ALL HEALTHCARE INSTITUTE

School Catalog

March 1, 2026 – December 31, 2026

Catalog Effective Date: March 1, 2026
Revised November 5, 2026 · Volume 2026.3

Vocational Nursing · Nurse Assistant · Home Health Aide

12235 Beach Blvd, Suite 114 (Main Campus), Stanton, CA 90680
Office: 714-799-1550 · Cell: 562-469-9302 · All-hci.com

Important Notices

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818. Website: **www.bppe.ca.gov** Phone: (888) 370-7589 or by fax (916) 263-1897 / (916) 574-8900 or by fax (916) 263-1897.

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

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

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

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

Revised each year, this catalog sets out the approved curricular programs of All Healthcare Institute so that students and other interested persons have this information before enrolling, as Education Code 94909 requires.

Questions or concerns about this School Catalog may be sent to:

All Healthcare Institute 12235 Beach Blvd, Suite 114

Stanton CA 90680

Cell: 562-469-9302

Office: 714-799-1550

All-hci.com

This catalog is available for download for prospective student or interested person. Please visit the webpage**https://all-hci.com/school-catalog-1** to download a copy.

A copy is also available for pick up in the admission's office.

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SECTION 1

About All Healthcare Institute

Welcome

We at All Healthcare Institute welcome you with open arms. We believe that given the chance, our institution will be able to provide you the comprehensive quality training in the healthcare field. There is no shortcut in learning so we will provide the straight path forward in your education in healthcare. You do your part and we will do our part. This is our promise to you. Our door is open to anyone who is willing to learn and succeed. No exception! Please read the catalog in its entirety as it contains important information on school policies and available student services.

Mission and School Objective

Mission Statement

All Healthcare Institute's mission is to train motivated students become successful in their quest to become competent healthcare professionals. The fastest way from point A to point B is a straight line. We will provide that straight line to achieve your goal.

School Objective

Supply the healthcare workforce with skilled, competent professionals who practice with integrity and strong ethical values.

To meet this objective, All Healthcare Institute gives every student the educational resources and support needed to:

- Build current technical knowledge and skills, using up-to-date technology, that respond to the healthcare needs of the community and the expectations of the profession;
- Follow a learning plan tailored to each student's strengths and needs;
- Exchange ideas openly and discuss the issues, challenges, and trends shaping their profession;
- Connect classroom and clinical learning to the conceptual framework of their chosen profession; and
- Achieve learning outcomes they can apply directly in their own practice.

History and Ownership

The founders and owners of All Healthcare Institute own and operate several businesses in healthcare and education. The over 20 years of combined experiences of the founders gave the inspiration and vision to form the All Healthcare Institute.

All Healthcare Institute, established in 2022, is a private institution. The institution is organized and operated as a California for profit Corporation. The institution is in its early stages and just only beginning to write its own history. We hope to provide a long successful history to come, together.

The institution is organized and operated as a California for profit Corporation. The members serve as the Governing Board of the School:

Members:

1. Monica Cendana Daniel
2. Roxanne Sulio Spencer
3. Jennifer Dayrit/George Dayrit
4. Eunie Grace Sulio

Governing Board is ultimately responsible for the decision-making authority and, in general, is empowered to:

- Set the company's policy, objectives, and overall direction, adopt by laws,
- Name members of the advisory, executive, finance, and other committees,
- Hire, monitor, evaluate, and fire the managing director and senior executives,
- Determine and pay the dividend, and
- Issue additional shares. Though, all its members might not be engaged in the company's day-to-day operations, the entire board is held liable (under the doctrine of collective responsibility) for the consequences of the firm's policies, actions, and failures to act.

Accreditation and Approvals

Accreditation

All Healthcare Institute is not accredited by an accrediting agency recognized by the United States Department of Education. The school does not offer a degree program.

Approvals

The Nurse Assistant (NA) and HHA program are approved through the California Department of Public Health (CDPH), Licensing and Certification, Nurse Assistant Certification Section.

California Department of Public MS 3301, P.O. Box 997416

Sacramento, CA 95899

The Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technician (BVNPT).

Board of Vocational Nursing and Psychiatric Technicians 2535 Capitol Oaks Drive, Suite 205

Sacramento, CA 95833

916-263-7800

All Healthcare Institute is a private institution that is approved to operate by the Bureau for Private Postsecondary Education. Approval means that the institution is in compliance with the California Private Postsecondary Act of 2009.

Bureau for Private Postsecondary Education 1747 N Market Blvd, Ste 225

Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818 916-574-8900 or by fax 916-263-1897

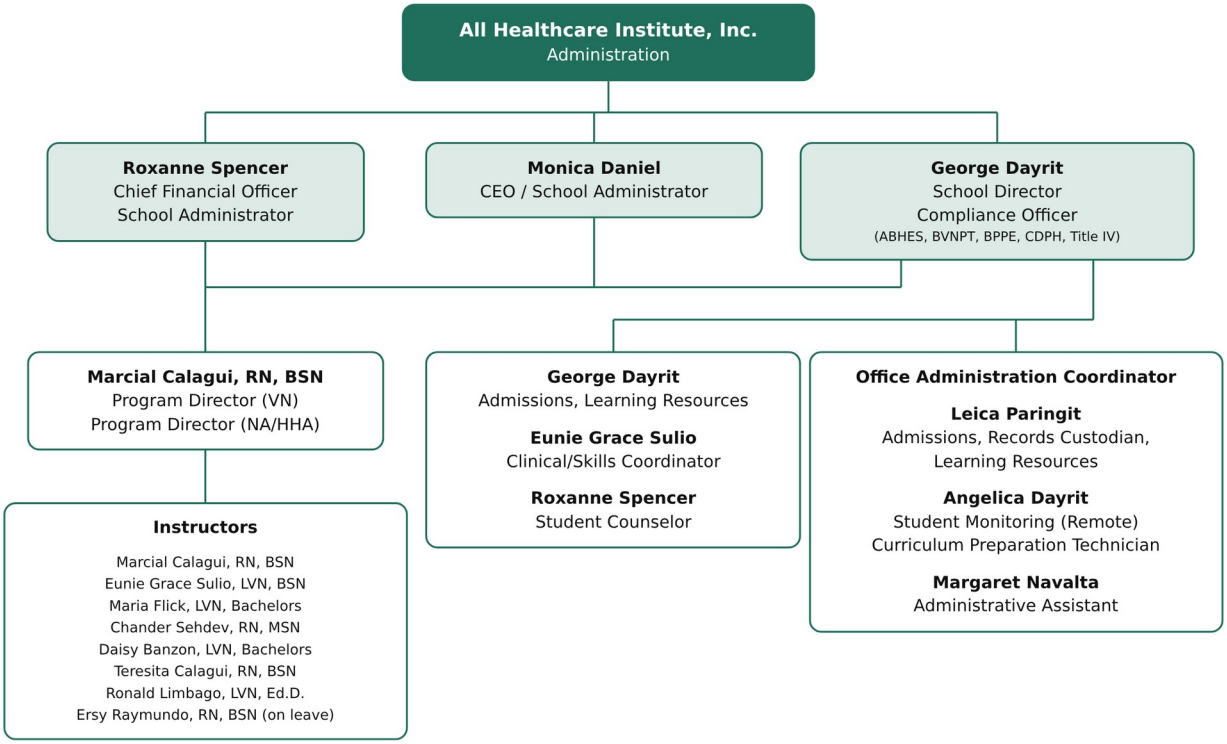
888-370-7589 or by fax 916-263-1897

Web site Address: www.bppe.ca.gov School Approval Code: 64456157

The school is approved unaccredited and offers a non-degree program, whereas the graduate of the program is eligible to sit for the licensure exam in California. Approved programs from BVNPT and CDPH upon obtaining the licensure/certification are recognized for employment positions, including, but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

Organizational Chart

Organizational Chart: All Healthcare Institute As of 11/06/2026



Administration and Faculty

Administrative Staff

1. Monica Daniel – CEO/School Administrator
2. Roxanne Spencer – Chief Financial Officer/School Administrator; Student Counselor
3. George Dayrit – School Director; Compliance Officer; Admissions; Learning Resources

4. Eunice Grace Sulio – Clinical/Skills Coordinator
5. Leica Paringit – Office Administration; Admissions; Records Custodian; Learning Resources
6. Angelica Dayrit – Student Monitoring (Remote); Curriculum Preparation Technician
7. Margaret Navalta – Administrative Assistant

Program Director

- Vocational Nursing Program Director: Marcial Calagui, RN, BSN – Far Eastern University
- Nurse Assistant/Home Health Aide Program Director: Marcial Calagui, RN, BSN – Far Eastern University

Faculty

- Marcial Calagui, RN, BSN – Far Eastern University – Program Director/Theory and Clinical Instructor (VN, NA, HHA)
- Eunice Grace Sulio, LVN, BSN – Ortanez University – Lead Clinical/Skills Instructor (VN, NA, HHA)
- Maria Flick, LVN, BA – Saint Paul University – Theory/Clinical Instructor (VN)
- Ersy Raymundo, RN, BSN – Western Governors University – Theory/Clinical Instructor (VN) – currently on leave
- Chander Sehdev, RN, MSN – Grand Canyon University – Theory/Clinical Instructor (VN)
- Teresita Calagui, RN, BSN – University of Perpetual Help – Clinical/Skills Instructor (VN)
- Ronald Limbago, LVN, Ed.D. – Western Mindanao State University – Theory/Clinical Instructor (VN)
- Daisy Banzon, LVN, BS in Health Administration – University of Phoenix – Theory/Clinical Instructor (VN) – currently on leave

Advisory Board

Advisory Board for Home Health Aide (HHA), Nurse Assistant (NA) and Vocational Nursing (VN) Programs

Name	Organization	Programs
Marcial Calagui	Program Director All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program
Erica G. Castillo	RN, BSN, Home Health and Field Practitioner; External	Vocational and Nurse Assistant Program Home Health Aide Program
Antoniette Dayrit	Kaiser Oncology, RN, MSN External	Vocational and Nurse Assistant Program Home Health Aide Program
Eunice Grace Sulio	NA Instructor All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program
George Dayrit	School Director All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program
Roxanne Spencer	Chief Financial Officer/School Administrator All Healthcare Institute	Vocational and Nurse Assistant Program Home Health Aide Program

Name	Organization	Programs
Jinky Cendana Hilario	UCLA Harbor Medical ICU, RN BSN External	Vocational and Nurse Assistant Program Home Health Aide Program
Jhenica Daniel	RN, NP, Zinnia and CEI Plus External	Vocational and Nurse Assistant Program Home Health Aide Program
Lynette Aquino	Certified Nurse Assistant; Certified Home Health Aide External	Nurse Assistant Program Home Health Aide Program
Janet Blandino	RN, Nurse Practitioner External	Vocational and Nurse Assistant Program Home Health Aide Program

SECTION 2

Campus, Calendar, and Facilities

Schedule of Operations

Business office hours run five days a week. Most classes are held seven days a week, from 7:00 a.m. to 11:00 p.m., although actual schedules can differ based on which classes are available.

All class sessions and instructions are held at 12235 Beach Blvd., Suite 114 and Suite 204, Stanton, CA 90680.

Academic Calendar

ACADEMIC CALENDAR – CLOCK-HOUR PROGRAMS				
Program	**Vocational Nursing**	**Nurse Assistant (Day)**	**Nurse Assistant (Evening)**	**Home Health Aide**
Credential Awarded	Diploma	Diploma	Diploma	Diploma
Total Clock Hours	1,530	162	162	40
Skills/Clinicals	Skills/Clinicals Included in 1530 Clock Hours	18 Skills	18 Skills	N/A
Normal Completion Timeline	54 Instructional Weeks	6 Instructional Weeks	8 Instructional Weeks	1 Instructional Week
Class Schedule	Monday-Friday; Theory 8:00 a.m.-4:00 p.m.; Clinical 7:00 a.m.-3:30 p.m. or 3:00 p.m.-11:30 p.m.	Monday-Friday; Theory 9:00 a.m.-3:30 p.m.; Clinical 7:00 a.m.-3:30p.m.	Monday-Friday; Theory 4:00 p.m.-10:00 p.m.; Clinical 4:00 p.m.-8:00 p.m.	Monday-Friday; Theory/Clinical 8:00 a.m.-4:30 p.m.
Cohort Start Date	7/13/2026	9/28/2026	2/17/2026	Rolling / As Needed**
Anticipated Completion Date	9/3/2027	11/5/2026	4/15/2026	See Enrollment Agreement**
Projected Cohort Start Date	To be announced	To be announced	To be announced	Rolling / As Needed**

Projected Anticipated Completion Date	To be announced	To be announced	To be announced	See Enrollment Agreement**
Scheduled Break Periods	One week between terms; Thanksgiving Break: 11/23/2026–11/27/2026; Winter Break: 12/21/2026–01/03/2027	None during normal completion period, unless otherwise published	None during normal completion period, unless otherwise published	None during normal completion period
School Holidays / Institutional Closures	Martin Luther King Jr. Day; Presidents' Day; Memorial Day Juneteenth; Independence Day; Labor Day; Veterans Day; Thanksgiving Day; Christmas Day; New Year's Day	Same institutional holiday schedule applies	Same institutional holiday schedule applies	Same institutional holiday schedule applies
Footnotes				
* Projected				
** Home Health Aide is offered on a rolling basis as enrollment permits. Each student's exact start date and anticipated completion date are stated in the enrollment agreement.				

