musical devices such as an iPod to make it more difficult to be taken by surprise.
2. Although the campuses are considered safe, students and staff are encouraged to walk in pairs or groups after dark.
3. Use the lighted paths and sidewalks on campus; avoid walking in the wooded areas where you cannot be seen.
4. Park in well lighted areas and check the inside of your vehicle before entering it.
5. Valuable personal property should not be brought on campus. If you choose to bring valuable property onto campus, secure it in an automobile or keep it with you at all times. Books, book bags, backpacks, electronic equipment, and purses are targets for theft. If possible, engrave your property with a unique identifier. The College is not responsible for lost personal property.
6. Carry only the credit cards and cash you need for the day, and do not conduct ATM transactions alone, especially at night.
7. Carry a small flashlight and whistle with you.
8. Do not leave laptops, mobile phones, or other personal items unattended at any time even when closing your eyes for a quick nap.
9. Notify a member of the college staff of any individual who appears not to have legitimate business on campus or whose actions arouse suspicion or concern.
10. Know the phone number of the Fairfax County Police Department (703-691-2131). Program it into your cell phone. Remember, call 911 in case of an emergency.

All members of our college community must work together, as Standard College continues to strive to provide an environment in which students, employees and visitors are safe and secure.

CAMPUS SECURITY

Standard College does not have campus security; however, the college works with Fairfax County Police Department to maintain a safe campus environment. The College has 24-hour Surveillance Cameras throughout the Campus.

ACCESS TO CAMPUS BUILDINGS AND MAINTENANCE OF CAMPUS FACILITIES

The college campus is open from 9:00 a.m. until 5:00 p.m. or generally during the times classes are in session. At all other times, college buildings are generally secured; access can be gained by making special arrangements with the appropriate administrative staff. The campus has 24-hour video surveillance. Only students with Standard College issued ID cards have access to the classrooms, computer lab, library, student lounge, and Skills Lab.

On Campus Monitoring and Maintenance

College facilities personnel maintain campus buildings and equipment. Campus buildings and equipment are inspected regularly and needed repairs to replace faulty equipment and to mitigate potential hazards are promptly made. 24-hour video surveillance monitors the campus.

FIREARMS/DANGEROUS WEAPONS AND MATERIALS POLICY

Faculty, staff, students, and visitors may not possess or carry any weapon anywhere on college campus. The only exception applies to duly sworn law enforcement officers. While civilian-attired police officers are authorized to carry firearms, they must keep them concealed so as not to alarm others. Bringing explosives and other dangerous chemicals onto campus is prohibited, without exception. Violation of the firearms and dangerous weapon policy will lead to immediate termination from the program and will be reported to the appropriate authorities.

VIOLENCE IN THE WORKPLACE

Standard College recognizes that employees and students are the School's most valuable resources and their safety and security are essential to carrying out their responsibilities in the workplace as well as the classroom. Every employee and student have a reasonable expectation to perform their assigned duties and to pursue their educational goal in a safe atmosphere free of threats and results. Violation of any of the following below may lead to immediate dismissal from the program

1. Unwelcome name-calling obscene language, and other abusive behavior.
2. Intimidation and/or bullying of any kind.
3. Physically touching another employee/student in an intimidating, malicious or sexually harassing manner, including but not limited to such acts as, hitting, poking, kicking, pinching, grabbing, and pushing or any other unwanted, unwelcome physical contact.
4. Physically intimidating others including such acts as obscene gestures, getting in your face," first shaking, throwing of any object, or intentionally blocking a pathway.

SEXUAL HARASSMENT AND SEXUAL ASSAULT POLICY

Standard College is committed to providing an institutional environment where all people may pursue their studies, careers, duties, and activities in an atmosphere free of threat of unwelcomed and unwanted sexual actions. The College does not and will not tolerate sexual harassment of students, faculty, or staff. It strongly condemns all sexual offenses, will not tolerate sexual offenders. The College supports those who have been victimized.

Standard College policies apply equally to all members of the college community: students, faculty, administrators, staff, contract employees, and visitors. The College will make no attempt to shield any member of the College community from the law, and the college will not intervene in external legal proceedings on behalf of such individuals. Disciplinary action resulting from sexual misconduct may include dismissal from Standard College.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. In keeping with the guidelines provided by the U.S. Equal Opportunity Commission on sexual harassment in employment, the college defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature directed at an individual, or action taken in retaliation for reporting such behavior, regardless of where such conduct may occur, when:

1. Submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment or academic performance; or,
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions including, but not limited to, promotion, transfer, selection for training, or performance evaluation, or used as the basis for academic evaluation; or,
3. Such conduct has the purpose or effect of interfering with an employee's work performance, or a student's academic performance or participation in educational pursuits.

Sexual assault includes forced acts of intercourse, sodomy, or sexual penetration by a foreign object. Sexual assault also includes the deliberate act of touching a person's intimate parts such as the genitals, groin, breasts, or buttocks, directly or through clothing, or forcing an unwilling person to touch one's own or another's intimate parts, directly or through clothing.
To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation, duress, or through the use of victim's mental or physical incapacity. This definition includes, but is not limited to, incapacity caused by alcohol or other drugs. Intoxication of the assailant shall not diminish the assailant's responsibility for sexual assault.

SEXUAL HARASSMENT AND SEXUAL ASSAULT PROCEDURES

The College will respond promptly to any report of sexual harassment or assault that occurs on the College Campus. Standard College will not tolerate sexual assault or abuse of any kind. All students, faculty, and staff who have been subjected to any form of sexual assault or abuse on campus or off campus should report the incident to the local Police and appropriate campus authority.

SEX OFFENDER REGISTRY AND ACCESS TO RELATED INFORMATION

The federal Campus Sex Crimes Prevention Act of 2000, enacted on October 28, 2000 and effective on October 28, 2002, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. The Virginia State Police website, *http://www.vsp.state.va.us*, provides information about registered sex offenders in the Commonwealth. Once you are on this website, click on Sex Offender Registry.

IF SEXUAL ASSAULT HAPPENS TO YOU

1. Get to a safe place as soon as possible.
2. Call 911.
3. Notify the college authority if the incident occurred on campus. College faculty and staff members can also assist you in reporting an incident.
4. Try to preserve all physical evidence. Do not bathe or change clothes.
5. Contact someone to stay with you and support you.
6. Get medical attention as soon as possible and inform the responders you have been a victim of a sexual assault so appropriate evidentiary safeguards can be exercised.

Medical Care

Victims of very recent sexual assaults (within 72-96 hours) are entitled to go to the emergency room of a local area hospital for a physical exam and the collection of evidence at no cost to the victim. At the hospital, a qualified nurse (called a Sexual Assault Nurse Examiner or "SANE") will examine the victim for sexually transmitted diseases, physical trauma, possible pregnancy, and to collect evidence for possible prosecution. A victim may receive an examination by a

SANE whether or not he or she chooses to make an official police report of the incident at that time. If the victim decides not to go to a hospital, he or she should seek medical attention from a private clinic for a health and safety examination, whether or not injuries are known.

Educational Programs About Sexual Assault and Related Issues

Standard College offers readily available brochures for students seeking information on rape prevention, sexual harassment, substance abuse, safety and security, domestic violence, and common-sense survival tips. Fairfax County police officers are available to give general safety presentations to students, faculty, and staff at Standard College.
Additional assistance may be obtained through the following community resources:

1. **SARA Alexandria Sexual Assault Center** 24-Hour Hotline: 703.683.7273
2. **Fairfax County Victims Assistance Network** 24-Hour Hotline: 703.360.7273
3. **Sexual Assault Victims' Advocacy Service (SAVAS)** 24-Hour Hotline: 703.368.4141

MANDATORY REPORTING OF CHILD AND ELDER ABUSE

While everyone should be concerned about child and elder abuse and neglect, law requires certain individuals to report suspected instances. In 2012, the Virginia General Assembly (SB 239) added "**any person employed by a public or private institution of higher education**" to the list of "**mandated reporters**" set out in §63.2-1509 of *the Code of Virginia*. Mandated reporters, including all Standard College faculty and staff, are those persons who in their professional or official capacity, are required to report instances of suspected child abuse and neglect to the local Social Service Department or to the Virginia Department of Social Services (DSS). The toll-free child abuse and neglect hotline 1-800-552-7096.

TITLE IX COORDINATOR

The law requires Standard College to have a Title IX Coordinator to oversee, monitor, and assist students with claims of sexual harassment. The Title IX Coordinator also keeps tracks of reports and complaints and provides training to the campus community about handling sexual discrimination matters.

Standard College encourages anyone who experiences or becomes aware of an incident of prohibited conduct involving a student to immediately report the incident to the Title IX Coordinator. Students may first speak with a faculty member about the incident, who will then notify the Title IX Coordinator. A meeting will be set up within 3 business days between the Title IX Coordinator and the complainant to discuss the incident. The Title IX Coordinator will determine, based on the circumstances, whether or not the facts presented require a formal investigation.

Students will be provided with a written explanation of the student's or employee's rights and options, about help they may receive, and the policies and procedures Standard College follows upon receiving a complaint.

A student may also choose to make a report to law enforcement. A student may pursue either or both of these options at the same time. A student who wishes to pursue criminal action in addition to, or instead of, making a report under these procedures should contact law enforcement directly:

- 911 (for emergencies in Virginia)
- Fairfax County Police (703-691-2131) (for non-emergencies)
- City of Fairfax Police (703-385-7924) (for non-emergencies)
- Manassas Police (703-257-8000) (for non-emergencies)
- Arlington County Police (703-558-2222) (for non-emergencies)

A student may also make an official report by emailing Standard College's Title IX Coordinator. To file a report, please contact:

Heather Ettus, Title IX Coordinator
Standard HealthCare Services College of Nursing
Email: hettus@standardcollege.edu
Phone: 703-891-1787
Mail: 8230 Leesburg Pike, Suite 500, Vienna, VA 22182

NON-RETALIATION POLICY

Standard College will not retaliate against an individual who files a complaint or participates in any manner in a Title IX proceeding.

EMERGENCY PREPAREDNESS PLAN

This Emergency Preparedness Plan is maintained in writing and is accessible to all students and staff through the College's website, catalog, and administrative offices.

As students, staff, and faculty at Standard College, we all play a role in maintaining a safe campus environment. By remaining aware of our surroundings, reporting suspicious or concerning behavior, and seeking assistance when safety concerns arise, we help promote a culture of security, responsibility, and campus safety.

Emergencies can occur at any time, often without warning. Preparation is the responsibility of every student and faculty. Every member of our school needs to help promote campus safety. Individuals should prepare with supplies, a plan to stay in touch, and information about what to do in an emergency, and what's happening during a disaster. Before taking any action, ensure you are not endangering yourself. Do not jeopardize your life or the lives of others

in attempting to save personal or school property

RISK ASSESSMENT AND PLANNING

Standard College maintains an ongoing process to identify, assess, and mitigate risks that may affect the safety of students, faculty, staff, visitors, or institutional operations.

Potential risks may include:

- Natural disasters and severe weather;
- Public health emergencies;
- Violent or criminal incidents;
- Fire or hazardous material incidents; and
- Technological or infrastructure disruptions.

The College evaluates risks based on likelihood, potential impact, facility considerations, and operational needs. Findings are incorporated into emergency response procedures, communication protocols, and continuity planning. Risk assessments and preparedness measures are reviewed and updated as needed.

EMERGENCY POLICIES AND PROCEDURES

EVACUATION PROCEDURES

In the event of an emergency requiring evacuation, all individuals must exit the building immediately using the nearest safe exit. Evacuation routes are posted throughout the facility.

Faculty and staff are responsible for assisting students and promoting an orderly evacuation. Designated assembly areas will be utilized, and reasonable accommodations will be provided for individuals with disabilities.

SHELTER-IN-PLACE PROCEDURES

When evacuation is not appropriate, the College may direct students, faculty, staff, and visitors to shelter in place. Individuals should move to a safe interior location, remain indoors, and follow instructions communicated through official College communication channels.

ACCOUNTABILITY AND TRACKING

During an emergency, the College will make reasonable efforts to account for students, faculty, and staff through attendance verification, assembly point reporting, communication systems, or other appropriate methods.

COMMUNICATION PLAN

Standard College maintains an Emergency Management Team (EMT), consisting of the CEO, Deputy Executive Director, Director of Compliance, and Operation Manager.

The EMT is responsible for assessing emergencies, coordinating response efforts, and implementing communication procedures. Emergency notifications may be distributed through email, text message, the learning management system (Populi), or other institutional communication methods.

Communications may include instructions, status updates, shelter or evacuation information, and all-clear notices. When appropriate, the College may also communicate with designated emergency contacts, visitors, contractors, emergency responders, media, and the public, consistent with applicable privacy laws and institutional procedures.

INSTRUCTIONAL CONTINUITY PLAN

Standard College is committed to maintaining instructional continuity during and after emergencies to the extent reasonably possible.