Facilities and Equipment

Facilities for VN, NA, and HHA Programs

All Healthcare Institute school facilities comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety, and health. The School is conveniently located near public transportation and is easily accessible from Freeways 5, 405, 91 and 22. Free parking is available. All programs are residential and taught in person.

All classes are held at 12235 Beach Blvd., Suite 114, Stanton CA 90680. All Healthcare Institute is 2,335 square foot suite on the first floor and consists of two classrooms, two skills laboratory, a student lounge, a resource center and library, reception area, faculty stations, and administrative offices. The skills laboratory has two hospital beds, a mannequin for demonstration and supplies needed for actual patient care demonstration.

Equipment for VN, NA, and HHA Programs

All Healthcare Institute owns and is equipped with instructional equipment that is in good working order and sufficient to meet the needs of the current student body. Equipment and materials used for instruction include but not limited to: audiovisual, hospital beds, linens, mannequin, bedside and overhead table, personal protective equipment, wheelchair, cane, scale, bedside commode, disposable supplies, computers and software and video camcorder.

Practicum and clinical training take place at several off-campus locations. All off-campus sites will be equipped with all of the necessary equipment conducive to teaching and learning for training. Off campus sites will be as close to the campus as possible. Clinical training facilities are approved by the California Department of Public Health and California Board of Vocational Nursing.

Clinical Training Sites

Alamitos West Health and Rehab (VN, NA)	***Rowntree Gardens (VN, NA)***
3902 Katella Ave.	12151 Dale Street
Los Alamitos, CA 90720	Stanton, CA 90680
Stanley Healthcare Center (VN, NA)	***Bel Vista Healthcare Center (VN Only)***
14102 Springdale Street	5001 E. Anaheim St
Westminister, CA 92683	Long Beach, CA 90804
Seal Beach Healthcare and Rehab (VN, NA)	***Paja Medical Group Long Beach (VN only)***
3000 N Gate Rd.	780 Atlantic Ave
Seal Beach, CA 90740	Long Beach, CA 90813
His Nesting Place (VN only)	***Paja Medical Group Los Angeles (VN only)***
350 E. Market St	1800 Wilshire Blvd.
Long Beach, CA 90805	Los Angeles, CA 90057
Zinnia Hospice Care (HHA only) – pending CDPH approval	***CEI Plus Home Care (HHA only)***
18012 Pioneer Blvd., Ste. D	12235 Beach Blvd., Suite 200G
Artesia, CA 90701	Stanton, CA 90680

Class Size

In clinical training, the school assigns no more than 15 students to each instructor. Lecture classes are limited to a maximum of 32 students per instructor.

Language of Instruction

Each student should be proficient in the language of the courses for which he or she registers. English is the primary language of instruction in both theory and clinical.

Distance Education

Vocational Nursing, Nurse Assistant Training, Home Health Aide programs are all residential. The address where the instructions are provided is 12235 Beach Blvd., suite 114, Stanton, CA 90680.

Course Delivery Mode

All programs at All Healthcare Institute are delivered in a Residential format. Residential instruction is face-to-face (F2F): theory classes and skills laboratory are held on campus, and clinical training takes place in person at approved clinical facilities, with direct interaction between the instructor and student. Face-to-face instruction includes lectures, class discussions, role play, PowerPoint presentations, and question-and-answer sessions. No portion of any program is delivered by distance education.

SECTION 3

Programs of Study

Program Overview

Length of Program

All Healthcare Institute meets the minimum required training hours for the, vocational nurse training program, nurse assistant program and HHA program set forth by California Code of Regulations (CCR) Title 22, Section 71835(n) and the Board of Vocational Nursing.

All programs at All Healthcare Institute are clock hour programs. A clock hour is a minimum of fifty (50) minutes of instruction in each sixty (60) minute hour. The institution does not award credit hours.

Program Clock Hours

Program	Theory hours	Clinical/Skills hours	Credit	Weeks
VN Fulltime Program	576 hrs	808 hrs/146 hrs	N/A	54 weeks
NA Day and Evening Program	62 hrs	100 hrs/18 hrs*	N/A	6 weeks/8weeks
HHA Day Program	20 hrs	20 hrs		1 week

*NA Skills are not part of approved 162 hours. The school provides extra training at no additional cost to the NA students for maximum learning experience.

Requirements for Completion

To earn a diploma, a student must finish every course with a grade of 75% or higher and fulfill all other curriculum requirements. Students must also meet all applicable clinical, administrative, clerical, classroom, and laboratory skill standards, and must successfully complete the clinical, practical, or hands-on part of their training.

The following are required number of hours for graduation:

1. Vocational Nursing Program 1530 Hours
2. Nurse Assistant Training Program 162 Hours
3. Home Health Aide Training Program 40 Hours

Job Classifications

Licensed Practical and Licensed Vocational Nurses – SOC 29-2061

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

Nursing Assistants – SOC 31-1014

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

Home Health Aides – SOC 31-1011

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

Vocational Nursing Program

TOTAL CHARGES FOR THE 1st PERIOD OF ATTENDANCE: $7,940
TOTAL CHARGES FOR THE 2nd PERIOD OF ATTENDANCE: $6,270
TOTAL CHARGES FOR THE 3rd PERIOD OF ATTENDANCE: $4,404
TOTAL CHARGES FOR THE 4th PERIOD OF ATTENDANCE: $4,376

ESTIMATED TOTAL CHARGES FOR THE ENTIRE VN PROGRAM: $22,990 + $150 Registration Fee.

Program Length:1530 Hours

Instructional Delivery: Residential

Program Schedule:

Full-time:

(13 Months/54 Weeks)

Theory: Monday through Friday - 8:00am-4:00pm

Clinical: Monday through Friday - 7:00am-3:30pm or 3:00 pm to 11:30 pm 30-40 Hours/Week

Program Objectives:

All Healthcare Institute prepares Vocational Nursing graduates to give safe, caring, entry-level nursing care within the scope of practice of the Licensed Vocational Nurse. The program is built on the Nursing Process, supported by Maslow's Hierarchy of Needs and Erikson's stages of psychosocial development. Upon completion of the program, the AHI graduate will be prepared to:

1) Deliver Direct Client Care:
    a) Use the Nursing Process, Maslow's Hierarchy of Needs, and Erikson's stages of development as the framework for planning and giving care, in order to:
        - Perform basic assessments (data collection), and organize and analyze the findings to help identify the client's actual and potential health problems.
        - Carry out nursing interventions that follow the client's plan of care, under the direction and supervision of a licensed physician or registered nurse.

- Give prescribed medications and treatments safely within the LVN scope of practice, and monitor the client's response for therapeutic effects and side effects.
- Keep the client and the client's family or support persons safe, both physically and emotionally.
- Contribute to evaluating the client's response to care, and assist in revising the plan of care as the client's condition and needs change.

b) Apply knowledge of health promotion, wellness, and illness when giving client care.

c) Perform common nursing procedures competently, including medication administration.

1) Communicate Effectively:

a) Use clear, therapeutic, and professional communication with clients, their support persons, and members of the healthcare team.

b) Accurately document the care given and the client's response to the plan of care.

2) Coordinate and Collaborate in Care:

a) Act as an advocate for the client's rights, needs, and well-being.

b) Use critical thinking to recognize client care needs and give care that meets the standards of vocational nursing practice and the Vocational Nursing Practice Act, as enforced by the Board of Vocational Nursing and Psychiatric Technicians.

c) Use beginning leadership and supervisory skills when caring for a group of clients.

d) Delegate appropriate tasks to Unlicensed Assistive Personnel (UAP), keeping each task within the UAP's scope of practice.

e) Work as an active, dependable member of the interdisciplinary healthcare team.

f) Give nursing care that is safe and effective.

1) Grow as a Professional:

a) Stay informed about current issues and trends affecting vocational nursing practice, and take part in them when appropriate.

b) Seek out and use resources for lifelong learning and ongoing professional development.

Program Description:

All Healthcare Institute's Vocational Nursing Program gives students the knowledge, clinical judgment, and hands-on skills they need for entry-level practice as a Licensed Vocational Nurse.

Working under the direction of a registered nurse, physician, or dentist, AHI graduates are prepared to give basic nursing care, including measuring and reporting vital signs, applying sterile dressings, reinforcing client health teaching, and assisting with examinations and treatments.

Course Outline:

Term I	Course #	Theory	Skills	Clinical	Total Clock Hours
Anatomy and Physiology	VN 101	64			64
Nutrition	VN 102	24			24
Growth and Development	VN 103	24			24
Psychology	VN 104	32			32
Pharmacology	VN 105	54			54

Term I	Course #	Theory	Skills	Clinical	Total Clock Hours
Foundations of Nursing	VN 106	72	52	128	252
Total for Term I:		**270**	**52**	**128**	**450**
Term II	**Course #**	**Theory**	**Skills**	**Clinical**	**Total Clock Hours**
MS I: Integumentary System Disorders	VN 201	20	6	48	74
MS I: Musculoskeletal System Disorders	VN 202	20	6	48	74
MS I: Endocrine System Disorders	VN 203	20	6	56	82
MS I: Respiratory System Disorders	VN 204	20	6	56	82
MS I: Fluid & Electrolytes Disorders	VN 205	20	6	56	82
Geriatric and Rehabilitation	VN 206	32	0	24	56
Total for Term II:		**132**	**30**	**288**	**450**
Term III	**Course #**	**Theory**	**Skills**	**Clinical**	**Total Clock Hours**
MS II: Sensory System Disorders	VN 301	16	4	32	52
MS II: Neurologic System Disorders	VN 302	16	6	40	62
MS II: Immune System Disorders	VN 303	16	6	32	54
MS II: Hematopoietic and Lymphatic System Disorders	VN 304	16	6	32	54
MS II: Cardiovascular System Disorders	VN 305	24	6	64	94
Total for Term III:		**88**	**28**	**200**	**316**
Term IV	**Course #**	**Theory**	**Skills**	**Clinical**	**Total Clock Hours**
MS III: Urinary System Disorders	VN 401	10	6	48	64
MS III: Gastrointestinal System Disorders	VN 402	10	6	48	64
MS III: Reproductive System Disorders	VN 403	10	8	48	66
Maternity and Newborn Nursing	VN 404	20	8	16	44
Pediatric Nursing	VN 405	20	8	16	44
Leadership and Supervision	VN 406	16	0	16	32
Total for Term IV:		**86**	**36**	**192**	**314**

Term I	Course #	Theory	Skills	Clinical	Total Clock Hours
Total Clock Hours in the Program:		**576**	**146**	**808**	**1530**

VN 101 – Anatomy and Physiology

Course Description:

Students study the normal structure and function of the human body, beginning with the cell and building up to tissues, organs, and body systems. The course shows how body systems depend on one another to maintain balance (homeostasis) and health. Basic anatomical and medical terms are introduced throughout as the language of nursing practice.

Course Objectives:

Upon completing this course, the student will be able to:

1. Define anatomy and physiology and use the basic terms of each correctly.
2. Identify body parts, describe what they do, and explain how they work together.
3. Describe each body system and its main functions.
4. Use medical terms related to anatomy and physiology accurately.
5. Explain how the human body is organized, from the cell to body systems to the whole person.

Course Hours:

Theory: 64 Hours · Skills Laboratory: 0 Hour

Clinical: 0 Hour

Prerequisite: None

Outside Work: None

VN 102 – Nutrition

Course Description:

Students learn the basic science of nutrition and how it supports health. Topics include essential nutrients, food guides, therapeutic diets, and the role of nutrition in health promotion and maintenance. The course also covers other ways of providing nutrition when a client cannot eat normally, and how culture and social life shape eating habits.

Course Objectives:

Upon completing this course, the student will be able to:

1. Identify the essential nutrients and food groups and name good food sources of each.
2. Explain how adequate nutrition helps maintain health and prevent disease.
3. Describe special nutritional needs during pregnancy, infancy, childhood, adolescence, early and middle adulthood, and older adulthood.
4. Describe the therapeutic diets used for specific diseases and disorders.
1. Describe other ways of providing nutrition to clients who have certain diseases or disorders.
2. Explain how religion, culture, and personal choice influence a client’s food preferences.

Course Hours:

Theory: 24 Hours · Skills Laboratory: 0 Hour

Clinical: 0 Hour

Prerequisite: None

Outside Work: None

VN 103 – Growth and Development

Course Description:

Students study how people normally grow and develop from birth through adulthood. The course covers physical, mental, emotional, social, and personality development at each stage of life. It also covers common behavioral concerns, health maintenance, health teaching, and anticipatory guidance for each age group.

Course Objectives:

Upon completing this course, the student will be able to:

1. Describe the expected growth and development at each stage of life from birth through adulthood.
2. Explain how the family influences a child's growth and development.
3. Describe the expected behaviors of the newborn, child, and adolescent at each stage of development.
4. Identify common behavioral problems and describe ways to address them.

Course Hours:

Theory: 24 Hours · Skills Laboratory: 0 Hour

Clinical: 0 Hour

Prerequisite: None

Outside Work: None

VN 104 – Psychology

Course Description:

This course introduces the basics of mental health nursing. Students review the history and scope of mental health care and examine the cognitive, social, and personality factors that shape human behavior and development. A brief overview of common personality disorders and their treatments prepares students to care for clients with mental health needs.

Course Objectives:

Upon completing this course, the student will be able to:

1. Define mental health and describe the scope of mental health care.
2. Describe behavioral traits and personality disorders and the factors that influence them.
3. Name the key members of the mental health care team.
4. Describe medications commonly used in mental health care.
5. Describe the different types of dementia and personality disorders and how clients adapt to them.
1. Describe common personality disorders and how they are treated.

Course Hours:

Theory: 32 Hours · Skills Laboratory: 0 Hour

Clinical: 0 Hour

Prerequisites: None

Outside Work: None

VN 105 – Pharmacology

Course Description:

Students learn the principles of medication administration and the nurse's role and responsibilities in giving medications. Dosage calculation and the math behind it are taught and practiced often. Students practice calculating doses and giving medications in the classroom and skills lab, then give medications safely and competently in the clinical setting.

Course Objectives:

Upon completing this course, the student will be able to:

1. Identify where official drug standards are set and where to find trustworthy drug information.
2. Describe the nurse's responsibilities when giving medications.
3. Show correct technique when giving medications by each route of administration within the LVN scope of practice.
4. Describe the major drug classes and their actions and side effects.
5. Convert medication doses from one unit or system of measurement to another.
6. Calculate medication dosages correctly.

Course Hours:

Theory: 54 Hours · Skills Laboratory: 0 Hour

Clinical: 0 Hour

Prerequisite: None

Outside Work: None

VN 106 – Foundations of Nursing

Course Description:

This course lays the groundwork for nursing practice. Topics include the history of nursing, legal aspects of nursing, basic human needs, body mechanics, communication, the nursing process (with emphasis on the vocational nurse's role in data collection and in carrying out the nursing care plan), client teaching, safety, and infection control. Students learn comfort and hygiene measures such as personal hygiene, positioning, and heat and cold applications, along with other common nursing procedures. Client concerns such as advance directives and organ donation, and current trends in health care, are also discussed. In the clinical setting, students give clients basic nursing care safely and competently.

Course Objectives:

Upon completing this course, the student will be able to:

1. Trace the major events and trends that have shaped nursing and health care over time.

2. Explain the legal issues that affect vocational nursing practice.
1. Carry out basic nursing procedures with safety and competence.
2. Explain basic human needs, why client teaching matters, and how to communicate effectively in health care settings.
3. Discuss key health care issues, including organ donation and advance directives.

Course Hours:

Theory: 72 Hours · Skills Laboratory:52 Hours Clinical :128 Hours **Prerequisite**: None

Outside Work: None

VN 201 – Integumentary System Disorders

Course Description:

Students review the structure and function of the skin, hair, nails, glands, and related structures. They then study the causes, diagnosis, treatment, and prevention of common integumentary disorders. The course covers related medications, nutritional needs, and changes that come with aging. Its main focus is on nursing interventions and the client's emotional and social needs.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the integumentary system.
2. Describe the main structures of the integumentary system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common integumentary disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered integumentary function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out integumentary care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 6 Hours · Clinical: 48 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 202 – Musculoskeletal System Disorders

Course Description:

Students review the structure and function of muscles, bones, and related structures. They then study the most common musculoskeletal disorders and how each is diagnosed, treated, and prevented. The course covers related medications, nutritional needs, and changes that come with aging, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the musculoskeletal system.

2. Describe the main structures of the musculoskeletal system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common musculoskeletal disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered musculoskeletal function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out musculoskeletal care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 6 Hours · Clinical: 48 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 203 – Endocrine System Disorders

Course Description:

Students review the structure and function of the endocrine system, including how hormones act on specific target cells and organs and how negative feedback keeps hormone levels in balance. They then study the causes, diagnosis, treatment, and prevention of common endocrine disorders, along with related medications and the client's emotional and social needs. Diabetes care receives special attention, including insulin administration and recognizing diabetic complications. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the endocrine system.
2. Describe the main structures of the endocrine system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common endocrine disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered endocrine function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out endocrine care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 6 Hours · Clinical: 56 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 204 – Respiratory System Disorders

Course Description:

Students review the structure and function of the upper and lower respiratory tract. They study the causes, pathophysiology, assessment findings, and treatment of common respiratory disorders. Related medications, oxygen therapy and its safety precautions, and nutritional needs are covered, with a focus on nursing

interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the respiratory system.
2. Describe the main structures of the respiratory system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common respiratory disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered respiratory function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out respiratory care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 6 Hours · Clinical: 56 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 205 – Fluid & Electrolytes Disorders

Students learn how the body keeps fluid, electrolyte, and acid–base levels in balance, and what happens when that balance is lost. The course also covers the types of shock, how each affects the body, and the assessment findings for each.

Students are also introduced to cancer: how tumors grow, invade healthy tissue, and compete with normal cells for oxygen, nutrients, and space. For clients with fluid imbalances, shock, or cancer, students learn the related medications, treatments, and nursing care.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders that affect more than one body system.
2. Describe the main body structures and functions involved in fluid, electrolyte, and acid–base balance.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for fluid, electrolyte, and acid–base imbalances.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with these imbalances and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out care related to fluid, electrolyte, and acid–base balance under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 6 Hours · Clinical: 56 Hours

Prerequisites: Anatomy and Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 206A – Gerontological Nursing

Course Description:

This course prepares students to care for older adults. It covers theories of aging, the physical and emotional changes that come with aging, the problems those changes can cause, and the nursing care that addresses them. Students also study diseases common in later life, including dementia and related disorders, and learn to recognize and report elder abuse.

Course Objectives:

Upon completing this course, the student will be able to:

1. Describe the settings where nurses care for older adults.
2. Describe nursing measures that help older clients meet their nutrition, elimination, and personal hygiene needs.
3. Apply the nursing process when caring for older clients with dementia.
4. Explain the vocational nurse's role in providing and managing care for older clients and in reinforcing teaching for clients and their families.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 0 Hour · Clinical: 16 Hours **Prerequisites:** None

Outside Work: None

VN 206B – Rehabilitation Nursing

Course Description:

Students learn how nursing care is delivered in home health and long-term care settings and the specialized care these settings require. The course stresses the principles of rehabilitation nursing and how to apply them for clients receiving care in these settings.

Course Objectives:

Upon completing this course, the student will be able to:

1. Describe the settings where rehabilitation nursing care is given.
2. Describe appropriate nursing interventions for health concerns common in older adults.
3. Compare home health care with community and public health services.
4. Explain what long-term care services aim to achieve.
5. Explain how the changes of aging affect client care in rehabilitation settings.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 0 Hour

Clinical: 8 Hour

Prerequisites: None

Outside Work: None

VN 301 – Sensory System Disorders

Students review the structure and function of the eyes, ears, and other sensory organs. They study the causes, pathophysiology, assessment findings, and treatment of common sensory disorders. Related

medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the sensory system.
2. Describe the main structures of the sensory system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common sensory disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered sensory function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out sensory care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 4 Hours · Clinical: 32 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 302 – Neurologic System Disorders

Course Description:

Students review the structure and function of the brain, spinal cord, and nerves. They study the causes, pathophysiology, assessment findings, and treatment of the most common neurologic disorders. Related medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the nervous system.
2. Describe the main structures of the nervous system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common neurologic disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered neurologic function and assist in revising the plan of care.
1. Describe the vocational nurse's role in carrying out neurologic care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 6 Hours · Clinical: 40 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 303 – Immune System Disorders

Students review how the immune system is built and how it protects the body. They then study the causes, diagnosis, treatment, and prevention of common immune disorders. Related medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the immune system.
2. Describe the main structures of the immune system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common immune disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered immune function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out immune care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 6 Hours · Clinical: 32 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 304 – Hematopoietic and Lymphatic System Disorders

Students review the structure and function of the blood-forming (hematopoietic) and lymphatic systems. They then study the causes, diagnosis, treatment, and prevention of common blood and lymphatic disorders. Related medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the hematopoietic and lymphatic systems.
2. Describe the main structures of the hematopoietic and lymphatic systems and how they function.
1. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common hematopoietic and lymphatic disorders.
2. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered hematopoietic and lymphatic function and assist in revising the plan of care.
3. Describe the vocational nurse's role in carrying out hematopoietic and lymphatic care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 6 Hours · Clinical: 32 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 305 – Cardiovascular System Disorders

Course Description:

Students review the structure and function of the heart and blood vessels. They study the causes, pathophysiology, assessment findings, and treatment of common cardiovascular disorders. Related medications and nutritional needs are covered, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the cardiovascular system.
2. Describe the main structures of the cardiovascular system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common cardiovascular disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered cardiovascular function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out cardiovascular care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 24 Hours · Skills Laboratory: 6 Hours · Clinical: 64 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 401 – Urinary System Disorders

Course Description:

Students review the structure and function of the kidneys, ureters, bladder, and urethra. They study the causes, pathophysiology, assessment findings, and treatment of common urinary disorders. Related medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the urinary system.
2. Describe the main structures of the urinary system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common urinary disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered urinary function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out urinary care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 10 Hours · Skills Laboratory: 6 Hour · Clinical: 48 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 402 – Gastrointestinal System Disorders

Course Description:

Students review the structure and function of the digestive tract and its accessory organs. They study the causes, pathophysiology, assessment findings, and treatment of common gastrointestinal disorders. Related medications, nutritional needs, and changes that come with aging are covered, with a focus on nursing interventions and the client's emotional and social needs. In clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the gastrointestinal system.
2. Describe the main structures of the gastrointestinal system and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common gastrointestinal disorders.
4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered gastrointestinal function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out gastrointestinal care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 10 Hours · Skills Laboratory: 6 Hour · Clinical: 48 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 403 – Reproductive System Disorders

Course Description:

Students review the structure and function of the male and female reproductive systems. They then study the causes, diagnosis, treatment, and prevention of common reproductive disorders, along with related medications and nutritional needs. The course also covers hormonal changes, changes that come with aging, and birth control methods. The focus is on nursing interventions and the client's emotional and social needs, and in clinical, students practice the nursing skills this content calls for.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply the nursing process to recognize disorders of the male and female reproductive systems.
2. Describe the main structures of the male and female reproductive systems and how they function.
3. Identify the nursing diagnoses in the plan of care and carry out the planned interventions for common reproductive disorders.

4. Under the direction and supervision of a registered nurse or licensed physician, contribute to evaluating care for clients with altered reproductive function and assist in revising the plan of care.
5. Describe the vocational nurse's role in carrying out reproductive care under the supervision of a registered nurse or licensed physician.

Course Hours:

Theory: 10 Hours · Skills Laboratory: 8 Hour · Clinical: 48 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 404 – Maternity and Newborn Nursing

Course Description:

Students gain the knowledge and skills to give competent, thoughtful, and caring nursing care to pregnant clients and newborns. Topics include maternal and fetal nutrition, labor and birth, postpartum care, and newborn care. The course covers normal pregnancy and the healthy newborn, as well as recognizing and caring for the newborn at risk.

Course Objectives:

Upon completing this course, the student will be able to:

1. Define common terms used in maternity and newborn nursing.
2. Describe conception and the course of pregnancy.
3. Describe the body's changes during pregnancy and the signs and symptoms of pregnancy.
4. Explain how fetal circulation works.
5. Describe the recommended diet for pregnant clients.
6. Explain why preparing for pregnancy matters and how clients adjust to it emotionally.
7. Recognize the signs of labor and tell true labor apart from false labor.
8. Describe the vocational nurse's role and responsibilities during fetal monitoring, including observing and reporting findings to the registered nurse or physician.
9. Describe each stage of labor and the nursing care it requires.
10. Describe the nurse's role, responsibilities, and key considerations in postpartum care.
11. Describe nursing care for normal and high-risk newborns.
1. Explain the importance of reinforcing health teaching for adolescent mothers and for high-risk pregnancies and newborns.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 8 Hours · Clinical: 16 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 405 – Pediatric Nursing

Course Description:

Students first learn the key terms, programs, and laws related to the care of children. They review normal growth and development and the age range of each stage, and study how children react to illness, to nurses, and to hospitalization. The course covers diagnostic tests, procedures, and treatments adapted for children, and childhood diseases are presented by body system. Topics also include accidents, communicable diseases, intellectual disability, care of the premature infant, and the health concerns of adolescents. Throughout, the course stresses health maintenance, illness prevention, care of the whole child, and care of the child whose health has changed. Client care includes using the nursing process, performing basic assessments, thinking critically, and reinforcing teaching for the child and family.

Course Objectives:

Upon completing this course, the student will be able to:

1. Describe health maintenance and illness prevention for the pediatric client.
2. Describe health conditions that can affect children at each age and stage.
3. Describe the nursing observations and interventions for each diagnostic study and procedure.
4. Describe how to use the nursing process with pediatric clients, with emphasis on basic assessment and reinforcing client and family teaching.
5. Explain the treatment methods used and the nurse's duties in each.
6. Describe the drugs most often used to diagnose, prevent, and treat childhood illness.
7. Compute accurate pediatric doses based on body weight and body surface area.
8. Describe dietary plans for pediatric clients.
9. Explain normal growth and development of the infant, toddler, preschooler, school-age child, and adolescent.
10. Apply standard precautions when caring for pediatric clients.

Course Hours:

Theory: 20 Hours · Skills Laboratory: 8 Hours · Clinical: 16 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

VN 406 – Leadership and Supervision

Course Description:

This course prepares the vocational nurse to take on leadership and supervisory responsibilities within the LVN scope of practice, such as the charge nurse role in long-term care. Students learn leadership theories and management styles and how the LVN leader handles assigning and delegating tasks, networking, conflict resolution, and information management. Other topics include organizational structure, change, staff motivation, quality of care and performance, workplace diversity, legal and ethical aspects of LVN supervision, cost-conscious use of resources, and health care delivery systems. The course also stresses the LVN's role as a member of the interdisciplinary health care team.