In the event of a disruption:

- The College may utilize remote or alternative instructional delivery methods;
- Faculty may revise assignments, schedules, or assessments as necessary;
- Clinical, laboratory, and skills instruction may be rescheduled or modified; and
- Students and faculty will receive updates regarding coursework and operations through Populi or other official communication methods.

The EMT and academic leadership will determine the appropriate timeline and procedures for resuming instructional activities.

RESPONSIBLE PERSONS

The Emergency Management Team (EMT) is responsible for confirming emergencies, coordinating response activities, and executing communication plans. Designated administrators and trained designees may assume responsibilities as necessary to maintain continuity of operations.

TRAINING AND TESTING

Students receive emergency preparedness information during orientation. Faculty and staff receive emergency preparedness training upon hire and at least annually thereafter.

The College conducts emergency preparedness training, tabletop exercises, drills, or other testing activities at least annually. Following drills or actual incidents, the College evaluates response effectiveness and updates procedures as appropriate.

EMERGENCY RESPONSE PROCEDURES

Violent Incident

• Immediately seek protection/shelter in place.
• Secure area by locking or barricading door using whatever means available.
• Stay behind solid objects away from door.
• Call 9-1-1.
• Minimize noise that may draw attention to your location: turn off lights, computers, and radios and put cell phones on vibrate.
• Follow all directions of authorities; do not challenge law enforcement.
• When reporting an incident, indicate your location.

Bomb Threat

• Notify the faculty and/or school's staff
• Call 9-1-1
• Evacuate the building, as directed.
• Do not re-enter the building until cleared by authorized personnel.
• Untrained persons should not try to rescue people who are inside a collapsed building.
• Wait for emergency personnel.

Hazardous Materials

• If an emergency develops or if anyone is in danger, call 9-1-1.
• Move away from the site of the hazard to a safe location.
• Follow the instructions of emergency personnel.
• Alert others to stay clear of the area.
• Notify emergency personnel if you have been exposed to the hazard or have information about its release.

Suspicious Person

• Do not physically confront the person.
• Do not let anyone into a locked building/office.
• Do not block the person's access to an exit.
• Call 9-1-1. Provide as much information as possible about the person and his or her direction of travel.

Suspicious Package

• Do not touch or disturb the object.
• Call 9-1-1.
• Notify your supervisor or instructor.
• Be prepared to evacuate and take personal belongings with you.

Fire

• Call 9-1-1 if possible. Knock on doors and yell "fire" as you exit the building.
• Make sure all doors are closed
• Evacuate all persons from the building if able to do so safely.
• Feel closed doors with the back of your hand. Do not open if doors are hot.
• Everyone must exit at the nearest location; move well away from the building when evacuating; and assemble in the parking lot under the bridge.
• Instructors must conduct a roll call to ensure that everyone is present and not left in the building.
• Do not re-enter the building until authorized by emergency personnel.

Emergency Medical –

• If student, visitor, or employee becomes sick, has a health emergency, or an accident occurs, call 911 immediately
• ALWAYS stay on the phone until the person answering the call ends the conversation.
• ALWAYS err on the side of caution. To help someone,

REMAIN CALM and CALL FOR HELP.

• The injured individual should be made as comfortable as possible.
• If bleeding is evident, using appropriate PPE, the wound shall be covered, and direct pressure applied to control the loss of blood.
• Every effort shall be made to keep the injured person as calm as possible.
• Do not attempt any significant medical procedures.
• Wait for paramedics to arrive!
• Emergency contact will be notified.

Power Outage

• Remain calm; provide assistance to others if necessary.
• Move cautiously to a lighted area. Exits may be indicated by lighted signs if the emergency power is operating.
• If asked to evacuate the building by emergency personnel, exit as calmly and carefully as possible. Take your personal belongings with you.
• Do not re-enter the building until authorized by authorities. Listen for information regarding building/campus closings.

Severe Weather/Tornado Safety

• Prepare to shelter in place if ordered.

• Remain calm and alert.
• Remain clear of glass windows or doors.
• Use an interior hallway on the lowest floor possible.
• If you are outside and unable to get to a building for protection, move away from the tornado's path at a right angle. If there is no time to escape, lie flat in the nearest depression (i.e., ditch or ravine).

Computer/Internet safety

The Internet is an important tool for learning, research, and communications. It's a way to meet new people and keep in touch with existing friends, but there are risks and dangers. Keeping yourself, your computer and your identity protected is essential if you want to enjoy a safe Internet experience. Discover more about viruses, spyware or any other Internet dangers and ways to keep yourself safe online, secure your computer and protect your identity.
Standard College's Computer Lab is designated for educational purposes only, which means it is
intended for activities directly related to coursework and academic projects. Students are prohibited from visiting social media sites or downloading applications, for any purposes, on the school's computer

CONTINUOUS REVIEW

The College reviews and updates this Emergency Preparedness Plan periodically and following drills, exercises, or actual emergency incidents to support continuous improvement in emergency response and campus safety.

CLINICAL LAB AND SKILLS LAB SAFETY POLICY

INTRODUCTION

It is the intent of Standard College to provide a safe learning experience for all students and provide guidelines for the development, implementation, and maintenance of a comprehensive school safety program. The following guidelines are established to provide instructions in maintaining safety for students, staff, and instructors while using the Skills Learning laboratory (SLL) at Standard College and clinical agencies. These guidelines shall be adhered to by all concerned.

In addition to the safety guidelines, an Exposure Control Plan has been developed in accordance with the Occupational Health and Safety Administration (OSHA) Blood borne Pathogens Standard, 29 CFR 1910. 1030. Students and instructors **must** follow the Exposure Control Plan of each clinical site. The purposes of the exposure control portion of this handbook is to assist in eliminating or minimizing occupational exposure of instructors, staff, and students to blood and/or certain other body fluids and to discuss protocols for reporting, treating, and following-up of an exposure.

GENERAL GUIDELINES

1. All instructors, staff, and students must know and practice the safety guidelines at all times while using the skills labs and while in the clinical setting. Failure to adhere to general guidelines can result in disciplinary action. This manual will be available in the labs and students will be instructed to review the contents upon admission to the clinical component of the curriculum.

2. Students are expected to come to lab prepared by having read the scheduled lab objectives and assignments prior to the start of the lab period. Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory.

3. Students may report pregnancies, physical handicaps, recent injuries, illnesses, surgeries, to their instructors if they need an accommodation. A medical clearance from a physician may be required before a student with physical injuries, illness, surgery, pregnancy, be allowed to practice or return to skills lab or clinical.

4. It is the right of the instructor and/or clinical agency to determine whether a student in any of the situations above is capable of safely performing the necessary skills and providing care for patients.

SKILLS LEARNING LAB GUIDELINES (SLL)

1. There shall be no eating or smoking in the labs during student use, demonstration or return demonstration.
2. Access to the doorway in the labs will be evident at all times. Furniture will not be placed to obstruct the exits.
3. All doors and cabinets shall remain closed when not in actual use.
4. The skills lab will not be used as a health center for ill students, staff, or instructors.
5. Children or unauthorized personnel are not allowed in the labs at any time. Injury to unauthorized personnel in the lab will not be considered the responsibility of Standard College.
6. All students shall practice proper hand washing technique while utilizing skills lab.
7. Gloves are worn by students and faculty during any contact with body fluids. Gloves are utilized for practice and demonstration of skills. Gloves are utilized for personnel using harsh disinfectants to clean the lab. Standard College will provide sterile and non-sterile gloves. Avoid using petroleum-based hand creams. These can interfere with glove integrity.
8. The SLL is not to be used as a social area.
9. Students should report any misconduct occurring in the SLL. Students may be held responsible if misconduct is discovered and was not reported.

SKILLS LEARNING LAB SAFETY

Medication/Fluid Administration

1. Students will be instructed to practice, and return demonstrate only those skills for which they have had prior instruction and gained familiarity with content and proper procedure. Students are expected to come to the SLL prepared according to the prior instruction on the procedure.
2. Students should at all times practice safe techniques while learning in the SLL. Standard precautions should be followed at all times.
3. When breaking ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.
4. Needles provided for practice of injections are used in the skills laboratories **ONLY** when instructors are present for assistance.
5. Students must demonstrate safety precautions while utilizing needles during practice as instructed in class. Any irresponsible use of needles will result in disciplinary action and possible failure to pass that skills lab.
6. Students are to practice injections **ONLY** on the manikins/models provided in the SLL.
7. Students are never to recap needles and must discard used needles in the sharp's disposal container provided in the SLL.

8. Needles and other sharp objects must not be discarded in the trash or left out openly in the SLL at any time.
9. Placebos (candy pieces, commercially prepared practice-med, and water) will be used for simulation of oral/topical medications. Old medicine bottles are labeled to be used when simulating preparation of an actual medication order.
10. I.V. fluids with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are **NOT** for internal use, but for practice with manikins only. Any IV fluids and tubing which have been used will be discarded at the end of each course.

Electrical Safety

1. Wet materials may not be used around electrical outlets or equipment.
2. Instructors and students are responsible for reporting to the appropriate instructor/staff any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment.
3. No electrical cords will be left in the pathway of walking traffic. Extension cords will be properly taped to the floor if used over a walkway.
4. Electric hospital beds in the SLL will be inspected as needed for repairs.
5. Electric beds shall be maintained in the lowest position.
6. Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

Physical Safety

1. Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
2. Student should use caution when practicing lifting skills and should not lift another student without assistance.
3. Students practicing lifting techniques will not perform these procedures in unsafe manner. Irresponsible behavior will result in the student's failure to pass that skills lab.
4. Equipment used for body mechanics practice (bed, wheelchairs, stretcher, etc.) will be maintained in good working condition. Any broken part will be reported to the instructor.
5. The wheels of all equipment (wheelchairs, stretchers, and beds) are to be locked during practice and return demonstration.

CLINICAL SITE SAFETY

1. The policies and procedures of the specific clinical agency/site will be adhered to as well as those policies and procedures of Standard College Nursing Program by both instructors and students during the clinical experience.
2. Each student will submit evidence of a health examination, required laboratory studies and vaccinations as required by the Nursing Program at the time of admission.
3. Each student must submit a completed “Change in Health Status” form specifying any changes in the student’s health. Evidence of current CPR certifications and PPD, as well as any other requirements indicated by affiliating clinical agencies must be submitted annually.
4. Additional clinical safety guidelines will be provided to students before clinical, as appropriate.

CLINICAL PRACTICUM

REQUIRED DOCUMENTS

It is the student's responsibility to provide evidence of a physical examination completed by a licensed physician, physician's assistant or nurse practitioner including but not limited to:

- A negative TB skin test or chest x-ray (Skin test yearly).
- A current immunization schedule [MMR, DPT, and Tetanus] with completed Hepatitis B vaccine series or signed refusal form.
- COVID-19 Vaccine
- A statement by the healthcare provider that the applicant has the physical and emotional health to complete the requirements of this program.

Demonstrate a satisfactory State and/or National Criminal Background Check through school's approved vendor. Documentation of current American Heart Association (AHA) BLS CPR certification that will be good for the duration of the program.

CODE OF ETHICS

When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated in the American Nurses Association Code of Ethics.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

CLINICAL PRACTICE BEHAVIORS

The student will demonstrate professionalism and safe practice at all times in the clinical setting and during scheduled validations in the Learning Lab.

Any behaviors inconsistent with this expectation will be documented and remain a part of the student's clinical performance record throughout the nursing program.

The following behaviors are considered critical unsatisfactory/unsafe behaviors and can potentially place the patient, self, or others in immediate danger. An incident involving any of these behaviors will result in consequences from the specific policy violated and may result in dismissal from the nursing program.

1. Any life-threatening error or action by the student to patient, staff, faculty, or others.
2. Implementing any action that is in violation of the course, school, or agency HIPAA policy.
3. Impaired performance due to drugs, chemicals, sleeps deprivation or stress.
4. Any violation of the American Nurses Association Code of Ethics.

PROFESSIONAL BEHAVIOR

Behavior that is not considered professional includes the following:

1. Failure to meet the patient and gather assessment data early in clinical experience.
2. Failure to complete assigned clinical preparation assignments, such as drug cards, forms, and equipment.
3. Failure to call appropriate faculty/staff /preceptor or unit at least one hour **PRIOR** to assigned time of arrival for illness or tardiness.
4. Unexcused absence (no call to clinical instructor, no show, leaving assigned area without proper communication with instructor/staff).
5. Inadequate knowledge before initiating care of treatment, medications, or plan of care.
6. Error prevented from occurring by faculty or staff intervention (Note: The student is not in error when consulting with faculty regarding dosage calculations or clinical judgments prior to initiation).
7. Communication with staff, faculty, fellow students, or patients that is disrespectful or otherwise unprofessional.
8. Inappropriate dress and/or incomplete or inappropriate equipment.
9. Any behavior deemed unsatisfactory/unsafe by the clinical faculty or course faculty.
10. Tardiness.
11. Inappropriate use of clinical time.
12. Lack of proper documentation [including immunizations, CPR, Forms, etc.] that are or will expire at any time during the current semester. The only exception is immunizations that are on a schedule i.e. Hepatitis-B. It is the student's responsibility to update their file and provide documentation to Student Records.

The clinical faculty may send the student home for any of the above behaviors, particularly if patient care or safety is compromised. If the clinical faculty deem patient care or patient safety is compromised, it may become necessary to dismiss the student from the clinical setting for the day.

All unsatisfactory/unsafe incidents will be recorded and kept on file. Records must be maintained throughout the remainder of clinical experiences for each student. Incidences are not confined to one course but are considered cumulative in evaluating the student's overall clinical performance.

Any instance of unprofessional or unsafe behavior shall be reported to the instructor.

REPORTING OF AN INJURY

1. Any incident occurring in the SLL or clinical setting during school hours must be reported to the instructor.
2. An incident report must be filled out for the injury. The report must be signed by the instructor and the student involved as soon as possible after the incident. Incident forms are available in the main office and in each clinical instructor binder.
3. Protocol for a physical injury/occupational exposure:
    a. Report the incident to instructor.
    b. An instructor will assess the student/staff and administer first aid as needed.
    c. Vital signs will be taken if necessary.
    d. 911 may be called depending on the severity of the injury.
    e. Drug and alcohol testing may be conducted.
    f. The Director of Clinical or designee will follow up with the student within 3 working days.
    g. A copy of the incident report and a written follow-up report will be kept in the office of the Director of Education. If injury involves occupational exposure, refer to Exposure Control Plan.

OSHA TRAINING (OCCUPATIONAL HEALTH AND SAFETY ADMINISTRATION)

Nursing students may be exposed to blood and other body fluids of patients/clients during clinical experiences.

To avoid transmission of infectious diseases, Standard College requires all students participating in procedures involving any risk of exposure to body secretions receive training in OSHA exposure control guidelines and will be oriented to the department exposure control plan. Standard Precautions must be followed at all times and failure to adhere to this policy may result in failure of the course and dismissal from the Program. Documentation of annual training will be maintained in nursing program files. Standard College requires that all students receive instruction in the use of standard precautions before the first clinical experience requiring direct patient/client contact. Before participating in procedures involving any risk of exposure to body secretions you will receive training in OSHA exposure control guidelines and will be oriented to

the department exposure control plan. Documentation of annual training will be maintained in nursing program files.

STANDARD PRECAUTION

Standard precautions will be observed at Standard College to prevent contact with blood or other potentially infectious materials. All blood or other potentially infectious material will be considered infectious regardless of the perceived status of the source individual.
Engineering and work practice controls will be utilized to eliminate or minimize exposure to instructors, staff, and students on this campus. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. Engineering controls and work practice controls may include, but are not limited to, the following:

1. Hand washing
Hands or any other skin area should be washed with soap and water, or mucous membranes flushed with water immediately or as soon as feasible following contact of such body areas with blood and other potentially infectious materials; or, when provision of hand washing facilities is not feasible, appropriate antiseptic hand cleaner or antiseptic towelette will be used. When antiseptic hand cleansers or towelettes are used, hands shall be washed with soap and running water as soon as feasible.

2. Handling and Disposal of Needles and Sharps
Needles and other sharps will not be bent, recapped, broken, or reused.
Scoop method (one hand technique) to cover needle is recommended.
Contaminated sharps shall be disposed of immediately after use in an appropriate container. These containers must be puncture resistant, labeled as biohazard, and leak proof on sides and bottom. Containers that are moved from one location to another must have fully sealable caps. Sharp containers must be disposed of when 2/3 full.

3. Handling and Disposal of Non-sharp Infectious Waste
Non-sharp infectious waste is placed in a designated infectious waste container.
The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standard. When utilizing Standard Precautions in the handling of all specimens, the labeling/color coding of specimens is not necessary provided containers are recognizable as containing specimens.
If outside contamination of the primary container occurs, the primary container shall be placed within a second container, which prevents leakage during handling, processing, storage, transport, or shipping of the specimen. Any specimens that could puncture a primary container will be placed within a secondary container that is puncture resistant.

4. Transport of Biological Waste
The Director of Education handles the disposal of biohazard waste when notified by the instructors that the containers are full.

5. Personal Protective Equipment (PPE)
Appropriate PPE will be available to instructors and students exposed to infectious materials. Personal protective equipment (PPE) will be chosen based on the anticipated exposure to blood or other potentially infectious materials. PPE will be considered "appropriate" only if it does not permit blood or other potentially infectious materials to pass through or reach the instructor's or student's clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
If blood or other potentially infectious materials penetrate a garment, the garment(s) shall be

removed immediately or as soon as possible. All PPE shall be removed prior to leaving the work area. When PPE is removed, it shall be placed in an appropriately designated area or container for storage, washing, decontamination, or disposal.

A. Gloves

Gloves must be worn when it can be reasonably anticipated that there will be exposure to blood, body fluids, mucous membranes, or non-intact skin of any patient. Gloves must be worn by the instructor and/or student when he/she has non-intact skin such as cuts, lesions or chafed hands or dermatitis. The student with weeping dermatitis may not practice in skills lab until lesions are no longer weeping. Gloves should be of appropriate size, material, and quality. The use of gloves does not exclude the necessity for hand washing. Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when the integrity of the glove material is compromised. Disposable (single use) gloves are not to be reused.

B. Masks, Eye Protection, and Face Shields

Masks in combination with eye protection devices, such as goggles or glasses with solid side shields shall be worn whenever splashes spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
Students are expected to wear the issued protective eyewear in skills lab for demonstration of procedures.
Students are to bring the issued protective eyewear to all skills lab and clinical labs.

C. Gowns, Aprons, and Other Protective Body Clothing

Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinic jackets, or similar outer garments shall be worn in occupational exposure situations. The type and characteristics will depend upon the task and degree of exposure anticipated.

D. Surgical Caps, Hoods, Shoe Covers or Boots

Surgical caps or hoods and/or shoe covers, or boots shall be worn in instances when gross contamination can reasonably be anticipated (operating room, delivery room).

E. Uniforms

Uniforms, lab coats and other apparel that is soiled with blood or other body fluid must be handled as contaminated laundry. In the clinical facilities, remove it immediately when noticed, if feasible, and have it decontaminated by the clinical facility, if provided. For instructors and/or students in non- clinical or non-traditional health care settings, apparel must be removed, appropriately bagged, and transported. When removed at home, wash the item as a single item in hot water and bleach solution. Appropriately labeled biohazard bags must be used to contain and transport contaminated apparel.

POST EXPOSURE EVALUATION AND FOLLOW UP

Students should report any incident considered to place them at risk (needle stick, puncture or cut from a potentially contaminated source) to instructor and to the appropriate clinical facility personnel immediately. Instructor/student exposure incidents must be reported to the Director of Clinical within **24 hours** of the exposure incident. NOTE: ALL COSTS INCURRED RELATIVE TO EXPOSURE INCIDENTS, INITIAL AND FOLLOW-UP, ARE THE RESPONSIBILITY OF THE INDIVIDUAL STUDENT.

CLINICAL SITE

Summary of actions to be taken when an exposure incident occurs:
1. Report the incident to instructor/clinical agency/ the Director of Clinical.
2. Seek immediate medical attention/testing.
3. File required paperwork at Standard College and clinical agency.
4. Complete post exposure follow-up and record keeping according to OSHA Guidelines and Director of Clinical.

SKILLS LEARNING LAB

Summary of actions to be taken when an exposure incident occurs:
1. Report incident to the instructor and the Skills Lab Coordinator
2. Complete Accident/Incident Report Form obtained from the school.
3. Complete an incident report regarding accident/incident.
4. Post- exposure follow- up and record keeping will be according to OSHA Guidelines.

COMMUNITY CLINICAL EXPERIENCES

Summary of actions to be taken when an exposure incident occurs:
1. Report the incident to instructor/ community agency (if applicable)/ Director of Clinical
2. Seek immediate medical attention/testing
3. File required paperwork at the school and community agency (if applicable).
4. Complete post exposure follow up and record keeping according to OSHA Guidelines and Standard College protocol.

COMMUNICATION OF HAZARDS

Education regarding hazards and warning labels is discussed in the orientation program for faculty and students and at least annually thereafter. Additional information shall be made available to instructors and students when changes such as modifications of tasks or procedures or institution of new tasks or procedures affect the instructor's/student's occupational exposure.

MAINTAIN PATIENTS' HAZARDOUS WASTE DISPOSAL

1. Potential infectious wastes are collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
2. Standard College is a mercury free campus.
3. Batteries used in skills lab equipment will be disposed of properly.
4. Biohazard contaminated supplies used during competency labs are collected and stored in designated area of skills lab. All biohazard waste will be picked up by a designated transporter.
5. Biohazard contaminated supplies used during community clinical activities are collected in biohazard-labeled containers and transported to Standard College to be stored in designated areas until transported by contracted biohazard company.

HIPAA TRAINING

An important part of nursing ethics is maintaining the patient's confidentiality. HIPPA training will be provided before clinical. Faculty will not accept written work containing full patient name.

Patient problems must not be discussed with family, friends, or others without documented 'need to know.'

Appropriate discussion of patient cases and problems may occur in such specialized settings as, for example, pre- and post-conferences. Patients should not be discussed in elevators, hallways, cafeteria, and common areas. If the instructor ascertains that patient confidentiality has been violated, the student will be subject to disciplinary action. The obligation of the student to maintain patient's confidentiality continues after completion of the program.

DRUG AND ALCOHOL POLICY

Standard College recognizes the misuse and abuse of alcohol and the use of illicit or controlled substances are persistent and serious social and health problems that interfere with the goals and objectives of academic institutions.

Standard College drug policies exist to ensure the College fulfills its mission while fostering a safe, secure, and healthy environment. Serving, possessing, and consuming of alcoholic beverages are prohibited on campus and at college-sponsored events or activities. Violations of college alcohol prohibitions may lead to disciplinary action.

DRUG AND ALCOHOL POLICY

The Drug-Free Schools and Communities Act Amendments of 1989 require an institution of higher education, as a condition of receiving funds or any other form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

As part of its drug prevention program for students and employees, Standard College annually distributes in writing to each student and employee the following information contained in this publication:

- Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Standard College property or as part of any of its activities.
- A clear statement of the disciplinary sanctions that Standard College will impose on students and employees who violate the standards of conduct.
- A description of applicable local, state, and federal legal sanctions pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol.
- A description of health risks associated with the use of illicit drugs and the abuse of alcohol.
- A description of available drug and alcohol counseling, treatment, rehabilitation, and re-entry programs.

STANDARDS OF CONDUCT

The unlawful manufacture, distribution, dispensing, possession, use, or sale of alcohol or of controlled substances by employees and students on Standard College property or as part of any Standard College activity IS PROHIBITED. Standard College also prohibits employee impairment on the job due to the use of alcohol or drugs.

DISCIPLINARY SANCTIONS

Standard College will impose disciplinary sanctions on students and employees who violate the standard of conduct. The sanctions include referral for criminal prosecution, consistent with local, State, and Federal law. The disciplinary sanctions that may be imposed on students include probation, suspension, and termination from the nursing program. The disciplinary sanctions that may be imposed on employees include verbal counseling, written counseling, probation, suspension, and involuntary termination. For both students and employees, disciplinary action shall be determined on a case-by-case basis. Mitigating circumstances that may be considered in determining the appropriate discipline include whether the employee or student voluntarily admits to, and seeks assistance for, an alcohol or other drug problem. When a student or employee is charged with a violation of law, it is the practice of Standard College to initiate its own disciplinary proceedings without awaiting court action.

STATE AND FEDERAL LEGAL SANCTIONS CONCERNING DRUGS AND ALCOHOL

Virginia Alcohol Penalties

ALCOHOL

Virginia's Alcohol Beverage Control Act contains a variety of provisions governing the possession, use and consumption of alcoholic beverages. The Act applies to all students and employees of this institution. The pertinent Virginia laws, and sanctions for violations, are summarized below:

- It is unlawful for any person under age 21 to purchase or possess any alcoholic beverage. Violation of the law exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and a fine up to $2,500, either or both. Additionally, such person's Virginia driver's license may be suspended for a period of not more than one year.
- It is unlawful for any person to sell alcoholic beverages to persons under the age of 21 years of age. Violation of the law exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and a fine up to $2,500, either or both.
- It is unlawful for any person to purchase alcoholic beverages for another when, at the time of the purchase, he knows or has reason to know that the person for whom the alcohol is purchased is under the legal drinking age. The criminal sanction for violation of the law is the same as #2 above.
- It is unlawful for any person to consume alcoholic beverages in unlicensed public places. Violating the law, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is a fine up to $250.

For the full schedules, see Virginia Code Annotated at § 54.1-3446.

Virginia Drug Penalties

For Virginia schedules, see Virginia Code Annotated at 54.1-3446.