Course Objectives:

Upon completing this course, the student will be able to:

1. Apply knowledge from nursing and the sciences to the leadership role of the vocational nurse.
2. Use critical thinking to make decisions as an LVN leader and to organize care for groups of clients in a variety of clinical settings, care that promotes, maintains, and restores health and supports death with dignity.
3. Communicate professionally with clients and health care team members to motivate others, solve problems, manage conflict, and support change.
4. Apply principles of organization to the LVN's leadership role in the clinical setting, including use of resources, client care assignments, motivation, delegation to unlicensed assistive personnel, and participation in quality review.
5. Describe the LVN's accountability and responsibility in leadership and supervisory roles as defined by the Vocational Nursing Practice Act, in a changing health care system.
6. Take part in self-directed learning to grow in the vocational nursing leadership role.

Course Hours:

Theory: 16 Hours · Skills Laboratory: 0 Hour · Clinical: 16 Hours

Prerequisites: Anatomy & Physiology, Foundations of Nursing, Pharmacology

Outside Work: None

Clinical Practice

In AHI's clinical rotations, students apply nursing theory, skills, and concepts in the care of real clients, under the direct supervision of a clinical instructor. Rotations emphasize clinical reasoning, the nursing process, and evidence-based practice. Students grow into the roles of the vocational nurse: provider of patient-centered care, advocate for patient safety, member of the health care team, and member of the nursing profession.

Instructional Resources and Materials

1. Required Textbooks
2. Student Workbook
3. Reference Books
4. Journals / Periodicals
5. Study Guides
1. Recommended Websites
2. Computer / Printer
3. CD/DVD's

Type of Delivery: Residential

Required Textbooks

1. Rosdahl's Textbook of Basic Nursing, Twelfth Edition; Caroline Bunker Rosdahl
2. Timby's Fundamental Nursing Skills and Concepts, Thirteenth Edition; Loretta A. Donnelly-Moreno
3. Timby's Introductory Medical-Surgical Nursing, Thirteenth Edition; Loretta A. Donnelly-Moreno, Brigette Mosely
4. Introductory Clinical Pharmacology, Twelfth Edition; Susan M. Ford

Student Resources: **https://thepoint.lww.com/** **https://uniontestprep.com/** **https://www.atitesting.com/nclex-prep**

- NCLEX-Style Review Questions
- Concepts in Action Animations
- Practice and Learn Activities
- Watch & Learn Videos
- Dosage Calculation Quizzes
- Journal Articles
- Learning Objectives
- Audio Glossaries
- Heart & Breath Sounds
- Video Clips Credit List
- Answers (Sample Questions)
- Internet Resources
- Suggested Readings
- Appendices
- Skills Checklist and Guidelines
- Assessments: Chapter Review Questions
- NCLEX PN Exam Preparation Materials

Nurse Assistant Training Program

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: $2,000 ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: $2,050

Program Length: 162 Hours **Instructional Delivery:** Residential **Program Schedule:**

Full Time Day (6Weeks)

Monday-Friday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm 30-40 Hours/Week

Evening (8 Weeks)

Monday-Friday: Theory: 4:00pm-10:00pm; Clinical 4:00 pm to 8:00 pm 20-30 Hours/Week

Program Objectives:

Graduates of AHI's Nurse Assistant program will be able to:

1. Explain the duties of the nurse assistant and work effectively as a member of the health care team.
2. Communicate effectively with residents and staff, using both verbal and nonverbal skills.
3. Explain residents' rights and how the plan of care is used to guide daily care.
4. Observe and promptly report to a licensed nurse any change in condition, abnormal signs or symptoms, and care given.
5. Use safe practices and infection control techniques in every aspect of care.
6. Accurately measure, record, and report vital signs.

7. Perform personal care, admission and discharge, exercise and activity, and elimination procedures correctly.
8. Use basic nutrition knowledge to prepare and serve meals, feed residents, and measure and record intake and output.
9. Recognize and meet the needs of residents with special needs.
10. Describe the nurse assistant's role in restorative care.
11. Give care to residents who are dying and provide post-mortem care.
12. Perform duties as directed by an LVN or RN in a structured health care setting.
13. Qualify to sit for the state certification exam for Certified Nurse Assistants.

Program Description:

AHI's Nurse Assistant program prepares students to give basic nursing care to patients and residents in hospitals, long-term care facilities, and the home. Training combines classroom instruction with clinical practice in a local long-term care facility. Topics include, but are not limited to, Title 22 and OBRA regulations, patient and resident rights, vital signs, fire and safety, standard precautions, the nurse assistant's role in observing, reporting, and following the plan of care, intake and output, hygiene, body mechanics, nutrition, elimination and specimen collection, activities of daily living, basic anatomy and physiology, medical terminology and abbreviations, and communication.

Program graduates qualify to sit for the state Certified Nurse Assistant exam.

Course Outline

NA Course Syllabus

	Theory	Skills	Clinical
(1) Module 1. Introduction.	2		
(A) Role and responsibilities of the Certified Nurse Assistant.			
(B) Title 22, division 5, California Code of Regulations,			
(C) Requirements for nurse assistant certification.			
(D) Professionalism.			
(E) Ethics and confidentiality.			
(2) Module 2, Patients' Rights. (A) Title 22 (B) Health and Safety Code (C) Code of federal regulations (D) Preventing, Recognizing &reporting of resident right violations (E) Preventing, Recognizing and reporting of residents abuse.	3	0.5	1
(3) Module 3. Interpersonal skills.	2		
(A) Communications.			
(B) Defense mechanisms.			

	Theory	Skills	Clinical
(C) Sociocultural factors.			
(D) Attitudes toward illness and health care.			
(E) Family interaction			
4) Module 4. Prevention and Management of Catastrophe and Unusual Occurrences.	1	0.5	1
(A) Emergency.			
(B) General safety rules.			
(C) Fire and disaster plans.			
(D) Roles and procedures for Certified Nurse Assistants.			
(E) Patient safety.			
(5) Module 5. Body Mechanics.	2	0.5	4
(A) Basic rules of body mechanics.			
(B) Transfer techniques			
(C) Ambulation.			
(D) Proper use of body mechanics and positioning techniques.			
(6) Module 6. Medical and Surgical Asepsis.	2	2	8
(A) Micro-organisms.			
(B) Universal precautions			
(C) Basic principles of asepsis.			
(7)) Module 7. Weights and Measures.	1		1
(A)) The metric system.			
(B) Weight, length and liquid volume.			
(C) Military time i.e. a twenty-four (24) hour clock.			
(8) Module 8. Patient Care Skill.	14	4	40
(A) Bathing and medicinal baths			
(B) Dressing.			
C) Oral hygiene.			
(D) Hair care, hair shampoo, medicinal shampoo, nail care and shaving.			
(E) Prosthetic devices.			

	Theory	Skills	Clinical
(F) Skin care including prevention of decubitus ulcers.			
(G) Elimination needs.			
(H) Bowel and bladder retraining.			
(I) Weighing and measuring the patient.			
(9) Module 9. Patient Care Procedures.	7	3	20
(A) Collection of specimens, including stool, urine and			
(B) Care of patients with tubing			
(C) Intake and output.			
(D) Bedmaking.			
(E) Cleansing enemas and laxative suppositories			
(F) Admission, transfer and discharge.			
(G) Bandages and nonsterile dry dressings			
(10) Module 10. Vital Signs.	3	2	6
(A) Purpose of vital signs.			
(B) Factors affecting vital signs.			
(C) Normal ranges.			
(D) Methods of measurement.			
(E) Temperature, pulse, respiration.			
(F) Blood pressure.			
(G) Abnormalities.			
(H) Recording.			
(11) Module 11. Nutrition.	2	2	6
(A) Proper nutrition.			
(B) Feeding techniques.			
(C) Diet therapy.			
(12) Module 12. Emergency Procedures.	2		1
(A) Signs and symptoms of distress.			
(B) Immediate and temporary intervention.			
(C) Emergency codes.			
(13) Module 13. Long-Term Care Patient (Non-SNF/ICF)	5	2	4

	Theory	Skills	Clinical
(A) Special needs of persons with developmental and mental disorders including intellectual disability, Alzheimer's disease, cerebral palsy, epilepsy, dementia, Parkinson's disease, and mental illness (2hours)			
(A2) Special needs of persons with Alzheimer's disease and related dementias (2 hours)			
(B) Introduction to anatomy and physiology (B-F Minimum 1 hour)			
(C) Physical and behavioral needs and changes			
(D) Community resources available.			
(E) Psychological, social and recreational needs.			
(F) Common diseases and disorders including signs and symptoms.			
(14) Module 14. Rehabilitative Nursing.	2	1	4
(A) Promoting patients' potential.			
(B) Devices and equipment.			
(C) Activities of daily living.			
(D) Family interactions.			
(E) Complication of inactivity.			
(F) Ambulation.			
(G) Range of Motion.			
(15) Module 15. Observation and Charting.	4	0.5	4
(A) Observation of patients and reporting responsibility.			
(B) Patient care plan.			
(C) Patient care documentation.			
(D) Legal issues of charting.			
(E) Medical terminology and abbreviations.			
(16) Module 16. Death and Dying.	2		
(A) Stages of grief.			
(B) Emotional and spiritual needs of the patient and family.			
(C) Rights of the dying patient.			
(D) Signs of approaching death.			
(E) Monitoring of the patient.			

	Theory	Skills	Clinical
(F) Post mortem care.			
Module 17: Abuse (as per HSC 1337.1 and 1337.3)	8		
(A) Preventing, recognizing, and reporting instances of resident abuse			
Total Hours	62	18*	100

*NA Skills are not part of the approved 162 hours. The school provides this extra training at no additional cost to NA students for maximum learning experience.

Course Descriptions:

Module 1: The Role of Nursing Assistants

Students are introduced to the nurse assistant's role and the personal qualities needed to give quality care to every resident. The skills required for state certification are also reviewed.

Lecture: 2 Hours

Clinical: 0 Hour Prerequisite: None

Module 2: Resident's Rights

Students learn the rights of residents in health care facilities, with emphasis on long-term care, along with the ethical code of conduct for health care workers and the legal issues that affect nurse assistants.

Lecture: 2 Hours

Clinical: 1 Hour

Prerequisite: Module 1

Module 3: Interpersonal Skills

Students learn why communication and good working relationships are essential to quality care, identify common barriers to communication, and see how to communicate effectively with residents.

Lecture 3 Hours

Clinical: 1 Hour

Prerequisites: Modules 1 & 2

Module 4: Prevention, Management of Catastrophe and Unusual Occurrence

This course covers preventing and responding to emergencies and unusual occurrences, including general safety rules, fire and disaster plans, patient safety, and the nurse assistant's role in an emergency.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-3

Module 5: Body Mechanics

Students learn the principles of proper body mechanics and why they matter for safe, healthy movement. Emphasis is placed on good body alignment and on moving, lifting, and positioning residents safely.

Lecture: 2 Hours

Clinical: 4

Prerequisites: Modules 1-4

Module 6: Medical & Surgical Asepsis

Students learn infection control guidelines and methods that reduce the spread of potentially infectious materials. The course stresses that infection control is every health care worker's responsibility and is essential to keeping residents, visitors, and staff safe.

Lecture: 2 Hours

Clinical: 8 Hours

Prerequisites: Modules 1-5

Module 7: Weights and Measures

Students learn how to measure residents' weight and height, use different types of scales, recognize factors that affect these measurements, and convert units of measure.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-6

Module 8: Patient Care Skills

Students learn the personal care and grooming measures that keep residents physically comfortable. Topics include the nurse assistant's role in meeting residents' physical needs, bed making, bathing, hair care, and personal hygiene.

Lecture: 14 Hours

Clinical: 44 Hours

Prerequisites: Modules 1-7

Module 9: Patient Care Procedures

This course focuses on care procedures for residents who cannot fully care for themselves, including specimen collection, intake and output, bowel and bladder care, nonsterile dry dressings and bandages, and care of belongings and prosthetics. For residents with IV lines, feeding tubes, or catheters, students learn to keep tubing secure and report problems to the licensed nurse; nurse assistants do not regulate IVs or give tube feedings.

Lecture: 7 Hours

Clinical: 20 Hours

Prerequisites: Modules 1-8

Module 10: Vital Signs

Students learn to measure temperature, pulse, respiration, and blood pressure, and to observe, record, and report pain as the fifth vital sign. Skills include using different types of thermometers and a sphygmomanometer.

Lecture: 3 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-9

Module 11: Nutrition

Students learn basic nutrition, including the anatomy of the digestive and endocrine systems, basic foods and fluids, special diets, and how to feed a resident. The value of a balanced diet for older adults is emphasized.

Lecture: 2 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-10

Module 12: Emergency Procedures

This course teaches students to recognize signs of distress, call for help, and give temporary first aid within the nurse assistant's role. Emergency codes are also covered.

Lecture: 2 Hours

Clinical: 1 Hour

Prerequisites: Modules 1-11

Module 13: Long Term Care

Students learn about the personal adjustments residents in long-term care face when illness reduces their strength and independence. Topics also include dementia, confusion, developmental and mental disorders, substance abuse, and residents' sexuality.

Lecture: 6 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-12

Module 14: Rehabilitative Nursing

Students learn how range-of-motion exercises help maintain muscle and joint function, how to prevent other complications of inactivity, and how to support residents' social needs.