First Offense

Manufacturing, selling, distributing, giving or possessing with the intent to manufacture, sell, give or distribute (Va. Code Ann. at 18.2-248 and 18.2-11):

Schedule I and II drugs and transporting into Virginia one or more ounces of cocaine and five or more pounds of marijuana with intent to sell or distribute: not less than five years nor more than 40 years; fine not more than $500,000.

Schedule III, IV or V drugs: not more than 12 months; fine not more than $2,500.

Trafficking in the following amounts is punishable by imprisonment of 20 years to life and a fine of not more than $1 million:

- Heroin: 100 kilograms or more
- Cocaine: 500 kilograms or more
- Cocaine base: 1.5 kilograms or more

Simple possession of a controlled substance is punishable as follows:

* Marijuana: a misdemeanor; not more than 30 days; fine of not more than $500. (Va. Code Ann. at 18.2-250.1)
* Schedule I or II drug: not less than one year nor more than 10 years; or, in some cases, up to 12 months and fine of $2,500.
* Schedule III drug: not more than 12 months; fine not more than $2,500.
* Schedule IV drug: not more than six months; fine not more than $1,000.
* Schedule V drug: fine not more than $500.
* Schedule VI drug: fine not more than $250 (Va. Code Ann. at 18.2-250.1, 18.2-11, and 18.2-10).

Penalties for the sale, gift, distribution or possession with intent to sell, give or distribute marijuana (Va. Code 18.2-248.1):

* Not more than one half ounce of marijuana: not more than 12 months, fine of not more than $2,500.
* More than one half ounce of marijuana but not more than 5 pounds of marijuana: up to 10 years, fine of not more than $2,500.
* More than five pounds of marijuana, not less than five years, nor more than 30 years.
* Manufacturing marijuana: not less than five years nor more than 30 years, fine not to exceed $10,000.

Other Penalties, Second And Later Offenses

Sale of drugs on or near school property (including universities), state hospital grounds, a public recreation or community center, or any public library is a felony punishable by a mandatory sentence of not less than one year nor more than five years; fine of not more than $100,000 (Va. Code Ann. at 18.2- 255.2).

Forfeiture of driver's license may also occur as a result of drug violations. (Va. Code Ann. at 18.2-259.1). For penalties for sale of drugs to someone under age 18 who is at least three years younger than the seller, see Va. Code Ann. at 18.2-255. Enhanced penalties also apply to subsequent offenses

Federal Alcohol And Drug Penalties

Federal law prohibits the unlawful manufacturing, distribution, use, and possession of controlled substances.

Penalties depend on various factors, including the type and amount of the drug involved, and whether there is intent to distribute. Penalties under federal law range from less than one year to life imprisonment and/or $1,000 to $4 million fines for first offenses. Penalties may include forfeiture of property, including vehicles used to possess, transport or conceal a controlled substance, and forfeiture of Federal benefits, including student loans. A drug conviction may also result in future denial of professional licenses.

Controlled Substances Schedules

Schedule I: The drug or other substance has a high potential for abuse. The drug or other substance has no currently accepted medical use in treatment in the United States. There is a lack of accepted safety for use of the drug or other substance under medical supervision. Some Schedule I substances are heroin, LSD, marijuana, GHB, MDMA (Ecstasy), and methaqualone.

Schedule II: The drug or other substance has a high potential for abuse. The drug or other substance has a currently accepted medical use in treatment in the United States or a currently accepted medical use with severe restrictions. Abuse of the drug or other substance may lead to severe psychological or physical dependence. Schedule II substances include morphine, PCP, cocaine, methadone, Ritalin, and methamphetamine.

Schedule III: The drug or other substance has a potential for abuse less than the drugs or other substances in Schedules I and II. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substance may lead to moderate or low physical dependence or high psychological dependence. Anabolic steroids, codeine and hydrocodone with aspirin or Tylenol, Ketamine, and some barbiturates are Schedule III substances.

Schedule IV: The drug or other substance has a low potential for abuse relative to the drugs or other substances in Schedule III. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in Schedule III. Included in Schedule IV are Darvon, Talwin, Equanil, Valium, Rohypnol, and Xanax.

Schedule V: The drug or other substance has a low potential for abuse relative to the drugs or other substances in Schedule IV. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substances may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in Schedule IV. Over the-counter cough medicines with codeine are classified in Schedule V.

Penalties

The law prescribes ranges of permissible penalties upon conviction. As required by the Federal Safe and Drug-Free Communities and Schools Act of 1994, the pertinent state laws, including sanctions for their violation, are summarized below:

* Possession of a controlled substance classified in Schedule I or II of the Drug Control Act, upon conviction, exposes the violator to a felony conviction for which the punishment is a term of imprisonment ranging from one to ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for up to twelve months and a fine up to $2,500, either or both.
* Possession of a controlled substance classified in Schedule III of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and a fine up to $2,500, either or both.
* Possession of a controlled substance classified in Schedule IV of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to six months and fine up to $1,000, either or both.
* Possession of a controlled substance classified in Schedule V of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is a fine up to $500.
* Possession of a controlled substance classified in Schedule I or II of the Drug Control Act with the intent to sell or otherwise distribute, upon conviction, exposes the violator to a felony conviction for which the punishment is imprisonment from five to forty years and a fine up to $500,000. Upon conviction, the violator must be imprisoned for not less than five years, but may suffer life imprisonment, and a fine up to $500,000.
* Possession of a controlled substance classified in Schedules III, IV, or V of the Drug Control Act or an imitation controlled substance which imitates a controlled substance classified in Schedule III, IV, or V, except for an anabolic steroid classified in Schedule III constituting a violation of Virginia Code ¤18.2-248.5, with the intent to sell or otherwise distribute, upon conviction exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to one year and a fine up to $2,500, either or both.
* Possession of marijuana, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to thirty days and a fine up to $500, either or both. Upon a second conviction, punishment is confinement in jail for up to one year and fine up to $2,500, either or both.
* Possession of less than one-half ounce of marijuana with the intent to sell or otherwise distribute, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to one year and a fine up to $2,500, either or both. If the amount of marijuana involved is more than one-half ounce to five pounds, the crime is a felony with a sanction of imprisonment from one to ten years, or in the discretion of the jury or court trying the case without jury, confinement in jail for up to one year and a fine up to $2,500, either or both. If the amount of marijuana involved is more than five pounds, the crime is a felony with a sanction of imprisonment from five to thirty years.
* Notwithstanding the aforesaid provisions, Rohypnol shall be deemed to be listed on Schedule I for the purposes of penalties for violations of the Drug Control Act. Any person knowingly manufacturing, selling, giving, distributing, or possessing Rohypnol shall be punished under the penalties prescribed for other Schedule I controlled substances.

Federal law also penalizes the manufacture, distribution, possession with intent to manufacture or distribute, and simple possession of drugs ("controlled substances") [Controlled Substances Act, 21 U.S.C. §§841, 843(b), 844, 846, 859, 860, 861, 862]. The law sets the following sentences for first-time offenders:

* A minimum of ten years without parole (twenty years if death or serious bodily injury results) and a maximum of life imprisonment, a fine not to exceed the greater of $10,000,000 or other applicable penalties, or both, for the knowing or intentional manufacture, distribution, or possession with intent to manufacture or distribute, of large amounts of heroin (1 kilogram), cocaine (5 kilograms), "crack" (280 grams), phencyclidine ("PCP") (100 grams or 1 kilogram of a mixture or substance containing a detectable amount of PCP), LSD (10 grams), N-phenyl-N-[1-(2-phenylethyl)-4- piperidinyl] propenamide (400 grams) or its analogues (100 grams), methamphetamine (50 grams or 500 grams of a mixture or substance containing detectable amount of methamphetamine), or marijuana (1,000 kilograms or more or 1,000 or more marijuana plants, regardless of weight);
* A minimum of five years without parole (twenty years if death or serious bodily injury results) and a maximum of forty years imprisonment, a fine not to exceed the greater of $5,000,000 or other applicable penalties, or both, for similar actions involving smaller amounts of heroin (100 grams), cocaine (500 grams),"crack" (28 grams),PCP (10 grams or 100 grams of a mixture or substance containing detectable amounts), LSD (1 gram), Nphenyl-N-[1-(2-phenylethyl)-4-piperidinyl] propenamide (40 grams) or its analogues (10 grams), methamphetamine (5 grams or 50 grams of a mixture or substance containing detectable amounts), or marijuana (100 kilograms or more or 100 or more marijuana plants regardless of weight);
* A maximum of twenty years imprisonment (a minimum of twenty years and maximum of life if death or serious bodily injury results), a fine not to exceed the greater of $1,000,000 or other applicable penalties, or both, for actions involving any amount of controlled substances such as heroin, morphine, LSD, GHB, PCP, amphetamines or peyote (except as provided above);
* A maximum of five years imprisonment, a fine not to exceed the greater of $250,000 or other applicable penalties, or both, for similar actions involving smaller amounts of marijuana (less than 50 kilograms, except in the case of 50 or more marijuana plants, regardless of weight), hashish (10 kilograms), hashish oil (1 kilogram), or any amounts of prohibited anabolic steroids, and many barbiturates;
* A maximum of one year imprisonment, a minimum fine of $1,000, or both, for knowing or intentional possession of any controlled substance. The gift of a "small amount" of marijuana is subject to the penalties for simple possession
* A maximum of four years imprisonment, a fine not to exceed the greater of $250,000 or other applicable penalties, or both, for knowingly or intentionally using the mail, telephone, radio, or any other public or private means of communication to commit acts that violate the laws against the manufacture, sale, and possession of drugs.

Penalties may be doubled, however, when an individual at least 18 years old (1) distributes a controlled substance to a person under 21 years of age; (2) employs, uses, induces, or coerces any person under 18 to violate federal drug laws or to assist the individual to avoid detection for his or her own violations of federal drug laws; (3) receives a controlled substance from a person under 18 years of age who is not an immediate family member; or (4) regardless of the individual's age, distributes, possesses with intent to distribute, or manufactures a controlled substance in or on, or within one thousand feet of, the real property comprising a public or private elementary, vocational, or secondary school, a public or private college, junior college, or university, or a playground, or housing facility owned by a public housing authority, or within

one hundred feet of a public or private youth center, public swimming pool, or video arcade facility. A term of imprisonment for these offenses shall not be less than one year, except in certain situations involving five grams or less of marijuana.

Penalties may be tripled when an individual who is at least 21 years old knowingly and intentionally employs, uses, induces, or coerces a person who is under 18 years of age to (1) distribute, possess with intent to distribute, or manufacture a controlled substance in or on, or within one thousand feet of, the real property comprising a public or private elementary, vocational, or secondary school, a public or private college, junior college, or university, or a playground, or housing facility owned by a public housing authority, or within one hundred feet of a public or private youth center, public swimming pool, or video arcade facility or (2) assist in avoiding detection or apprehension for violations of the law prohibiting distribution, possession with intent to distribute, or manufacture of controlled substances near these protected locations. A person who is at least 18 years old who violates the prohibitions on employing persons under 18 to violate federal drug laws or assist in avoiding detection by knowingly providing or distributing a controlled substance to any person under 18 years of age is subject to a term of imprisonment of not more than five years or a fine of not more than $50,000, or both, in addition to any other authorized punishment. In addition to fines and prison sentences, courts, at their discretion, may deprive drug offenders of federal benefits—including direct and government-guaranteed student loans and work-study wages. Persons convicted for the first time of possessing a controlled substance can lose their federal benefits for up to one year, and first-time distribution offenders can be deprived of benefits for up to five years. Any attempt or conspiracy to commit one of the above federal offenses, even if unsuccessful, is punishable by the same sentence prescribed for that offense. State and federal law thus make crimes of many different activities involving drugs. Simple possession, giving, or even merely offering drugs is illegal, as are such offenses as the manufacture or sale of drugs. Actual penalties imposed depend on the severity and the circumstances of the offense and the character and background of the offender.

DRUGS AND ABUSE OF ALCOHOL HEALTH RISKS

According to a 2014 National Survey on Drug Use and Health report, 21.5 million American adults (aged 12 and older) battled a substance use disorder. Millions more are affected by the actions of the substance abuser; these include their families, the victims of substance abuse-related crimes, and those injured or killed by intoxicated drivers or in drug-related accidents. The cost to our society in lost productivity, increased health care costs and increased crime is estimated to be $700 billion a year.