Lecture: 2 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-13

Module 15: Observation and Charting

Students learn to make accurate observations using sight, hearing, smell, and touch, and how to report and document them accurately. Topics include principles of observation and documentation.

Lecture: 4 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-14

Module 16: Death and Dying

Students learn the five stages of death and dying and how culture, religion, customs, and advance directives shape residents' emotional and spiritual needs at the end of life.

Lecture: 2 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-15

Module 17: Abuse

Students learn to prevent, recognize, and report resident abuse and neglect. The course covers the types of abuse, their warning signs, and their consequences, and builds the observation skills needed to identify behavioral signs of physical, emotional, sexual, and financial abuse and report them to the appropriate agencies.

Lecture: 6 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-16

Clinical Practice

This clinical practice focuses on teaching and learning the observation and basic nursing assistant skills required to care for residents in long-term care and other client care settings. A variety of teaching-learning strategies are used, and students practice these skills under the clinical instructor's supervision.

Required Textbook:

TB 6E (NAHK) Hartman's Nursing Asst Care: The Basics

Student Resources: Workbook 6E (NAHK) Hartman's Nursing Asst Care: The Basics
https://uniontestprep.com/

Home Health Aide Training Program

Home Health Aide: (Non-AHI Graduates)

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: $699.50 ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: $749.50

Home Health Aide: (AHI Graduates)

TOTAL CHARGES FOR THE ENROLLMENT PERIOD OF ATTENDANCE: $400 ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: $400

Program Length: 40 Hours

This program builds on the knowledge, skills, and abilities of certified nurse assistants. It is open to students who have completed the 160-hour Nurse Aide Training Program and hold a current nurse assistant certificate.

Instructional Delivery: Residential

Program Objectives:

Graduates of AHI's Home Health Aide program will be able to:

1. Explain the home health aide's role and responsibilities in caring for homebound clients, and how this role differs from that of other care providers.
2. Describe the OSHA regulations and other safety requirements that keep both the client and the home health aide safe.
3. Communicate effectively with clients, families, the supervising nurse, and other members of the home health team.
4. Describe common duties and care for clients of all ages and health levels, observing and reporting care concerns for specific populations.
5. Use reliable sources of dietary information to plan, buy, store, and serve food for clients according to their plan of care and dietary restrictions.
6. Describe the specific care routines a home health aide performs.
7. Describe how to assist clients with exercises, as directed in the plan of care, to build and maintain strength and flexibility.
8. Measure and document vital signs and collect specimens for laboratory testing.

Program Description:

AHI's program follows the 40-Hour Model Curriculum, covering Introduction to Aide and Agency Role, Interpretation of Medical and Social Needs of Clients, Personal Care Services, Nutrition, and Cleaning and Care Tasks in the Home within the allotted class and clinical hours. Lesson plans, performance standards, manual skills, and student learning activities and assignments are used throughout the course.

Program Schedule:

Full Time (5 Days)

Monday–Friday 8:00am-4:30 pm 40 Hours/Week

Course Outline:

The course totals 40 hours: 20 hours of theory and 20 hours of clinical practice.

Subject Title	Total Hours	Class Hours	Clinical Practice Hours
Introduction to Aide and Agency Role	2	2	0
Interpretation of Medical and Social Needs of People Being Served	5	5	0

Subject Title	Total Hours	Class Hours	Clinical Practice Hours
Personal Care Services	20	5	15
Nutrition	8	5	3
Cleaning and Care Tasks in the Home	5	3	2
T otal	**40**	**20**	**20**

Course Descriptions:

Module 1: Introduction to Aide and Agency Role

Students learn the home health aide's role on the health care team and how the U.S. health care system is structured. The course also describes the home health agency and its services, and covers time and money management and career opportunities.

Lecture: 2 Hours Prerequisite: None

Module 2: Interpretation of Medical and Social Needs of Client

Students gain the knowledge needed before giving client care, including communication, infection control and standard precautions, home safety, body mechanics, and first aid and emergency preparedness. The course takes a holistic approach that addresses clients' psychological and social health, and covers the human body and development, common chronic and acute conditions, and care of clients with physical and mental disabilities.

Lecture: 5 Hours

Prerequisite: Module 1

Module 3: Personal Care Services

Students learn the knowledge and skills needed to provide health and personal care services while protecting the client's privacy, safety, dignity, and independence.

Lecture: 5 Hours

Clinical: 15 Hours

Prerequisites: Modules 1-2

Module 4: Nutrition

Students learn about clients' nutritional needs, including basic nutrition, food labels, therapeutic diets, meal planning, shopping, and food preparation and storage. Lecture: 5 Hours

Clinical: 3 Hours

Prerequisites: Modules 1-3

Module 5: Cleaning and Care Task in the Home

Students learn practical home management skills, with priority on keeping the home safe, healthy, and clean.

Lecture: 3 Hours

Clinical: 2 Hours

Prerequisites: Modules 1-4

Clinical Practice

This clinical practice focuses on teaching and learning the observation and personal care skills a home health aide uses to care for clients in the home. A variety of teaching-learning strategies are used, and students practice these skills under the clinical instructor's supervision.

Clinical Hours: 20 Hours

Required Textbook:

Leahy, William. Providing Home Care: A Textbook for Home Care Aides (2017). Hartman Publishing Inc.

SECTION 4

Admissions

Admission Requirements

Vocational Nurse (VN) Program

- Must be at least 18 years of age.
- Must have a high school diploma or equivalent (GED). Foreign HS diploma must be evaluated.
- Must pass the AHI VN Pre-Admission Entrance Exam OR submit a TEAS/HESI A2 score of 70% or higher taken within 6 months.
- Must submit physical exam, TB test or chest X-ray, and immunization records.
- Must pass a criminal background check.
- Must submit a valid ID and Social Security card.
- Interview with Program Director

Nurse Assistant (NA) Program

- Must be at least 18 years of age.
- Must have a high school diploma/equivalent OR pass the AHI NA/HHA entrance exam, which is based on TABE Basic Level questions.
- Must submit physical exam, TB test or chest X-ray, and immunization records.
- Must pass a criminal background check and Live Scan.
- Must submit a valid ID and Social Security card.

Home Health Aide (HHA) Program

- Must be at least 18 years old.
- Must have a high school diploma/equivalency OR pass the AHI NA/HHA entrance exam, which is based on TABE Basic Level questions.
- Must hold an active CNA certification, or have completed the AHI Nurse Assistant program and be awaiting NA certification, as permitted by CDPH.
- Must submit physical exam, TB test or chest X-ray, and immunization records.
- Must pass a criminal background check and Live Scan.
- Must submit a valid ID and Social Security card.

Health Examination & Screening Requirements (All Programs)

- Medical history and physical examination.
- TB test recommended by CDC/FDA unless contraindicated. Positive results require a chest X-ray within 90 days of clinical start.

- Provider clearance indicating no health condition that poses a hazard.
- MMR and Hepatitis B optional unless required by clinical sites.
- Required vaccinations: annual flu, COVID-19 vaccine and booster.

Health Requirements

Students accepted in the nursing program will need to complete all health requirements prior to being allowed to do the clinical training portion. Results of the health screening must be submitted to the admissions office. These requirements are mandated by the affiliatinghospitals in order to protect both the patient and health worker (student nurse). Health requirements are reviewed every term the student is in the program to assure they are current. Not maintaining required health status will result in dismissal from the nursing program.

Whether a pregnant or postpartum student may stay in, or come back to, the nursing program is left to the faculty and the student's physician. A student recently hospitalized or seriously ill may be asked for periodic statements of physical fitness.

For any student who needs special assistance due to a verified disability, All Healthcare Institute will give written notice to the Board of Vocational Nursing and Psychiatric Technicians. Students expecting such help should contact the Administrator of the Vocational Nursing Program at All Healthcare Institute and state their needs in writing four months before taking the NCLEX-PN® .

Criminal Background Clearance

Upon enrollmentin a training program for nurse assistant certification and/or HHA certification, students must fill out CDPH283B Forms and complete and submit LiveScan form.

How to fill out CDPH 283B Student fills out Section I-III. School fills out Section IV.

Live Scan Form

All students complete LiveScan fingerprinting upon enrollment in NA or HHA.LiveScan is required for VN upon submission of the Board application prior to NCLEX Board exam. If LiveScan result matches the fingerprints in the Department of Justice database (oag.ca.gov), the student may be disqualified from admission and from taking the certification exam.

School submits CDPH283B and LiveScan forms to the Department's Aide & Technician Certification Section Registry upon student enrollment. School keeps copies of Initial CDPH283B in student files for 5 years.

If applicants have concerns about prior convictions of a crime or misdemeanor, they may contact the California Department of Public Health at (916)327-2445 or write to:

Criminal Background Section

P.O. Box 997416, MS 3304

Sacramento, CA 95899

Enrollment Procedure

Enrollment Procedure

- After being granted admission, a prospective student is required to sign an enrollment agreement detailing the specific training the student will receive, the costs the student will incur, and when the student will begin classes.
- Application form must be completed and signed.
- Enrollment Agreement form must be signed.
- Submit Social Security Card copy.
- Submit Copy of the Driver's license.
- Submit completed physical examination form.
- Complete criminal screening form.
- Consent to Release of Information Form.
- Full payment is due on or before first day of class or
- Payment agreement has been signed by both agreed parties (the school and student).

Ability-to-Benefit and International Students

AHI does not admit students on an ability-to-benefit (ATB) basis to any of its programs.

Students from Other Countries

The school does not accept students outside the United States.

English Language Policy

Each student needs enough command of the English language to speak and write effectively and to take part in a regular educational setting without any special help. For applicants whose first language is not English, AHI reviews the results of an English proficiency test, such as the Test of English as a Foreign Language (TOEFL). A TOEFL score of 65 – 85 shows the level needed to learn effectively.

English is the main language of instruction in both theory and clinical. Applicants who need help with spoken, reading, or written English may use English as a Second Language (ESL) classes and are advised to enroll at any institution at their own cost. The institution offers no English language services, including ESL instruction.

Applicants whose native language is not English may be evaluated by the school based on the results of Testing for Adult Basic Education English (TABE Test) level I if students do not have TOEFL.

Transfer of Credit

Transfer/Experiential Credits (No Fees for Assessment of Credits)

All Healthcare Institute will review transfer of credits; but do not guarantee acceptance of credit.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

All programs in All Healthcare Institute is awarded a diploma credential. The transferability of credits you earn at All Healthcare Institute (AHI) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the educational program you earn in AHI is also at the complete discretion of the institution to which you may seek to transfer. If the educational program that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending AHI to determine if your educational program will transfer.

Credit Granting Policy

AHI may award credit for hours a student previously completed at an accredited institution only when the prior learning is at a college or university level and meets both of the following conditions:

1. The completed hours is directly applicable to our program;
2. The completed hours show passing grades for both theory and clinical.
3. Official transcripts from previous school must be submitted and evaluated by AHI to award credit.
4. Foreign transcripts must be evaluated by a qualified credential evaluation agency that attests to the qualitative and quantitative equivalency of the foreign education and the specific course or courses for which transfer credit is requested.
1. AHI considers credit earned at institutions accredited by an agency recognized by the U.S. Department of Education or the Council of Higher Education Accreditation (CHEA).

For students seeking credit for earlier education, credit is granted according to Section 2535 of the Vocational Nursing Practice Act Rules and Regulations and the Board of Vocational Nursing and Psychiatric Technician guidance on creating a credit granting policy.

Related education that a student completed in the past five years will receive transfer credit. Such education covers these courses:

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

Credit will be determined by written and/or practical examinations. In order for credit to be considered, the student must:

1. Fill out and submit the Credit Granting Request Form.
2. Submit official transcripts of course work.
3. Satisfactorily perform clinical skills assessment at the required level.

All students who present previous education related to the program must complete the Credit Granting Request form, even if the student does not want the credit and mark the box refusing credit.

An institution equivalency report is required for coursework taken at any other institution, foreign institutions included. Credit may be awarded for earlier education related to the program once an official transcript of record is presented, with credit hours computed from the hours of equivalency.

Request for credit granting and approval must be done and completed before commencing the Vocational Nursing Program. The school will allow a maximum of 450 clock hours to ensure the majority of training will be conducted in the All Healthcare Institute. The student will be given an opportunity to attend the credited classes at no additional cost to the student but rather to serve as review of the credited classes.

Transfer Credit Appeal Process

All students have the right to appeal a transfer credit decision. An appeal must be filed within ten (10) calendar days after receiving a transcript evaluation and should be sent in writing to the Program Director's email: Marcial Calagui's email: mcc@all-hci.com with any supporting documentation

All appeal deadlines and decisions are final and no exceptions can be made. Transfer or Articulation Agreements

No transfer or articulation agreement exists between All Healthcare Institute and any other college or university.

All Healthcare Institute has no consortium or contractual agreements with other providers to deliver any portion of its programs.

Nondiscriminatory Policy

All Healthcare Institute admits students of any race, color, national and ethnic origin, granting them all rights, privileges, programs, and activities the school generally provides or offers to students. It does not discriminate on the basis of race, color, national and ethnic origin in administering its educational and admissions policies, its scholarship and loan programs, or its athletic and other school-administered programs.

SECTION 5

Tuition, Fees, and Refunds

Tuition and Fees

Students should pay every required fee according to stated policies or make arrangements with the Financial Office. Listed fees are subject to change.