Alcohol

Alcohol is a powerful chemical. When it is taken in small amounts it usually produces a pleasant sense of relaxation. In larger amounts, alcohol produces a variety of psychological and physiological changes which can place the person or those around him or her in danger. Alcohol abuse can be characterized by one of three different patterns: (1) regular drinking that affects one's ability to function at his or her best, (2) drinking large amounts of alcohol at regular times (e.g., getting drunk most Fridays and Saturdays), or (3) periods of heavy daily drinking separated by extended periods of sobriety (i.e., binges). Alcohol dependence, often called alcoholism, usually appears between the ages of 20 and 40, although onset prior to age 20 or after age 40 does occur. It is much more prevalent in people with a family history of alcoholism. The course of the disorder is usually progressive, with adverse effects on one's work and social life and with the development of physical dependence. The short-term effects of alcohol abuse can include problems with comprehension and memory, slowed motor responses, depression,

sexual impotence, severe stomach and pancreas inflammation, coma and respiratory arrest. There may also be behavioral changes and an increase in violent behavior towards strangers as well as family and friends. Chronic alcohol abuse can produce physical complications, including brain damage, liver damage, impotence and infertility, and gastrointestinal bleeding. Memory problems and depression can also occur. In addition, abrupt cessation of drinking can cause serious, sometimes even life-threatening problems including high blood pressure, seizures, and hallucinations. Death can occur as a result of coma and respiratory failure, from serious chronic medical complications, or as a result of severe reaction to withdrawal of alcohol. The person may also die from the consequences of impaired judgment and coordination such as in a car accident or suicidal act.

Marijuana (Cannabis)

Marijuana will increase the risk of accidents and injury. These impairments continue for at least four to six hours after marijuana use because the active chemical in marijuana (THC tetrahydrocannabinol) remains stored in body fat cells long after ingestion. When there has been frequent use of marijuana and then the use of the drug has stopped completely, the above impairments may still last for three to six months. Marijuana use can also be associated with anxiety, depression, and paranoid feelings. It can precipitate or increase underlying emotional problems. Frequent use by children and adolescents may produce motivation difficulties, apathy, and difficulty managing current stresses and responsibilities, and future planning.

Hallucinogens

This category of drugs includes LSD, lysergic acid diethylamide, (also known as "acid"), mescaline, peyote, PCP, and "mushrooms." The short-term use of these drugs produces illusions, hallucinations, altered sense of time and space, impaired visual perceptions, and disorientation. These effects lead to impaired judgment and may result in dangerous behavior. Hallucinogen use also may lead to a "bad trip" with anxiety, agitation, hallucinations, and paranoia, which may result in self-endangering behavior. After a "bad trip," the person can experience "flashbacks" which are recurrences of hallucinogenic experiences without actually having taken a hallucinogen. Flashbacks usually occur within weeks or months of the person's last use of the drug; however, they can occur after longer periods. Long-term use of hallucinogens may lead to impaired thinking and may precipitate psychosis. PCP (also known as "angel dust") may induce violent or destructive behavior leading to injury to the person who has taken the drug or to other people. PCP use also raises the person's blood pressure, which may result in a medical emergency.

Cocaine

Cocaine is a highly addictive illegal stimulant drug. Other names for it are coke, C., lady, and snow. Cocaine is a white powder that is snorted, injected into veins, or smoked as freebase or crack. Crack is a crystalline form of cocaine that also is known as "rock" due to its small, white, rock-like appearance. Crack produces the most intense cocaine high and addiction can occur after using it only a few times. Cocaine highs are characterized by feelings of extreme happiness and a sense of limitless power and energy. A cocaine "crash" follows the "high" and often produces symptoms of depression (including thoughts of suicide), dullness, irritability, and paranoia. Serious medical complications may occur with cocaine use. These include heart attacks (even in young people), seizures, and strokes due to high blood pressure. The psychological effects of cocaine use include paranoia, depression, anxiety, confusion, and personality changes and may lead to acts of violence.

Amphetamines, Methamphetamine And Ritalin

Amphetamines are substances (both prescribed medications and illegal drugs) that stimulate the nervous system and are very addictive. Drugs in this group include Benzedrine, Dexedrine, Adderall, Ritalin, and methamphetamine ("speed," "meth," "chalk"). Amphetamines give a person increased energy, increased alertness, and a feeling of exhilaration. When amphetamines are abused, adverse effects such as restlessness, nervousness, tremors, loss of appetite, and insomnia are common. Psychotic symptoms such as paranoia, auditory hallucinations, mood disturbances, and delusions may be precipitated by amphetamine abuse. Tolerance to the euphoric effect of amphetamines may also occur, which may lead the person to take larger amounts of the drug, which in turn may lead to more paranoia and agitation. This state also may be associated with loss of self-control and violence. If the amphetamines are stopped suddenly, withdrawal symptoms (cramps, sweating, headaches, lethargy, and severe depression) may occur.

Methamphetamine, while chemically related to other amphetamines, appears to have particularly potent and toxic effects. Once more common in the western United States, it has become increasingly popular in other parts of the country. In its smoked form, methamphetamine is referred to as "ice," "crystal," and "glass." The use of methamphetamine carries a high risk of psychosis developing and of the person engaging in violent behavior.

Ritalin (methylphenidate) and Adderall are central nervous system stimulants prescribed for Attention Deficit Disorder. Although generally safe when used as prescribed, in recent years they have increasingly become drugs of abuse, particularly among high school and college students. Their use carries the risk of amphetamines as described above.

Designer Drugs Including Ecstasy

According to the National Institute on Drug Abuse, "designer drugs" are substances created by slight alterations of the molecular structure of existing drugs. Ecstasy, or MDMA (methylenedioxymethamphetamine), is perhaps the most widely used of the designer drugs. It is derived from amphetamines, a group of drugs known for their stimulant effects. Ecstasy has both stimulant and hallucinogenic properties. Users report a sense of wellbeing and openness to environmental stimuli. Ecstasy is often used at all night parties called "raves." When it is used in this setting, severe dehydration and dysregulation of body temperature can occur and can be fatal. Research strongly suggests that permanent neurologic damage may result from Ecstasy use. Narcotics Including Heroin There are a variety of medications that are taken to relieve pain. Most nonprescription pain relievers (such as aspirin, Tylenol, Motrin, and Nuprin) are not considered addictive. However, there is a class of stronger pain-relievers, available only by a doctor's prescription that can be addictive. These are referred to as narcotics, most of which are derived from opium. Examples of these drugs include morphine, codeine, Darvon, Darvocet, Percocet, Percodan, Demerol, Oxycontin and Vicodin. These drugs differ from the nonprescription pain relievers in their potential for abuse and dependence. With close medical supervision, these drugs may be safely used in specific medical circumstances. However, as narcotics also produce euphoria, a person may not want to stop the drug when the pain has stopped, and addiction may occur. Tolerance to the drug is shown by an increase in the amount of drug necessary for the relief of pain. For the narcotics addict, tolerance leads to the craving and need for larger and larger doses of the drug. Without the drug the person becomes extremely uncomfortable and physically ill with withdrawal symptoms. These symptoms include nausea, diarrhea, cramps, weight loss, irritability, sweating, chills, insomnia, and craving for the drug. The time may come when the person "needs" such a large dose of the drug that it is at a

poisonous or lethal level. Under these circumstances, coma, suffocation, and death may ensue. Heroin is a commonly abused illegal narcotic. It may be used by injection into a vein ("shooting up") or intranasally ("snorting"), and death may occur if the amount used is sufficient to slow or stop breathing. The intravenous use of drugs also carries the additional medical dangers of AIDS and hepatitis from use of unclean needles and syringes. Recently, heroin seems to be available in purer forms and thus the risk of accidental overdose is increased.

Oxycodone

Oxycodone, also known by the brand name Oxycontin, is another opioid prescription analgesic that is highly addictive. Oxycodone has become more widely available through the illegal drug market in the past several years. Some people who become dependent on oxycodone may turn to heroin, morphine, or other opioids when they cannot obtain oxycodone. As with any drug addiction, people may engage in previously unimaginable behaviors in order to obtain the drug(s), often simply to prevent withdrawal. Tolerance to oxycodone builds rapidly, leading to increasing amounts used and the high risk of overdose. Sedatives and Tranquilizers Barbiturates and benzodiazepines are two of the most commonly used drugs in this group and they are both known as depressants. The barbiturates (such as phenobarbital, seconal, and amytal) are highly addictive and can be fatal if taken in excess. Although they still have medical uses, they have been replaced largely by benzodiazepines for the relief of anxiety and insomnia. The benzodiazepine group includes such drugs as Valium, Librium, Ativan, Xanax, Klonopin, and Restoril. Although benzodiazepines have approved medical usage and are safe and effective at moderate doses for short periods of time, all the benzodiazepines have the potential for physical and psychological dependence if used at higher doses for longer periods of time. Benzodiazepines may also be used by some people to get "high." Intoxication with benzodiazepines may occur and it resembles alcohol intoxication. Drowsiness, slurred speech, unsteady gait, and lack of coordination are common signs of intoxication. The effects of benzodiazepines, barbiturates, and other sedatives add to the effects of alcohol. When they are taken together, there is an increased risk of coma, depressed respiration, and death. Withdrawal from benzodiazepines resembles alcohol withdrawal and it most often occurs when they are stopped abruptly. Withdrawal begins within hours to days of stopping the drug. Because benzodiazepine withdrawal may have life-threatening complications (such as seizures), discontinuing their use should not be attempted without a physician's supervision.

Anabolic-Androgenic Steroids

Anabolic-Androgenic Steroids (AAS) are a family of hormones, which include the natural male hormone, testosterone, as well as many other synthetically related hormones. They have both anabolic (muscle building) and androgenic (masculinizing) properties. These substances are usually used not for an immediate reward, but rather with long term goal of building up muscle mass. In 1994, the National Household survey on Drug Abuse showed that 1 million men have used these drugs at some point in their lives. Women rarely use these compounds because of the masculinizing effects, though there are health concerns for both men and women in the context of their use. AAS users usually do not seek treatment because they may view their use as healthy, when used in conjunction with a healthy diet and exercise. Also, some AAS users do not believe that health care professionals have proper knowledge and understanding of their use. This group of drugs can be injected or taken orally and can be obtained through prescriptions, diverted from the legal market, or purchased illegally. These drugs when obtained from illegal sources or the internet are often falsely labeled, which means both that dosing is not reliable and that they may be unsterile. Health risks of taking AAS include gynecomastia (enlarged breast tissue) which may require surgical removal, testicular atrophy and sterility, male pattern baldness, hirsutism (excessive hair growth), hypertension, liver disease, enlarged prostate, and

premature death. Psychiatric risks include mood symptoms such as depression, anxiety, hypomania, mania, aggression, violent behavior, and rarely psychosis. During the withdrawal phase, the individual may notice depressed mood, tiredness, difficulty sleeping, decrease in appetite, decrease in sex drive, and restlessness. Associated syndromes include muscle dysmorphia, which is an illness in which the individual views himself to be small and weak, though he is muscular. These individuals are preoccupied with their appearance and will avoid situations where their build will be noticed. Another co-occurring illness is opioid use and dependence, including heroin, which has led to many deaths.

OFF CAMPUS SUPPORT GROUPS

* ADULT CHILDREN OF ALCOHOLICS is an anonymous 12-step program for those who grew up in alcoholic or dysfunctional families.
  Email contact: www.adultchildren.org

* ALCOHOLICS ANONYMOUS is a "fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem and help others to recover from alcoholism."
  Telephone contact: 703-876- 6166.
  Email contact: www.aavirginia.org

* AL-ANON offers support to friends and family of problem drinkers.
  Telephone Contact: 703-534-HELP (4357)
  Email contact: info@alanonva.com

* MARIJUANA ANONYMOUS (MA) is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem and help others to recover from marijuana addiction.
  Telephone Contact: 1-800-766-6779
  Email contact: www.marijuana-anonymous.org

* NARCOTICS ANONYMOUS (NA) is a nonprofit fellowship or society of men and women for whom drugs have become a major problem.
  Telephone Contact: National Number; 703-435-1230
  Email contact: www.cprna.org

* SMART RECOVERY provides support to individuals who are considering or engaging in abstinence from any type of addictive behavior.
  Telephone Contact: 703-486-0202.
  Email contact: www.smartrecovery.org

* FAMILY VIOLENCE & SEXUAL ASSAULT OF VIRGINIA HOTLINE offers safety and support and information about sexual assault, stalking, controlling behavior, or intimate partner violence.
  Telephone Contact: 1-800-838-8238 (24 hours).
  Email contact: http://www.vsdvalliance.org

* VIRGINIA CRIME VICTIM ASSISTANCE INFO-LINE (statewide) 1-888-837-3418. For over thirty years, the Virginia Victim Assistance Network has worked to minimize the impact by united a cadre of professionals who volunteer their time to ensure the rights of victims and witnesses of crime through: diagnosing, assessing, and advocating for the needs of victims and their families; promoting policies and legislation to protect the rights of the victims of human tragedy; producing professional development and encouraging collaboration to ensure the continued growth of our members; and fostering accountability through the criminal justice system.

* INOVA COMPREHENSIVE ADDICTION TREATMENT SERVICES (CATS) offer a series of structured programs that provides effective, compassionate treatment for individuals dealing with all forms of chemical dependency. These include addiction to alcohol, prescription drugs, heroin, cocaine and other drugs.
  Telephone Contact: 703-289-7560
  Email contact: www.inova.org
  Location: 3300 Gallows Road, Falls Church, VA 22042

* FAIRFAX DETOXIFICATION CENTER - Short-term residential substance abuse program for adults to safely detoxify from the effects of drugs and/or alcohol. Services include medical detoxification, buprenorphine detoxification, outreach and social detoxification. Diversion to Detox - Mobile team of CSB staff responds to police requests to intervene at the scene of a potential arrest to refer the individual instead to detoxification services.
  Telephone Contact: 703-502-7000
  Email contact: www.fairfaxcounty.gov/csb
  Location: 4213 Walney Road, Chantilly, VA 20151

STUDENT AND ACADEMIC AFFAIRS

NOTICE OF NONDISCRIMINATION STATEMENT

Standard College of Nursing does not discriminate on the basis of age, color, disability, sex, sexual orientation, gender identity or expression, marital status, military status (which includes active duty service members, reserve service members, and dependents), veteran status, national or ethnic origin, political affiliation, pregnancy, including childbirth and related conditions, race, religion, and family medical or genetic information, or on any other basis prohibited by federal or state law, in the college's programs and activities

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name: Heather Ettus, Deputy Executive Director
Address: Leesburg Pike, Suite 200 East
Telephone No. (703) 891-1787

PROSPECTIVE STUDENT INFORMATION

Prospective students may visit the college in person, tour the campus, attend an Information Session, contact the school by email, write an inquiry to the school, or speak with an Admission's Officer over the telephone. In compliance with Standard College admission process policies, the Standard College Admission Officer does not provide information regarding salary to prospective students. The Admission Officer does provide consumer information to the prospective students, including information on employment opportunities and placement, in compliance with the U.S. Department of Education's consumer information requirement. Standard College does not use recruitment representatives. Statistics used on the website regarding salary, employment and placement are taken from current information obtained from the Federal Bureau of Labor Statistics or the National Center for Education Statistics via the College Navigator.

Standard College prohibits employees involved in the admission process or financial aid from receiving a commission, bonus, and/or incentives from the College, potential students, or any other source, based directly or indirectly on success in securing enrollments.

ORIENTATION

A mandatory orientation will be held prior to the start of the program. Attendance is required for all students. During orientation, students will receive an overview of important school policies and procedures, including expectations for participation and conduct, program progression requirements, navigating Populi, the school's learning education platform, as well as academic integrity policies. There will be disclosure forms to review and sign, which can be found at https://www.standardcollege.edu/consumer/student-disclosures/

Students are required to acknowledge that they have read, understood, and agreed to comply with all policies and procedures outlined in the Standard Healthcare Services College of Nursing Student Handbook and Catalog. By signing the Acknowledgment and Receipt Form, students accept full responsibility for being familiar with the information contained therein and for abiding by all applicable policies throughout their enrollment.

Students will be given a link to access the electronic copy of the student Handbook/Catalog during the orientation. The student is required to sign a receipt and Acknowledgement Form upon completion of the orientation. Students who do not attend the mandatory orientation jeopardize their spot in the program.

BARRIER CRIMES

At the time of application to the program, each student shall be given a copy of the Commonwealth of Virginia "barrier crimes" law that describes behaviors that would prevent a person's employment in a long-term care facility and other healthcare settings. This document shall be signed by each student prior to the program and shall contain a statement acknowledging receipt of the document and a statement that indicates that the student has not been convicted of a "barrier crime", which would thereby prevent his/her completion of the program and subsequent employment in long-term care facility and other healthcare settings. Any student found to have been dishonest in signing the acknowledgement statement on the "barrier crimes" form, shall be immediately terminated from the program.

HOUSING

The school does not offer housing.

INSTRUCTIONAL FACILITIES AND LIBRARIES

PHYSICAL FACILITIES

Standard College's facilities and resources are designed to promote the intellectual and professional development of the students and the faculty.

On November 4, 2025, Standard College relocated to its new main campus at 8230 Leesburg Pike, Suite 500, Vienna, Virginia, 22182. The new facility comprises 19,635 square feet—more than 1,000 square feet larger than the previous location—and provides expanded space for instruction, administration, and student support services. Standard College also utilizes a temporary secondary facility, located at 1950 Old Gallows Road, Suite 520, Vienna, VA 22182, which is within reasonable walking distance of the main campus and operates as an extension of the main campus.

Due to relocation and construction-related issues that temporarily affected the availability of certain instructional spaces, specifically the Skills Lab and classrooms, the College secured the secondary facility on a temporary basis to ensure uninterrupted academic progress and maintain program quality. The facility, less than one mile from the main campus, is used exclusively for skills laboratory instruction and on-campus testing.

Since the relocation, students have utilized the main campus for administrative services, library access, cafeteria and student lounge facilities. Course lectures continue to be delivered

remotely, and clinical practicums are completed at approved local healthcare facilities in accordance with program requirements. By strategically leveraging both locations, Standard College has maintained continuity of instruction, program delivery, and student support services while completing the final phases of its campus transition and facility improvements.

CAMPUS LAYOUT AND ACCESSIBILITY

The new campus is located on a single floor, ensuring accessibility and ease of movement. Multiple entrances and exits support efficient circulation for students, staff, and faculty. A large, free parking lot is located adjacent to the building on the P4 level, providing convenient access to the campus. In addition, the campus is easily accessible by public transportation and is located within walking distance to nearby Metro and bus routes, supporting convenient commuting for students and employees.

GENERAL DESCRIPTION

The new campus entrance opens into a lobby with a reception area, staffed by two (2) administrative assistants. Adjacent areas include a copy/print room and secure records storage. A central hallway leads to individual administrative offices, which house the President/CEO, the Deputy Executive Director, the Director of Education, the Assistant Director of Education, Director of Clinical, three (3) Admission Officers, the Director of Compliance, the Registrar, the Financial Aid Department, the Business Office, and Facility Operations. All administrative and support staff are provided with private offices equipped with a desk, telephone, task chair, guest chairs, and computer. Secure access to administrative areas is provided through a key card system.

CLASSROOMS

The new campus will include four (4) large classrooms, with seating for approximately fifty (50) students in two (2) rooms and seating for thirty (30) to forty (40) students in the remaining classrooms. All the classrooms will have Wi-Fi enabled and equipped with audio-visual equipment and anatomical learning models. Each classroom will have a desk at the front, whiteboard, projector, smart TV, and a computer. Desks will consist of one seat per table. There will be multiple power ports for plugging in laptops. Each classroom will be designed to support interactive instruction and meets institutional and programmatic requirements for nursing education. Students evaluate the physical facilities annually as part of the College's course evaluation process. At the previous campus, students consistently reported satisfaction with the quality and adequacy of instructional spaces.

At the secondary facility, three (3) classrooms are dedicated to Skills Laboratory instruction. These classrooms are configured to accommodate hands-on skills practice and house Skills Laboratory equipment and patient care models. The instructional environment at the secondary facility is consistent with the quality and functionality of the previous campus classrooms and supports uninterrupted delivery of program objectives.

SKILLS LABORATORY

The new campus will include Skills Learning Laboratories designed to provide students with maximum opportunity to develop and practice essential nursing competencies. Two (2) Skills Laboratories and two (2) Simulation Laboratories will be shared between the LPN-to-RN Transition and Practical Nursing programs. The Skills Laboratories will contain ten (10) Stryker Secure II 3002 Hospital Patient Beds with overbed and bedside tables, representing an increase from

the previous campus. Each bed area will be configured to simulate a hospital room environment and includes headboards, wall-mounted sharps containers, and blood pressure devices.

The laboratories will be equipped with ten (10) task-training mannequins for practicing skills such as personal care, tracheostomy care, suctioning, wound care, catheterization, injections, IV insertion, and nasogastric tube placement. Additional task-training models will be available for IV therapy, urinary catheterization, central line care, injections, breast examinations, chest tube insertion, and wound management.

The Skills Laboratories will be supplied with adequate materials and equipment to meet course learning objectives. Qualified faculty members will provide supervision, demonstration, evaluation, and individualized feedback during scheduled laboratory sessions. Open lab hours will be available outside of scheduled classes, and students may schedule additional practice time with the Skills Laboratory Coordinator.

At the secondary temporary facility, there are two Skills Laboratories housing four (4) simulated patient care beds. Each bed area is configured to simulate a hospital room environment and includes headboards, sharps containers, and blood pressure devices. The Skills Laboratories are supplied with adequate materials and equipment to meet course learning objectives. Faculty supervision, evaluation standards, and instructional practices at the secondary site replicate those implemented at the previous campus, ensuring continuity and quality of training.

COMPUTER LAB

The new campus will include one large computer lab with 46 stations for students to use. Each station will contain a computer, keyboard, desk, and chair. Students will take mid-course and final exams in the Computer Lab in each course of the program, other than the NUR 403 Integrated Concepts course. In the NUR 403 Integrated Concepts course, students will sit for all lesson exams, mid-course exam, and final exams on campus in the Computer Lab.

The Computer Lab will be available for students to use Monday-Friday from 9:00 am – 5:00 pm, with the exception of times when testing is administered in the Lab. The campus will have wireless capabilities throughout, making it convenient for students to use their laptops for class and/or studying purposes in classrooms and the lounge areas, in addition to the Computer Lab.

At the temporary facility, a large computer laboratory with seating for up to fifty-four (54) students is used for on-campus examinations. Students report to this location for scheduled testing when required. The temporary computer lab is equipped to support secure, proctored assessments and meets institutional standards for testing administration.

FACULTY AREA

The new campus includes a dedicated faculty workroom with five (5) workstations. Each workstation is equipped with a desk, task chair, guest chairs, and computer. Additionally, three (3) private general-use faculty offices are available. The private offices are used for confidential student conferences.

CONFERENCE ROOMS

The new campus contains two conference rooms, to be used for hosting guests, faculty, and staff meetings. The conference room seats 12 at a table with room for 6 additional seats along

the side. Technology capability allows for video conferencing, computer screen projection, and teleconference capability.

STUDENT LOUNGE

The new campus includes a student lounge and dining area equipped with a refrigerator, two (2) microwave ovens, two (2) sinks, cabinet space, and a seating area. Students, faculty, and staff may access this area during regular business hours, Monday through Friday, 9:00 a.m. to 5:00 p.m., for meals, study, and social interaction.
All photographs used in institutional catalogs, brochures, and other printed materials accurately reflect the College's facilities. All pictures on the website and catalog depict images of the previous campus.

STUDENT SERVICES

The Office of Student Services is committed to supporting each student in developing and implementing an individualized plan for academic success and career development. The Assistant Director of Education provides guidance, support, and resources to Standard College students. The comprehensive student services offered at Standard College reflect the school's student-centered philosophy. Consistent with Standard College's core mission of supporting and inspiring its students to achieve excellence in nursing, Standard College provides tutoring sessions free of charge to its students. Course instructors are available by appointment to meet with students outside class hours. Content delivery is multidimensional and utilizes various resources including pre-recorded lectures, simulations, power points, case studies, role play, interactive discussions, and small group sessions.

ADVISEMENT

The major goal of advising in the Nursing Program is to assist students to become self-directed learners in his/her professional studies. Advisement focuses on an individual's progress in meeting outcome, general, and achievement testing criteria.

Course instructors and support faculty are available for student advisement. Students may contact their instructor by email and the instructor will respond within 1-2 business days. The instructor serves as the academic advisor for the course.

Dr. Adeline Samba, DNP, MSN, RN is the Director of Education and overseas both PN and LPN to RN programs. Ms. Pia Habito, MSN, RN, is the Assistant Director of Education and Ms. Bintha Kabba-Sillah, MSN, RN, Clinical Director, both support the Director of Education in the administration of nursing programs.

FACULTY ACCESSIBILITY

Faculty are accessible to students for academic or course advising at stated times outside a course's regularly scheduled class hour, as well as throughout the period during which the course is offered. Faculty members inform students about their availability and encourage students to seek advisement. The faculty members are available before and after class and by appointment for student advisement.

TUTORING

Standard College offers free group tutoring sessions. Please contact your course instructor for the tutoring schedule.

STRATEGY FOR SUCCESS

Standard College endeavors to help students avoid academic difficulty. The most successful students attend class regularly, complete and submit assignments in a timely fashion, and seek assistance from instructors, advisors, or the Academic Resource Center at the first signs of trouble. Moreover, students who are successful academically have learned to balance extracurricular activities with academics.

RECOMMENDED STUDY TIME

A basic rule for any degree/program is to spend two times the number of hours studying per week as you are in class. Depending on the difficulty level of the course you are taking you may need to study more than the recommended study time.

EMPLOYMENT ASSISTANCE/JOB PLACEMENT

The Employment Resource Center provides online postings to off-campus job opportunities. These opportunities can be found on the Job Board. Students may contact the employer directly to apply for an employment position. Please note that Standard College does not assign or guarantee job placement. Standard College is not affiliated with any employer.

STANDARD COLLEGE OFFERS EDUCATIONAL PROGRAMS. COMPLETION OF A PROGRAM DOES NOT GUARANTEE JOB PLACEMENT OF EMPLOYMENT UPON GRADUATION.