Course Programs	Non Refundable Registration	*STRF	Tuition	NCLEX Prep Materials Skills Lab Supplies	Textbooks / Handouts	Uniform	TOTAL CHARGES
Vocational Nursing (VN)	$150	$0	$21,320	$750	$670	$250	**$22,990 + Registration Fee**
Nurse Assistant (NA)	$50	$0	$1,888	$0	$52	$60	**$2000 + Registration Fee**
Home Health Aide (HHA)	$50	$0	$639.50	$0	$30	$30	**$695 + Registration Fee (outsider)**
Home Health Aide (HHA)	0	$0	$340	$0	$30	$30	**$400 Includes Registration Fee (AHI NA graduate)**

Other Associated Fees for Enrollment

Background Check Fee: $65 (Paid by students directly to American Data Bank) Live Scan Fingerprinting: $70 (Paid by students directly to vendors)

Payment Schedule

Paying students are responsible for paying program fees each month within the timeframe shown on the statement of account. A student who cannot pay within the given timeframe must notify the Administration in writing, explaining the reason and stating the date by which payment is expected. A student who is unable to pay program fees will not be allowed to progress in the program.

Collection of Delinquent Tuition

1. A written notice of the unpaid balance.
2. A follow-up call one week after the first written notice.
3. A second written notice 30 days after the first.
1. A follow-up call one week after the second written notice.
2. A third written notice 30 days after the second.
3. A follow-up call one week after the third written notice.
4. Final courtesy follow-up call.
5. Absent satisfactory payment arrangements, the Credit Bureau will be notified of the student's balance, and delinquent accounts will be sent to collections. All costs of collecting the amount owed will be charged to the student's account.

Financial Assistance

All Healthcare Institute does not participate in Federal, State, City or Local County Student Aid programs.

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

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

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

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

All Healthcare Institute shares information on its financial aid programs and policies through these published documents:

1. Catalog (covers eligibility requirements, how to apply, academic progress requirements and the aid programs offered)
2. All Healthcare Institute Website

Scholarship is available through Sea Cliff Healthcare Center for the NA program. In order to receive the Scholarship, student **must agree to 12 months full time employment as a CNA at Sea Cliff Facility** and must begin employment *immediately* or as agreed, after the student successfully passes the certification exam from California Department of Public Health and is officially a Certified Nurse Assistant.

Cancellation and Refund Policy

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

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

Student's Right to Cancel

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.

The school shall refund all monies paid less a registration fee if notice of cancellation is made through attendance at the first class session. The institution shall pay or credit refunds within 45 days of student's cancellation or withdrawal.

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

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

Mailing Address:

Marcial Calagui, Program Director All Healthcare Institute

12235 Beach Blvd., Suite 114

Stanton, CA 90680

Email Address:

mcc@all-hci.com

Tel: 714-799-1550

Tuition Refund Policy

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

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

The examples below show how a refund is calculated.

Example #1: The vocational nursing program at All Healthcare Institute has 1644 hours of instructional time and costs $17,680.00 in tuition. The student withdraws from the program after attending 300 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of $4,000.00.

How much, if anything, would be refunded?

First, the cost per hour of instruction is established by dividing the total hours of the program (1644) into the total cost of the program ($17,680.00): $17,680.00 / 1644 = $10.75/hour. In the example above the student attended 300 of 450 hours scheduled, 66.6%. Based on the policy above student is charged the full 450 scheduled hours. The student is charged $4,837.50 (450 x 10.75 = $4,837.50) the student does not have a refund.

Example #2: The student withdraws from the program after attending 270 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of $4,000.00.

How much, if anything, would be refunded?

In example #2 above the student attended 270 of 450 hours scheduled, 60%. Since student only completed 60% ofthe scheduled hours, based on the policy above student is charged only the 270 hours attempted. The student is charged $2902.50 (270 x 10.75 = $2902.5) the student's refund is calculated below.

Amount paid	$4,000.00
Less: Nonrefundable registration fee	150.00
Less: Tuition cost incurred	2.902.50
Refund due the student	$947.50

The student must return all equipment, books, and uniforms issued. Any of these items that are not returned will be charged to the student at the amounts listed in the Enrollment Agreement. Any refund owed to the student will be paid by the school no later than 45 days after the date of withdrawal.

Student Tuition Recovery Fund (STRF)

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

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

(4) year period, unless the period has been extended by another act of law.

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

Cancellation of a Program by the School

The School may cancel a student's enrollment when the student fails to meet the school's eligibility requirements, in case of emergency, and/or due to low enrollment. At any time, the school may postpone or reschedule any class or instructor. Written notice of cancellation will be given, stating the reasons for the action.

SECTION 6

Academic Policies

Satisfactory Academic Progress (SAP) and Grading

Institutional Policy for All Clock-Hour Programs

Policy Statement. All Healthcare Institute requires every student to maintain satisfactory academic progress toward program completion. This policy applies consistently to all students enrolled in the Vocational Nursing (VN), Nurse Assistant (NA), and Home Health Aide (HHA) programs, regardless of whether the student receives financial aid. Because the institution offers clock-hour programs of different lengths, this policy contains common institutional rules and separate program-specific standards within one unified SAP policy.

1. Program Standards Summary

Program	Published Hours	Normal Timeframe	Maximum Timeframe (150%)	Official SAP Evaluation Points
VN	1,530 clock hours	54 instructional weeks	2,295 clock hours / 81 weeks	450, 900, 1,216, and 1,530 clock hours
NA	162 clock hours	6 instructional weeks (day) or 8 instructional weeks (evening)	243 clock hours / 9 weeks (day) or 12 weeks (evening)	81 clock hours and 162 clock hours
HHA	40 clock hours	1 instructional week	60 clock hours / 1.5 weeks	20 clock hours and 40 clock hours

Students must successfully complete all required clock hours and all required theory, lab, skills, and clinical competencies in order to graduate.

1. Common SAP Requirements for All Programs
    - **Qualitative Standard:** Students must maintain a minimum cumulative academic average of 75% in didactic coursework and earn a satisfactory/pass determination in all required skills, lab, and clinical components, unless a program-specific section states a more detailed progression rule.
    - **Quantitative Standard:** Students must successfully progress through the program at a rate that permits completion within the applicable maximum timeframe. For clock-hour programs, progress is measured in completed clock hours and successful completion of required competencies.
    - **Maximum Timeframe:** A student must complete the program within 150% of the published program length, measured in clock hours and calendar time, as stated in the table above.
    - **Official Evaluation Points:** SAP is formally evaluated only at the checkpoints listed in this policy for each program. Early alerts, tutoring checks, and faculty conferences may occur before those checkpoints but do not replace official SAP evaluations.

- **Status Definitions:** A student may be in good standing, warning, probation, or terminated status depending on the results of an official SAP evaluation. Warning and probation are used only as described in Section 5 of this policy.

1. Program-Specific Qualitative Standards

Evaluation Methodology for Student Progress in the VN Program

The progress of the student for each subject is based on written examinations covering the theoretical content for the learning objectives. The results are discussed during monthly faculty meetings with the objective of improving and maintain student learning.

Students are measured for their performance each term. Students must achieve 75% or better for each subject and must have 75% or better for each subject in order to move on to the next term. There are a minimum of five (5) subjects per term. To address student weaknesses early, any student who scores below 75% on a scheduled theory exam, unit test, midterm, final, or required standardized/content exam must complete a faculty-directed tutorial or remediation session before taking the next exam in that course, as described in the Remediation Policy. Students will be allowed two remediations in a term. If a student's grade is below 75% in a subject the student will need to attend mandatory tutoring for the next subject to improve his/her performance and will be put on a warning status. If the student's grade is below 75% a second time the student will continue to attend tutoring and will be placed on a probation status to avoid the third failed subject. A student with three or more subjects below 75% is not eligible for end-of-term remedial testing unless the Program Director approves review based on documented extraordinary circumstances. Please see tutoring session request form.

At the end of each term all grades will be calculated to determine the student's performance to evaluate competencies to move forward. If the student has one or two subjects below 75%, the student may be considered for end-of-term remediation with Program Director approval, provided the student has completed required tutorials, has no unresolved unsafe clinical performance, and has satisfied attendance, make-up, and program requirements; the student must pass the remedial exam(s) to move to the next term. Please see remediation policy and remediation form.

At the end of each term, to help the students, the school has integrated a week off before starting the next term dedicated to helping the students with remediation or makeup hours and NCLEX materials preparation with NextGen type questions.

If the student earns below 75% in one of the subjects for the current term due to the failed subjects and failed remediations, the student will be terminated from the program.

Students may re-enroll and repeat the failed subject. Students will resume attendance at the start of the subject to be repeated. Repeated subject will be charged for the hours repeated according to the current hourly rate of the tuition. Re-enrollment is allowed if space is available.

VN Program Grading System

Students are graded on objective written tests in class lectures, assignments and return demonstrations of clinical skills. Any written assignment not submitted when due or any test missed will be rated zero.

Students will have one week to make up or zero will stay in record. The student's final grade will be computed based on the following average:

Evaluation Criteria Per Subject Matter

A. Theory:

Quiz/Homework	25%
Unit Test	35%
Final Exam	40%
Total	**100%**
Grading Scale:	
95-100	Excellent
90-94	Very Good
85-89	Good
80-84	Satisfactory
75-79	Average
Below 75	Fail

The clinical instructor with the intent of ensuring students the opportunity to perform required clinical skills satisfactorily monitors student skills list. Skills lab is also available to students around class time for the purpose of improving skills. The faculty initials skills when a student has performed the skill satisfactory. The skills checklist serves as an evaluation tool for the students and faculty to guide student individual needs.

The clinical grading scale reflects 75 -100 % as satisfactory, and 0 – 74 % as unsatisfactory. Students are required to satisfactorily pass the clinical component of the term to receive credit for the term. The clinical grading is on a pass/fail basis according to the evaluation criteria outlined in the syllabus. If clinical performance is rated unsatisfactory or unsafe, the student will not be allowed to progress in the program. Students may be dropped without warning at any time for unsatisfactory or unsafe patient care.

Generally, unsatisfactory/unsafe clinical performance is determined by the following:

1. Unsatisfactory performance to achieve clinical objectives.
2. Poor standards in professionalism due to absences and tardiness.
3. Regression to a previous of lesser level of performance.
4. Unsafe patient care, which is defined by, but not limited to:
5. Patients are placed in physical or emotional jeopardy.
6. Communication (written or verbal) is incongruent with care provided.
7. Inability of the student to comply with written and/or verbal instruction in the clinical setting.

B. Clinical:	
Professionalism	15%
Drug Study	15%
Skills	70%

Total	100%

Percentage Equivalent	Rating Scale
75% - Above	Pass
74% - Below	Fail

Students' professionalism will be based on punctuality, participation and cooperation.

Instructors rate each student's performance using the VN Skills Checklist, the tool that determines whether the student's performance evaluation is satisfactory. Students who pass all clinical skill competencies are considered to have successfully met Satisfactory Academic Progress and may move on to the next term.

A student who fails a subject's clinical component will be offered remediation and must meet with the program director regarding the remediation process:

1. In the Skills Lab, the student must demonstrate the clinical skill competencies that were failed and pass them.
2. Once the student shows a satisfactory performance evaluation on the identified clinical skill competencies, the student may advance to the next term.
3. During the clinical evaluation, the faculty and the director will prepare a remediation action plan. Right after remediation, all outcome documentation is to be entered in a separate binder, and at-risk students are to be addressed. A copy of this record will be placed in each student's individual academic folder.
4. The student is monitored closely for any sign of a further failure.

Remediation Policy (VN Program)

Purpose and Policy Statement

The Vocational Nursing Program uses remediation to identify students at risk early, strengthen student understanding before progression to more advanced concepts, document interventions, and protect patient safety. The school evaluates student performance to determine the need for remediation, academic warning/probation, delay of progression, or removal from the program.

Remediation is an academic support process. It is not a guarantee of passing, grade change, progression, graduation, or NCLEX-PN success. Students remain responsible for meeting all published course, clinical, attendance, conduct, and program completion requirements.

Mandatory Tutorial After a Failed Exam

Any student who scores below 75% on a scheduled theory exam, unit test, midterm, final, or required standardized/content exam must complete a faculty-directed tutorial or remediation session. The session should be scheduled promptly after grades are posted, preferably before the next exam in the same course. Until remediation is completed, the student may not take the next exam in that course or progress to related clinical or skills objectives, unless the Program Director approves an exception for educational reasons and patient safety is not affected.

Remediation may include review of missed objectives, test-taking strategies, study plans, assigned readings, ATI or online resources, practice questions, skills lab practice, or other faculty-assigned activities. Review of secure exam items is not required. Completion of remediation does not change the original exam grade unless a syllabus-approved make-up exam, grading error, or validated testing irregularity applies.

Failure to attend or complete required remediation may result in probation, denial of progression, additional remediation, or termination from the program.

End-of-Term Remediation Eligibility

At the end of the term, a student with one or two subjects below 75% may be considered for end-of-term remediation with Program Director approval, provided the student has completed required tutorials, has no unresolved unsafe clinical performance, and has satisfied attendance, make-up, and program requirements.

A student with three or more subjects below 75%, unresolved clinical failure, unsafe clinical performance, unresolved attendance or make-up deficiencies, or failure to complete assigned remediation is not eligible for end-of-term remedial testing, unless the Program Director approves review based on documented extraordinary circumstances.