MAINTAINING EMPLOYMENT INFORMATION ON PROGRAM GRADUATES

Standard College tracks graduate's employment in the field for which they were trained. Standard College sends graduates a survey after graduating from the program. The survey provides the school with the following information: the graduates' name, place of employment, job title, employer telephone numbers, and employment and verification dates. In the event the graduate's job title does not match the title of the approved program, Standard College maintains additional documentation and rationale to justify the graduates placed. The surveys are electronically submitted by the graduates with date stamped.

GRADUATE EMPLOYMENT ATTESTATION POLICY

As a matter of routine, Standard College surveys graduates in the Practical Nursing Program and LPN to RN Transition Program to obtain information regarding place of employment, job title, date of hire, and continuing educational activities, approximately six months after they graduate. The survey contains an attestation clause. The graduate signs the complete formed,

attesting that the information provided in the form is accurate and correct. Information in the survey is reviewed by administrative staff and inputted into the ABHES Placement Back-Up Form.

ADMINISTRATIVE SUPPORT

At Standard College, the full-time staff administrators work in close collaboration with one another, smoothly guiding the students through the admission, financial aid, business, and enrollment processes. The administrators act interdependently to accomplish the goals of the institution. Functioning as a team, the administrative staff assist one` another, provide back-up, as needed, to support the students and faculty at Standard College. The administrative staff do not have a nursing or medical background. The Administrative Support Office is open 9:00 am to 5:00 pm Monday to Friday.

ADA STATEMENT

ACCESSIBILITY FOR INDIVIDUALS WITH A DISABILITY

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Standard College provides accommodations for individuals with a disability in order to assure equal access to the nursing educational programs. Standard College does not discriminate against applicants or students because of gender, sexual orientation, age, ethnic background, political affiliation, or disability. Accommodations are assigned to an individual with a disability to mitigate the impact of the functional limitations caused by the disability.

Students with disabilities are asked to provide documentation of their disability to the institution, such as a current psychoeducational evaluation or a report from a doctor. See Guidelines for Disability Documentation below. The type of documentation needed will depend on the disability and the accommodations being requested. before they receive disability-related accommodations or support. The nature and scope of the necessary documentation varies with the type of disability and the nature of the support/services requested. Standard College asks for documentation of disability in order to (a) establish that the student is a person with a disability, and therefore a member of the protected class, entitled to protection under the law, and (b) establish what, if any, actions (or accommodations) are required on the part of the institution in order to assure equal access for the person with a disability. The school takes a generous approach in offering protection under the law (that is, acknowledging that the student is a person with a disability), while also assuring that accommodations and services provided are access-oriented.

Students requesting modifications or accommodation due to a disability should submit the request in writing to the Deputy Executive Director. The request, along with the required documentation, will be reviewed by the Deputy Executive Director. The student will receive written notification of the decision. The Deputy Executive Director, Ms. Heather Ettus, may be contacted by email at hettus@standardcollege.edu.

GUIDELINES FOR DISABILITY DOCUMENTATION

1. **The credentials of the evaluator**
   Documentation must be completed by a licensed or otherwise properly credentialed professional who has appropriate training and experience and has no close, personal relationship with the student being evaluated. A good match between the credentials of

the individual making the diagnosis and the disability being reported is expected (e.g., an orthopedic limitation might be documented by a physician but not by a licensed psychologist).

2. **A diagnostic statement identifying the disability**
   Documentation must include a clear diagnostic statement identifying the disability and the date of the most current diagnostic evaluation as well as the date of the original diagnosis, as appropriate. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description also can convey the necessary information.

3. **A description of the *current* functional limitations**
   Documentation must include information on how the disability currently impacts the individual. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the disability.

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of disabilities that are permanent or non-varying are recommended. Likewise, changes in the disability and/or changes in how the disability impacts the individual as a result of growth and development may warrant more frequent updates to provide an accurate picture. Additionally, if changes in accommodation are needed, updated documentation may be required. In other words, the recency of the documentation depends on the facts and circumstances of the student's disability and the accommodation requested.

Services to accommodate individuals with disabilities include receiving additional time to complete exams. Students will be provided with an extension of time and one half to complete a test. In addition, all lectures are recorded and stored in Populi. Students may listen to the lecture at any time and as often as they choose to. Additional accommodation that may be provided an individual with disabilities include the following services.

1. Use of tape recorders to record lectures.
2. Time-and half for assignments, quizzes, and exams.
3. Quiet rooms to reduce distractions during tests and exams. Quiet testing rooms are shared, reduced-distraction environments and are not private testing rooms.
4. Use of scratch blank paper during exams. The used/unused scratch paper must be submitted to the instructor at the end of the exam.

Assistive Technology is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve an individual's functioning and independence. The purpose of assistance technology is to help enhance learning by capitalizing on one's strengths while modifying areas of difficulty. Different forms of educational assistive technology available to the public:

- Accessibility Features of Zoom
- Open Access Textbooks and Literature
- Text to Speech & Literacy Support Tools
- Writing Support Tools

- Executive Functioning: Time/Task Management Tools

ACCESSIBILITY FEATURES

Students, faculty and staff are having to learn new tools and technologies to manage with the transition to online learning. Below are a few tips regarding the accessibility features of a few of these technologies, to support the transition:

ACCESSIBILITY FEATURES OF ZOOM

- Closed captioning
- Automatic transcripts
- Keyboard accessibility – hot keys and keyboard shortcuts

Open Access Textbooks and Literature

Emergency Library for students to have free access to textbooks. Offered through the Internet Archive

Internet Archive - Accounts are free and open to the world. Please visit their site to sign up or write to info@archive.org for assistance.

Text to Speech & Literacy Support Tools

Assistive Technology can provide support with reading, enhanced comprehension, and built in tools, such as dictionaries, built in highlighting and note-taking features, and visual tracking support, that can make you more efficient while reading. Students with learning disabilities, ADHD, mental health diagnoses, traumatic brain injuries, chronic health conditions, and visual impairments may benefit from these types of tools.

- Kurzweil Read the Web - Chrome Extension
- Microsoft Learning Tools - Within Office 365
- VoiceDream Reader
- Balabolka - Windows only
- VoiceOver - Mac Operating Systems - includes options to magnify, keyboard control and verbal descriptions (in English) to describe what is happening on screen. It also reads aloud file content as well as web pages, E-mail messages, and word processing files while providing a relatively accurate narrative of the user's workspace.

Writing Support Tools

Assistive technology may provide new ideas, methods, and support to your traditional writing habits.

DICTATION/SPEECH-TO-TEXT:

- Talk&Type within Read&Write or Read&Write for Google Chrome by Texthelp
- Google Voice Typing
- Dragon Naturally Speaking
- Dictate within Office 365
- Voice Control within Mac Operating Systems

- Windows Voice Recognition

GRAMMAR/SPELL CHECKERS:

- CheckIt! within Read&Write and Read&Write for Google Chrome by Texthelp
- Ginger Grammar and Spell Checker
- Grammarly
- Hemingway Editor

Executive Functioning: Time/Task Management Tools

- Pomodoro Technique or Pomodoro Apps (search for these on the internet)
- Cold Turkey and Cold Turkey Writer
- Priority Matrix
- Strict Workflow
- MinimaList
- Guided Access and Do Not Disturb on iOS devices.

Accessible Screen Readers

- NVDA - The NonVisual Desktop Access (NVDA) is a free, open-source, portable screen reader for Microsoft Windows.
- WebAnywhere - WebAnywhere is a free web-based screen reader for the web. It requires no special software to be installed on the client machine and, therefore, enables print-disabled people to access the web from any computer they happen to have access to that has a sound card.
- Configuring your Mac for greyscale (if you experience colorblindness): System Preferences->Accessibility->Display->Use Grayscale

PREGNANCY

In compliance with Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., a Federal civil rights law, Standard College prohibits discrimination on the basis of sex, which includes discrimination on the basis of pregnancy, childbirth, false pregnancy, abortion, or related conditions, including recovery, in its educational programs and activities.

Standard College ensures the right to take medically necessary leave and to be free of harassment, intimidation, or other discrimination because of pregnancy-related conditions. Students will be allowed to take time off of school for pregnancy, childbirth, abortion and/or recovery for as long as their doctor says is medically necessary, within the parameters of the federal regulations leave of absence policy. That could mean a few absences for necessary medical appointments, or a longer leave of absence for a high-risk pregnancy or childbirth. Students will not be penalized for taking leave, and will be able to return to school in the same status they held before taking leave, as well as make up any missed work due to doctor's appointments, medical conditions, and childbirth, in compliance with the federal regulations and leave of absence policy.

Standard College will provide the pregnant student with the same services it provides to students with temporary medical conditions. Standard College will not treat a pregnant student differently from other students being cared for by a doctor, even when a student is in the later stages of pregnancy. Standard College will not presume that a pregnant student is unable to

attend school or participate in clinical. Standard College will make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status by providing, for example a larger desk or allow frequent trips to the bathroom.

STANDARD COLLEGE POLICY ON PREGNANCY ACCOMMODATIONS FOR CLINICALS

This policy applies to students enrolled in clinical programs at Standard College. The purpose of the policy is to provide guidelines and support for students who are pregnant and participating in clinical rotations, ensuring their safety, well-being, and academic progress.

The College will evaluate each request on an individual basis and determine appropriate accommodations in accordance with the College's Disability Policy and the requirements of the affiliated clinical facility. The College may communicate and collaborate with the clinical facility, as appropriate, to ensure the accommodation request maintains the safety of patients, staff and the student.

Procedure for Requesting an Accommodation:

1. Students requesting pregnancy accommodations must notify the Clinical Instructor and Clinical Director as soon as possible. The Clinical Director, Ms. Bintha Kabba, can be reached by email at bkabba@standardcollege.edu.
2. A formal request for accommodations must be submitted in writing, along with documentation from a healthcare provider, outlining the specific accommodations needed.
3. The College will evaluate each request on an individual basis and determine appropriate accommodations in accordance with the College's Disability Policy and the requirements of the affiliated clinical facility. The College may communicate and collaborate with the clinical facility, as appropriate, to ensure the accommodation request maintains the safety of patients, staff and the student.
4. The school will communicate the plan to the student in writing.
5. Standard College does not retroactively provide accommodations.

Types of Accommodations:

Efforts will be made to provide accommodation tailored to the individual needs of the student in accordance with the clinical facility's policies.

Confidentiality:

All information related to the student's pregnancy and accommodation request will be kept confidential and shared only with those directly involved in implementing the accommodations.

Non-Discrimination:

The college is committed to ensuring that no student is discriminated against based on pregnancy. Students will not be penalized for requesting or utilizing pregnancy accommodations.

Appeals:

If a student believes that their accommodation request has not been adequately addressed, they may appeal the decision to the Deputy Executive Director (DED). The DED can be reached at hettus@standardcollege.edu.

Questions or concerns about clinical accommodations should be directed to the Clinical Director.

STUDENT ORGANIZATIONS

Students are encouraged to participate in extra-curricular organizations to foster development of skills in self-direction, leadership, and professional activity. Except for the activities in the curriculum, Standard College does not sponsor or offer organizations to students

SUBJECT TO DISCRETION POLICY

Standard College reserves the right to exercise discretion in specific situations or decisions that fall outside standard policies or guidelines. The school has the flexibility to make judgments based on unique or exceptional circumstances that do not fit neatly within established rules. This school will carefully review each request and assess its merit based on the specific circumstances present. The purpose of this policy is to provide a mechanism for handling exceptional cases that cannot be accommodated through standard policies which ensuring that decisions remain fair, transparent, and consistent.

ORGANIZATION AND GOVERNANCE

CHIEF EXECUTIVE OFFICER/PRESIDENT

The Chief Executive Officer/President of Standard Healthcare Services, Inc. is ultimately responsible for the planning and execution of all the school's policies. The Chief Executive Officer/President is responsible for the operational management of the institution's academic affairs, student services, and business and administrative services. The Chief Executive Officer/President maintains administrative staff in sufficient number and quality to assure adequate functioning of the institution so that its mission and philosophy are upheld. The Deputy Executive Director oversees the institution in the absence of the Chief Executive Officer

DEPUTY EXECUTIVE DIRECTOR

Standard College's Deputy Executive Director has a master's degree or higher and possesses progressive, managerial experience in higher education. The Deputy Executive Director provides leadership and management oversight to the administrative staff, working in close collaboration with the CEO/President, the Director of Compliance, and the Director of Educations, ensuring the smooth administration of student support services. The Deputy Executive Director is responsible for maintaining and continuously improving Standard College's standing with accreditors, state regulators, and other important entities, including the Virginia Board of Nursing, the State Council of Higher Education in Virginia (SCHEV), and the Accrediting Bureau of Health Education Services (ABHES). The Deputy Executive Director oversees the institution in the absence of the Chief Executive Officer.

DIRECTOR OF EDUCATION

The Director of Education has a master's degree or higher with a major in Nursing; currently licensed as a registered professional nurse in Virginia; at least 2 years' experience in clinical nursing practice; at least 2 years' experience as an instructor in an RN or higher nursing education program.