End-of-Term Remedial Exam

A remedial exam will cover the subject being remediated and will generally consist of 100 questions, unless another approved method is more appropriate. The student must score at least 75% to pass. If passed, the highest grade recorded for that subject will be 75%.

If the student does not pass the remedial exam, does not complete required remediation, or fails to appear without an acceptable documented reason, the original final grade remains in effect and the student will not progress. Only one remedial exam attempt per subject is allowed unless the Program Director approves a documented exception.

Clinical, Skills Lab, and Safety Remediation

Immediate remediation may be required for unsatisfactory clinical performance, skills deficiencies, unsafe practice, medication or documentation errors, unprofessional conduct, or failure to meet clinical objectives. Remediation may include simulation, skills lab practice, return demonstration, written reflection, case study, or additional supervised clinical time if available. A student may be removed from clinical pending remediation or terminated immediately for serious safety risks.

Documentation and Student Rights

All remediation activities, assignments, acknowledgments, outcomes, and Program Director decisions will be documented in the student's academic file. Students are responsible for attending scheduled remediation, completing assigned work, and meeting deadlines.

A student who believes a remediation decision was made in error may use the school grievance procedure. Filing a grievance does not automatically delay academic, attendance, clinical, or safety requirements unless approved in writing by the Program Director.

The school reserves the right to deny progression or terminate a student who is unable to meet required objectives, hours, safety standards, or remediation requirements within the program schedule.

At the end of each term, in order to help the students, the school has integrated a week in between before starting the next term dedicated to helping the students with remediation or make up hours and NCLEX materials.

Remediation Process

The Remediation Form will be completed and signed by the student and the instructor or Program Director. The remediation is designed to help students improve the overall grade point average to help meet students' academic progress requirements. See sample table below:

VOCATIONAL NURSING PROGRAM	HW/Quiz	Unit Test	Final Exam	Final Grade		After Remediation
Term I	**25%**	**35%**	**40%**	**100%**		Final Grades
Anatomy and Physiology	95	60	60	68.75		75.00
Nutrition	100	75	60	75.25		75.25
Growth and Development	100	85	82	87.55		87.55
Psychology	100	65	75	77.75		77.75
Foundations of Nursing	100	60	70	74.00		75.00

Based on the sample above, the student's Term I performance is unsatisfactory with two subjects below 75%. The student needed to take a remedial exam for Anatomy and Physiology and Foundations of

Nursing in order to meet the 75% overall GPA for the term. The student must have all grades with 75 or better to avoid termination.

Nurse Assistant (NA) and Home Health Aide (HHA) Qualitative Components NA/HHA

Students in the NA and HHA programs must maintain a minimum average of 75% in didactic coursework and must receive a satisfactory/pass determination in all required skills and clinical competencies.

Because these programs are short clock-hour programs, deficiencies are addressed promptly through faculty counseling, tutoring, supervised practice, make-up work, or make-up hours, as applicable.

A failing didactic average, an unsatisfactory skills or clinical evaluation, unsafe performance, or failure to complete required competencies by the scheduled evaluation point results in a finding that the student is not meeting the qualitative SAP standard. When appropriate, AHI may require immediate remediation before the student can continue or complete the program.

For pass/fail skills, lab, or clinical components, Pass is treated as successful completion and Fail is treated as not successfully completed for SAP purposes.

Qualitative Standard (Grades/Competency)

- Minimum Passing Standard: 75% average for all didactic assessments and Pass on all required skill/clinical competencies.

Method of Evaluation			GRADING:	
Description	Weight		95-100	Excellent

Method of Evaluation			GRADING:	
Quiz	15%		90-94	Very Good
Unit Tests	30%		85-89	Good
Attendance/Professionalism	15%		80-84	Satisfactory
Final Exam	40%		75-79	Average
Total Grade:	100%		Below 75	Fail

- Clinical Competency: Students must meet all clinical objectives and receive a satisfactory site evaluation; incomplete or unsatisfactory clinical performance = Fail, regardless of didactic average.

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

1. Quantitative Standards and Effect of Academic Events

Item	SAP Treatment
Withdrawals / unofficial withdrawals	Hours scheduled through the withdrawal date are counted in attempted hours for pace and maximum timeframe calculations. Because the hours are not successfully completed, a withdrawal may cause the student to fail SAP at the next official evaluation point.

Item	SAP Treatment
Incomplete work	Incomplete coursework or competencies are not counted as successfully completed until the incomplete is resolved. The scheduled hours remain in attempted hours and may affect SAP until the incomplete is cleared.
Repeated coursework or repeated skills/clinical assignments	Repeated hours count in attempted hours and extend the time needed to complete the program. A repeated course, subject, or competency may therefore affect pace and maximum timeframe.
Transfer credit	Accepted transfer credit applies to the number of hours accepted toward program completion and is counted as both attempted and completed for maximum timeframe purposes. Transfer credit does not carry an institutional grade point average at All Healthcare Institute.
Proficiency credit / challenge / prior learning, if awarded	Any proficiency or challenge credit awarded by the institution is counted as both attempted and completed for the applicable hours or competencies and is included in the calculation of the student's maximum timeframe. No institutional grade is assigned unless required by the program.
Remedial coursework / make-up assignments / tutoring	Required remediation, make-up assignments, tutoring, lab practice, or supervised make-up clinical time may be assigned to help the student regain SAP. Such activity does not remove previously attempted hours and may extend the time needed for completion.

Item	SAP Treatment
Non-credit courses	If the institution requires a non-credit activity or module for successful completion of the program, the student must complete it satisfactorily. Required non-credit activity is treated as part of the student's SAP evaluation to the extent it affects required hours or competencies.
Pass/Fail grades	Pass counts as successfully completed. Fail counts as not successfully completed. Pass/Fail outcomes in clinical, skills, lab, or externship components are included in SAP evaluations because all required competencies must be passed.
Leave of absence approved under institutional policy	An approved leave of absence does not count as completed hours during the leave. The student's SAP status is re-evaluated when the student returns, and the student must still complete the program within the maximum timeframe unless otherwise permitted by law or accreditor guidance.

1. **Effect of Not Meeting SAP, Warning, Probation, Appeal, and Reinstatement**
    - **Good Standing:** A student who meets both the qualitative and quantitative SAP standards at an official evaluation point remains in good standing.
    - **Warning:** If a student fails to meet SAP at an official evaluation point for the first time, the institution may place the student on warning for the next evaluation period if the institution determines the student can reasonably regain SAP during that period. The warning decision is documented in the student file and communicated in writing.
    - **Probation:** If the student does not regain SAP by the end of the warning period, or if the institution elects not to use warning, the student may appeal. Probation may be granted only after a successful written appeal and a determination that the student can meet SAP by the next evaluation point or under an approved academic plan.
    - **Termination / dismissal:** A student who does not meet SAP and does not successfully appeal, or who fails to meet the conditions of warning, probation, or an academic plan, is terminated from the program and is not eligible to continue attendance until reinstated under institutional policy.
    - **Appeal process:** A student may appeal a SAP termination or loss of eligibility in writing to the Program Director within 10 calendar days of the SAP notice. The appeal must explain why the student failed to meet SAP and what has changed that will allow the student to meet SAP at the next evaluation point. Supporting documentation may be required. The institution will issue a written decision within 5 business days of receiving a complete appeal.
    - **Reinstatement:** A student who has been terminated for failure to meet SAP may request reinstatement in writing. Reinstatement may be granted when the student provides documentation of mitigating circumstances, demonstrates readiness to succeed, and is approved by the Program Director or designee. Reinstated students may return on warning, probation, or an academic plan, as determined by the institution. Reinstatement is not guaranteed and is subject to space availability and any applicable re-entry requirements.
    - **Academic plan / remediation:** When appropriate, the institution may require an academic plan, tutoring, remediation, make-up hours, counseling, or other conditions to support student success. Failure to comply with the plan is grounds for a finding that SAP has not been regained.

- **Unsafe clinical performance:** Nothing in this SAP policy prevents the institution from immediately removing a student from clinical or terminating enrollment when the student presents unsafe patient care or conduct concerns under program rules. Such action is treated as a failure to meet SAP and/or program standards, as applicable.

1. **Program Progression Benchmarks**

Program	Checkpoint	Minimum Standard to Remain in SAP	If Standard Is Not Met
VN	450 / 900 / 1,216 / 1,530 hours	Minimum 75% in theory subjects completed to date; satisfactory/pass clinical performance; required competencies completed for the term/checkpoint	Student is placed on warning or, if applicable, appeal/probation process; remediation and make-up requirements may be assigned
NA	81 hours and 162 hours	Minimum 75% didactic average; pass all required skills and clinical competencies; sufficient completed hours to finish within maximum timeframe	Student is placed on warning or, if applicable, appeal/probation process; required remediation or make-up hours must be completed
HHA	20 hours and 40 hours	Minimum 75% didactic average; pass all required skills and clinical competencies; sufficient completed hours to finish within maximum timeframe	Student is placed on warning or, if applicable, appeal/probation process; required remediation or make-up hours must be completed

Institutional Interpretation. This policy contains all required SAP elements in one institutional policy. Program-specific differences for VN, NA, and HHA are presented within the same policy because the programs have different lengths, checkpoints, and progression structures.

Attendance Policy

Vocational Nursing Program

Purpose and Attendance Expectation

The student is expected to attend every scheduled theory, skills lab, simulation, and clinical meeting. Attendance is required for students to meet course objectives, required program hours, clinical competency, and safe entry-level practice expectations. Disregard of this policy may result in advisories, probation, denial of progression, course failure, or termination from the program.

Definitions

- **Theory absence:** Not being present for a scheduled theory/classroom session, leaving before release by the instructor, or arriving more than fifty (50) minutes after the scheduled start time.
- **Clinical absence:** Not being present for a scheduled clinical, skills lab, or simulation session; leaving before release by the instructor; being sent home by the instructor/clinical facility; or arriving late when the instructor or clinical facility determines that safe participation is no longer possible.

- **Tardy:** Arriving ten (10) minutes after the scheduled start time and up to fifty (50) minutes late for Theory and no more than ten (10) minutes after the scheduled start time for Clinical. Three (3) tardies in theory equal one (1) theory absence. Three (3) tardies in clinical/skills/simulation equal one (1) clinical absence. Leaving early will be treated the same as tardy. For example: two tardies and one occurrence of leaving early will be treated as an absent and will have to make up a full day.
- **No-call/no-show:** Failure to notify the school and, when applicable, the clinical facility at least one (1) hour before the scheduled start time, except when a documented emergency makes advance notice impossible.

Maximum Absences Allowed

A maximum of two (2) theory absences and two (2) clinical absences are allowed within a term. All absences count toward the maximum, including absences that are later made up.

Exceeding the maximum allowed absences may result in termination from the program if no acceptable documented valid reason is presented and approved, or if the missed hours/objectives cannot be made up within the approved program schedule, available resources, clinical site rules, Board-approved ratios, or patient safety requirements.

Progressive Attendance Action

1. **First absence or pattern of tardiness or leaving early:** The instructor issues an attendance advisory and directs the student to schedule required make-up work.
2. **Second theory absence or second clinical absence in the same term:** The student is placed on attendance probation and must sign an attendance contract and make-up plan approved by the instructor and Program Director.
3. **Third theory absence or third clinical absence in the same term:** The student has exceeded the maximum allowed absences and is referred immediately to the Program Director for retention review. Unless the Program Director accepts a documented valid reason and determines that all missed hours and objectives can be made up without compromising program requirements, the student may be terminated.
4. Further tardiness, leaving early or absence while on an attendance contract, failure to complete make-up work, failure to notify as required, or failure to provide requested documentation may result in termination.
5. A clinical no-call/no-show, patient abandonment concern, or conduct that violates clinical facility requirements may result in immediate removal from clinical and disciplinary action, up to and including termination, regardless of the number of accumulated absences.

Notification and Documentation Requirements

- If an emergency, illness, or other unexpected circumstance arises, the student must notify the school and the clinical facility/instructor, when applicable, at least one (1) hour before the scheduled start time unless a documented emergency makes prior notice impossible.
- Documentation supporting a valid reason must be submitted to the Program Director no later than two (2) school days after the student returns, unless the Program Director approves a different deadline in writing due to the nature of the emergency.
- Acceptable documentation may include, but is not limited to, medical/provider documentation, contagious illness exclusion/clearance, hospitalization or emergency treatment record,

death/bereavement documentation, court or military order, police/fire/accident report, or other documentation accepted by the Program Director.

- The school may verify documentation and may reject documentation that is incomplete, altered, late, unrelated to the absence, or insufficient. Submission of documentation does not guarantee retention or progression.
- Contagious illness, demise of a family member, and equally catastrophic circumstances may be considered for retention; however, all missed hours and objectives must still be made up.

Make-Up Requirements

All theory and clinical absences must be made up. There are no automatically excused absences for required hour/objective purposes. Make-up work does not erase the absence count.

- Theory make-up may include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, research reports, readings, written assignments, or other faculty-approved work tied to the missed objectives.
- Clinical make-up may include performance evaluation in the skills laboratory, or additional supervised time in the clinical area with clients/patients, as approved by the Program Director and consistent with clinical facility requirements and Board-approved ratios.
- Before moving on to the next term, course, clinical objective, or graduation/completion point, students must meet any objectives missed due to absence.
- Make-up days are scheduled by the school based on instructor availability, clinical facility availability, skills lab availability, clinical objectives, program schedule, and patient safety. The student is responsible for attending the assigned make-up session and completing all required work.
- If the school determines that missed clinical or theory objectives cannot be made up within the approved schedule or available resources, the student may fail the course, be denied progression, or be terminated even when the absence was supported by documentation.