The Director of Education participates in the overall development of policies and procedures pertaining to the planning and implementation of activities that will enable the nursing programs meet all state accreditation requirements for nursing education programs. The Director is responsible for supervising nursing faculty, coordinating faculty activities that promote and achieve the educational outcomes, academic standards, and accreditation of the Nursing. The Director of Nursing reports directly to the President/CEO. The organization of the College requires formal participation by the Director of Nursing, who participates in faculty meetings, curriculum meetings, and Academic Review Committee meetings.

MANAGEMENT TEAM

Standard College's Management Team consists of the CEO/President, Deputy Executive Director, the Director of Education, the Director of Compliance, the Assistance Director of Education, the Director of Clinical Education, and Director of Student and Alumni Engagement.

The Management Team's purpose is to provide leadership and oversight to Standard College's academic nursing education programs and administrative staff, ensuring that the College upholds its mission to act as a "student-centered institution that provides high quality and dynamic nursing education to its students in preparation for licensure as professional/vocational nurses and entry into the field of nursing, as well as provide them with the foundation needed to further their long-term educational and professional goals."

Governance Structure

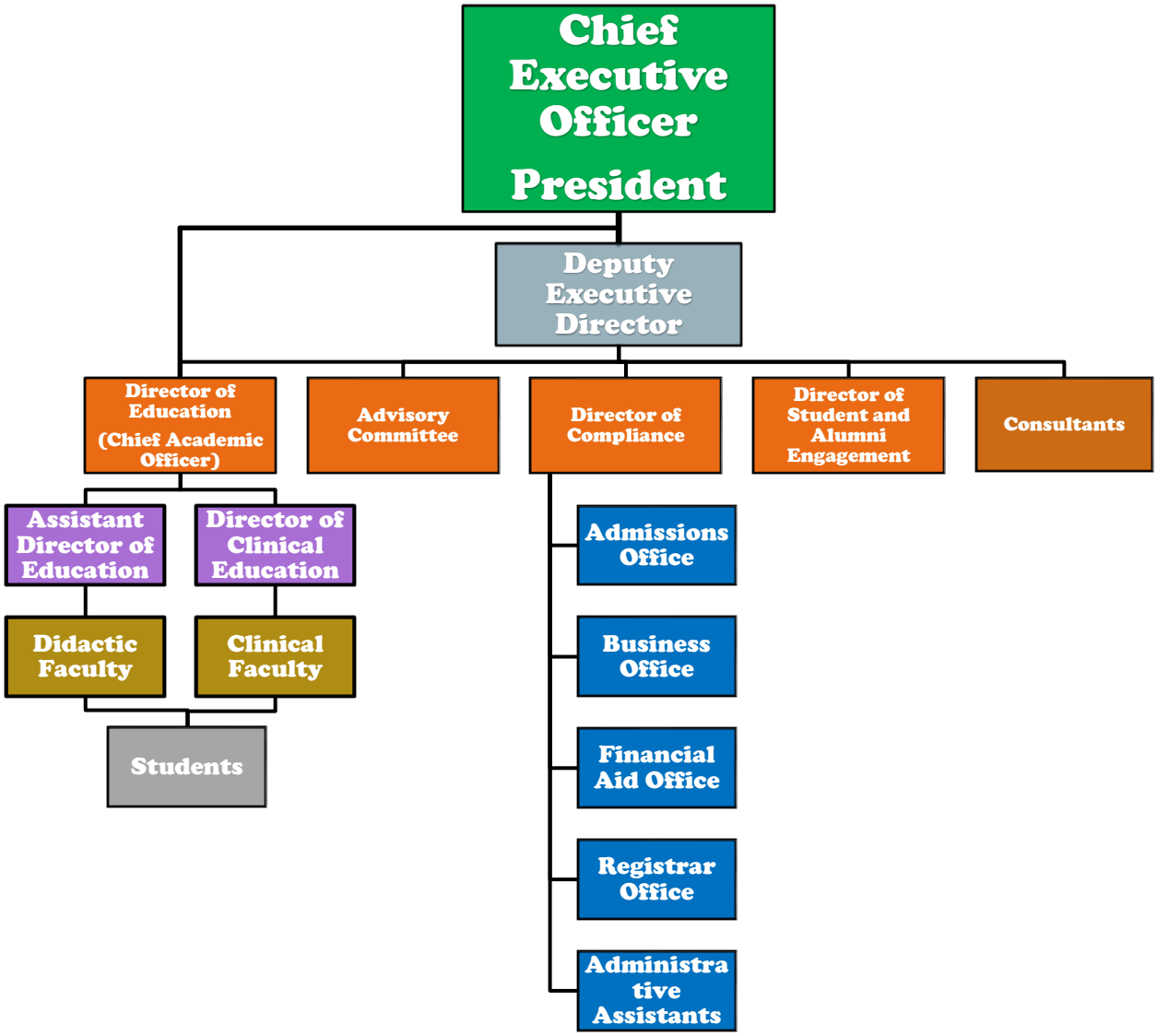
The College's governance structure consists of quarterly Management Team meetings, monthly faculty meetings, and an annual Advisory Board meeting. These forums facilitate active participation and collaborative decision-making among nursing faculty, clinical affiliates, community representatives, administration, and students. The College values its communities of interest, which include college leadership, clinical affiliate partners, alumni, employers, members of the Advisory Board, and the Virginia Board of Nursing (VBON).

Quarterly Management Team meetings are held to strategically and collectively address the institutional mission, the nursing programs, and to support student success. These meetings foster informed decision-making, promote cross-functional alignment, and ensure accountability across programs. Monthly faculty meetings focus on evaluating the program's mission, program outcomes, and core values to assess their alignment and consistency with the institution, as well as their ongoing relevancy. The meetings are led by the Director of Education and attended by the Assistant Director of Nursing, Clinical Director, Skills Lab Coordinator, and faculty members.

Students are encouraged to take an active role in the College's governance. The student elected as cohort president is invited to attend faculty meetings, participate in Advisory Board discussions, share student perspectives, and contribute to the ongoing development and improvement of the nursing program.

The Advisory Board convenes annually in December and includes input from a diverse group of stakeholders, including clinical affiliates, community representative, faculty, administration, and students. The Advisory Board members provide input into the curriculum to maintain relevant and best practices for professional guidelines and standards of practice. In addition to reviewing the established curriculum, the member's review instructional materials, equipment, and facilities, as well as trends in the health care industry. Outcomes data of end-of-program student learning outcomes and programs outcomes are shared to provide opportunity for input and feedback that are included into nursing program decision-making. Open discussions provide the opportunity for Advisory Board members to provide recommendations and advice to the Director of Education and faculty. The Advisory Board is a voluntary board; each member serves as an expert in their area.

ORGANIZATIONAL CHART



ADMINISTRATION

Standard College administrative staff are trained and monitored to present accurate information about the institution in an ethical and responsible manner. Standard College hires personnel staff members in accordance with commonly accepted business practices. Standard College's CEO/President and Deputy Executive Director ensure staff members in the Admission Office, Business Office, and Financial Aid Office adhere to state, federal, and regulatory requirements, including from the Virginia Board of Nursing, the State Council of Higher Education in Virginia (SCHEV), the Accrediting Bureau of Health Education Services (ABHES), the Accreditation Commission for Education in Nursing (ACEN) and the U.S. Department of Education. Standard College has been approved to participate in State Authorization Reciprocity Agreements (SARA).

ADMINISTRATIVE STAFF/FACULTY

CHIEF EXECUTIVE OFFICER/PRESIDENT

Isibor Joy Nosegbe DNP, MSN-Ed, RN, CNE, CLNC
Status: Full-Time
Contact: ijnosegbe@standardcollege.edu
Tel: (703) 891-1787

DEPUTY EXECUTIVE DIRECTOR

Heather Ettus, JD
Status: Full-Time
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DIRECTOR OF EDUCATION

Adeline Samba, DNP, MSN, RN
Status: Full-Time
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ASSISTANT DIRECTOR OF EDUCATION

Maria "Pia" Habito
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DIRECTOR OF CLINICAL EDUCATION

Bintha Kabba, MSN, RN
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DIRECTOR OF COMPLIANCE

Lisley Anco, MPH
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Tel: (703) 891-1787

DIRECTOR OF STUDENT AND ALUMNI ENGAGEMENT

Freweiny Tesfazghi, B.S.
Status: Full-Time
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ADMISSIONS OFFICE

Practical Nursing Admission Office
Cara Glaser, BA.
Status: Full-Time
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Practical Nursing Admission Office
Oumatti Mahabir
Status: Full-Time
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Tel: (703) 891-1787 Ext 1

LPN to RN Transition Program Admission Office
Freweiny Tesfazghi, B.S.
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REGISTRAR OFFICE

Youssra Bouadil, BBA
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BUSINESS OFFICE

German William Ruano
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FINANCIAL AID OFFICE

Principle Financial Aid Officer: Petros Yosief, B.S.
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Financial Aid Officer: Melanie Vu
Status: Part-Time
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Financial Aid Officer: Nganya Bernard
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STUDENT RECORDS

Silvia Asencio
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ADMINISTRATIVE ASSISTANT

Diego Tavara
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Mauricio Fernandez
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studentservices@standardcollege.edu
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FACULTY

Name	Education /Degree	Full Time/ Part Time	Program
Abisogun, Esther DNP, MSN, RN Faculty	Doctor of Nursing Practice Grand Canyon University	Part Time	RN
Adjaho, Patience MSN, RN	Master's in Nursing Capella University Bachelor's in Nursing George Mason University	Full Time	PN/RN
Asuah, Caroline BSN, RN Faculty	Bachelor's in Nursing Grand Canyon University	Part Time	PN
Bah, Fatmata MSN, RN Faculty	Master's in Nursing Grand Canyon University Bachelor's in Nursing Grand Canyon University	Part Time	PN
Bright, Cordelia, PHD, MHA, RN-BC	Doctor of Philosophy, Nursing Science Medical University of South Carolina	Part Time	RN
Caridad- Cortina, Maria MSN, RN Faculty	Master's in Nursing South University	Full Time	PN
Carson, Cheryl-Lynn MSN, RN	Master's in Nursing University of Texas- Arlington Bachelor's in Nursing University of Alberta	Part Time	RN
Canonizado-Despert, Rubi PhD, MSN-Ed, RN	Doctor of Philosophy, Development Education University of Santo Toma Master's in Nursing Concordia College	Part Time	PN
Falope, Ebunoluwa DNP, MSN-Ed, WHNP-BC, RN Faculty	Doctor of Nursing Practice University of Alabama Master's in Nursing Georgetown University	Part Time	RN
Fomenko, Alisa BSN, RN Faculty	Bachelor's in Nursing Capella University	Full Time	PN
Funcherss, Patricia, MS, BSN, RN	Bachelor's in Nursing University of District of Columbia	Full Time	PN/RN
George-Odutayo, Rachael MSN, APRN, FNP	Master's in Nursing Walden University	Full Time	PN/RN
Habito, Maria Pia "Pia" MSN, RN	Master's in Nursing University of the City of Manila	Full Time	PN

Faculty			
Henderson, Pamela **BSN, RN** **Faculty**	Bachelor's in Nursing Western Governors University	Full Time	PN
Idika, Nnamdi **MSN, RN CCM**	Master's in Nursing Western Governors University	Part Time	RN
Kabba, Bintha **MSN, RN** **Faculty**	Master's in Nursing George Washington University Bachelor's in Nursing George Mason University	Full Time	PN/RN
Kabba, Fatmata **MSN, RN** **Faculty**	Master's in Nursing George Mason University	Full Time	PN/RN
Landry, Melissa **BSN, RN** **Faculty**	Bachelor's in Nursing University of Virginia	Part Time	PN
Nirmal, Premeela **MSN- Ed, RN** **Faculty**	Master's in Nursing Eastern Mennonite University	Full Time	PN/RN Skills
Sarkodie- Addo, Glenda **MSN, RN** **Faculty**	Master's in Nursing Capella University Bachelor's in Nursing Capella University	Part Time	PN/RN
Samba, Adeline F **MSN, DNP, RN** **Faculty**	Doctor of Nursing Practice Chamberlain College of Nursing Master's in Nursing University of Phoenix	Full Time	PN/RN
Sesay, James **MSN, RN** **Faculty**	Master's in Nursing Grand Canyon University Bachelor's in Nursing George Mason University	Full Time	PN/RN
Stadin Pierre, Wills **MSN, RN** **Faculty**	Master's in Nursing Walden University Bachelor's in Nursing Capella University	Part Time	PN
Teklemariam, Alem **BSN, RN**	Bachelor's of Science in Nursing Capella University	Part Time	PN/RN
Yakusheva, Yulia **MSN, FNP-BC, RN** **Faculty**	Master's in Nursing Marymount University Bachelor's in Nursing Capella University	Full Time	PN/RN