Attendance Exception and Retention Review

When a student exceeds the maximum allowed absences, the Program Director may consider a written Attendance Exception and Completion Plan only when all of the following are satisfied:

- The student provides an acceptable documented valid reason by the required deadline;
- The student is otherwise in satisfactory academic, clinical, professional conduct, and remediation standing;
- The missed hours and objectives can be made up within the required timeframe without compromising Board requirements, clinical facility rules, faculty ratios, patient safety, or the program schedule; and
- The student signs a written attendance contract acknowledging that any additional absence or tardy may result in termination.

An Attendance Exception and Completion Plan is discretionary and is not an automatic right. Denial of an exception may be appealed through the school grievance policy, but the student remains responsible for all deadlines and requirements while the grievance is pending unless otherwise approved in writing.

Make-Up Fee

Beginning with the fourth (4th) absence in a term, each additional absence requiring a make-up day will be charged a make-up fee of $100.00 per day. Tardies that accumulate into an absence count toward this fee.

Nurse Assistant and Home Health Aide Programs

The student is expected to attend every meeting of all classes. Disregard of the expectation may result in dismissal from the program according to the following Policy:

- The student is expected to attend every meeting of all classes. Disregard of this expectation may result in probation, suspension, dismissal from the program, required make-up work, and assessed make-up fees according to the following policy:
- Attendance and punctuality are expected in all theory, laboratory, and clinical sessions.
- Absence is defined as not being present for a scheduled class or clinical day, or arriving more than fifty (50) minutes late. A student who arrives more than fifty (50) minutes late will be sent home and the day will be recorded as an absence.
- A tardy is defined as arriving ten (10) minutes late up to fifty (50) minutes after the scheduled start time. Three (3) tardies shall be counted as one (1) absence.
- Excessive tardiness and absences are unacceptable and may result in disciplinary action.
- A student who accumulates three (3) tardies or three (3) absences within a term, whether in theory or clinical, will be placed on academic probation. If the student does not show improvement in attendance while on probation, the student may be suspended for one (1) week from both theory and clinical.
- While serving suspension, the student must make up the hours missed due to previous absences as well as the hours missed during the suspension period. Make up hours due to suspension is subject to make up fee.
- During suspension, scheduled theory assignments may still be submitted according to the syllabus. Unit tests and final examinations may be taken during approved make-up hours.
- Upon completion of the suspension, if the student continues to demonstrate poor attendance, the student may be automatically terminated from the program. Only one (1) suspension for attendance-related violations is allowed.
- All absences for theory and/or clinical must be made up. There are no excused absences. Instructors will issue advisories for theory and clinical absences and tardies. It is the student's responsibility to keep a record of all absences, tardies, and make up obligations.
- Students who exceed three (3) absences in a term shall be considered to have habitual excessive absences. Beginning with the fourth (4th) absence, each additional absence requiring a make-up day will be charged a make-up fee of $100.00 per day. Tardies that accumulate into an absence shall also count toward this policy.
- In the make-up days, theory may be made up by completing readings, written assignments, workshops, or other instructor-assigned activities covering the missed objectives.
- Clinical absences must be made up at the clinical site and/or skills laboratory by completing missed hands-on objectives and required competencies.
- Any objectives missed due to absence must be completed before a student moves on to the next term. Make-up arrangements are to be made with the instructor and approved by the Program Director.
- Make-up days are generally scheduled on Fridays. Available make-up days are posted on the yearly school schedule.
- Required make-up fees must be paid before the make-up day is scheduled or completed, unless other arrangements have been approved by the administration.

- Failure to complete required make-up work, failure to pay required make-up fees, or failure to meet missed objectives may result in probation, suspension, delayed progression, course failure, or dismissal from the program.
- Should an emergency arise, the clinical or theory instructor must be notified by calling the school or clinical facility at least one (1) hour prior to the expected beginning time. Absences and tardiness will be evaluated on a case-by-case basis for purposes of retention or dismissal.
- Contagious illnesses, the death of a family member, and other serious emergencies may be taken into consideration for student retention. However, all missed hours and objectives must still be made up.
- Absences may make it impossible for a student to meet course objectives and may result in failure of the course. Although unexpected circumstances may be unavoidable, all missed time remains subject to the school's make-up requirements and fee policy.

Cutting Classes – Any class a student skips is recorded as an unexcused absence.

Comprehensive Review Policy

Comprehensive Review aims to reinforce and deepen concepts taught in the Vocational Nursing program. Through diagnostic tools, students can gauge the strengths and weaknesses of their own nursing knowledge and skills and develop a plan for areas where growth is needed.

This review is offered at no cost to the students, requires mandatory attendance, and is conducted by an assigned instructor. The Comprehensive Review for graduating students is offered immediately after the end of the 1530 hours of the VN curriculum. Attendance at the Comprehensive Review is required for graduation. The ATI Comprehensive Predictor Exam is administered as part of the review and is one of several factors used to determine each student's readiness for the NCLEX-PN®; it is not a condition of graduation.

After the Comprehensive Review, the school also offers a rigorous NCLEX-PN Review conducted over a period of three weeks by an experienced NCLEX reviewer in a classroom setting. Students are encouraged to attend the review; a separate fee is charged by the outside expert for the review.

Leave of Absence

A student may be granted a leave of absence when acceptable reasons are presented. A leave of absence is granted solely in extreme cases and requires approval by the Program Director, who will set the length of the leave and the specific conditions under which the student returns to study.

An approved leave period may be left out of the maximum time frame within which an individual student is expected to finish the program. This Leave of Absence, combined with any other leaves of absence, must not total more than 180 days in any 12-month period. A student who fails to resume attendance at the school by the date a leave of absence ends is treated by the school as a withdrawal.

Course Withdrawal

To withdraw from a course, students should contact the Program Director and turn in a completed withdrawal form. A student who fails to withdraw officially from a course will automatically be given a grade of "F".

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

The withdrawal date is:

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

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

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

Dismissal Policy

1. Dismissal may be initiated when a student does not meet the terms of any warning and/or probation, i.e. academic, attendance.
2. Displays inappropriate behavior.
3. An instructor may recommend dismissal at any time he or she believes a student's problem or situation has seriously endangered a patient, broken a safety principle, or harmed the welfare of the school or clinical site.

1. When a student commits a serious infraction at the clinical facility, the instructor will remove the student from the clinical area, follow the facility's regulations on the infraction, and notify the Program Director immediately for further instructions. Any student action that puts a patient in danger is grounds for immediate dismissal.
2. When an infraction happens on campus, the student will be sent to the Program Director's office for evaluation and advisement.

Re-Enrollment Policy

1. Depending on space availability in the program, a student may re-enroll and repeat a Term/Subject that he/she failed or did not finish, and All Healthcare Institute will make every possible effort to let the applicant repeat the Term. First, however, the student must give the Program Director a signed, dated letter explaining why he/she should be viewed as a viable readmission candidate, specifically addressing how the issue(s) behind the termination were resolved. Where termination resulted from his or her lack of attendance or progress, the student must show positive proof that the cause has been corrected, thereby ensuring proper attendance and/or progress. Final approval of readmission rests with the Program Director, who also has the right to test any student for a knowledge/skills assessment before readmission is considered. Readmission to the program depends on space availability.

2. A student repeating a term must take its theory and clinical segments of the program concurrently, and the entire term must be repeated. Additional tuition fees will be charged for the term being repeated. The grade earned in the repeated term will replace any earlier grade for that term. All satisfactory academic progress standards must be maintained so the program is completed within the maximum time-frame allowed (one and half times the program scheduled hours).

Graduation Requirements (VN Program)

1. Earn a cumulative grade point average of at least 75% across all courses.
2. Meet every nursing course requirement before the program's maximum timeframe ends.
3. Satisfy all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily complete the applicable clinical or practical or hands-on part of the training.
4. Attend the Comprehensive Review.

Licensure and Certification Eligibility

Vocational Nursing

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

Nurse Assistant Requirement for Certification

After finishing the program, a graduate is eligible to take the Nurse Assistant Competency exam for certification. Documents are to go to the Aide and Technician Certification Section of the California Department of Public Health Licensing and Certification Program (ATCS). The school forwards an original, official transcript confirming the student's successful completion of the program

Eligibility for Certification

The nurse assistant program is approved by the California Department of Public Health (CDPH). At the completion of the training program, the students are qualified to take the certification exam through The NNAAP (National Nurse Aide Assessment Program). Upon successfully passing the certification examination,

the candidate will receive a CNA certification from the CDPH and can practice as a CNA in the state of California.

Examination preparation and scheduling are completed during the final week of instruction. Each student completes a review session and schedules an examination date through the Regional Testing Center for the NNAAP before completing the program, and the scheduling confirmation is retained in the student file.

NATP School refers students to CDPH approved testing vendor, National Nurse Aide Assessment Program for competency evaluation exam.

In 1987, the Nursing Home Reform Act was adopted by Congress as part of the Omnibus Budget Reconciliation Act (OBRA '87). It was designed to improve the quality of care in long - term health care facilities and to define training and evaluation standards for Nurse Assistants who work in such facilities. Each state is responsible for following the terms of this federal law. As defined in the OBRA regulations, a Nurse Assistant competency evaluation program provides specific standards for Nurse Assistant related knowledge and skills. The purpose of a Nurse Assistant competency evaluation program is to ensure that candidates who are seeking to be Nurse Assistants understand these standards and can competently and safely perform the job of an entry - level Nurse Assistant.

There are two parts to the Nurse Assistant competency examination—a multiple - choice knowledge test and a manual skills test. Exam candidates must complete an approved training program, pass both parts of the exam and meet all other requirements of CDPH to qualify for certification as a Nurse Assistant in California. The information in the School Catalog will include Testing Policy to help candidates prepare for the examination.

Scheduling a Nurse Assistant Exam

In order to schedule an examination date, candidates must successfully complete an approved training program. State and federal regulations allow candidates three (3) attempts to pass both the Skills Evaluation and the Written (or Oral) Examination. If candidate should fail either part or both parts three

(3) times, the candidate will be required to successfully complete a state-approved training program and re-take both parts. Candidate must take and pass both the Written (or Oral) Examination and the Skills Evaluation within twenty-four (24) months of the Nurse Assistant training in order to be placed on the California Nurse Assistant Registry.

Each candidate must complete the CNA Exam Registration Form Southern Region (See Exhibit U). The exam fee is not included in the program cost. For re-take exam, candidates are responsible for the appropriate testing fees. The candidate must submit both exam fee and exam registration form directly to:

Regional Testing Center Golden West College 15744 Golden West Street – Forum I, Room 112A Huntington Beach, CA 92647

Testing Day

Bring your original social security card, photo identification, original 283B Initial Application form or original approval notice with you to the examination. (Note: copies of your social security card, laminated social security cards or receipts from the SSA will not be accepted).

If you fail to bring any of the above listed documents or if you do NOT present them at the day of testing registration, you may not take the examination. You will be required to reschedule and pay the rescheduling fee. First and last names on 283b/932 form, photo identification, social security card and all presented documentation must be exactly the same or you will not be permitted to take the examination.

Rescheduling Policy NA Certification Exam

If you are unable to attend your scheduled examination or do not bring the required documents for testing you will be charged a $25 rescheduling fee.

Send and new registration application with the rescheduling fee to the Regional Test Coordination Center to reapply for the exam. A $25 reschedule fee will apply for all cancelled, rescheduled or missed exams. See candidate handbook for details. All registration materials are processed upon receipt, therefore there are no refunds

Home Health Aide Certification Requirements

Upon completion of the HHA 40 hour training program, the school will submit form CDPH 183 to Aide and Technician Certification Section (ATCS) to confirm and inform the student has met all required hours and training for certification.

SECTION 7

Student Conduct and Rights

Student Rights

All Healthcare Institute recognizes the following student rights:

1. Students are entitled to fair, consistent evaluation by their instructors.
2. Students may take reasoned exception to the data or views presented in their courses of study. Although they may be required to know the material the instructor sets forth, they may reserve personal judgment on whether what is presented is true or false.

1. Students are entitled to have faculty hold their classes at the scheduled times and give presentations suited to the course. If a class must be canceled, the instructor shall make an effort to notify students.
2. Faculty and administrators hold primary responsibility for curricular matters, but students shall have the opportunity to help revise and improve the curriculum by serving on operational curriculum committees.
3. Students are responsible for meeting the academic performance standards set for each course. Course performance shall be the sole basis on which students are measured, and the professor shall not penalize students for their opinions or for their conduct outside the classroom in matters unrelated to the class. Students are entitled to a course grade that justly measures their course performance.
4. Information that professors obtain about a student's performance, views, beliefs, and political association while serving as instructors, advisers, and counselors is treated as confidential.
5. Students are entitled to have instructional faculty set a reasonable number of office hours for student conferences.
6. Students are entitled to protection from improper disclosure of personal information. To reduce that risk, records of students' academic, counseling, disciplinary, financial and medical contacts with the school are kept apart from one another. Academic transcripts shall normally include only information on academic status and performance. However, when disciplinary action occurs, a notation of disciplinary status shall be added directly to the transcript of any student who has been expelled or suspended, and a suspension notation is removed when the suspension period ends. Information from disciplinary, financial, counseling, medical, or academic records shall not be released to any person, on or off campus, without the express written consent of the student involved, except in accordance with law.

Student Responsibilities

The basic responsibilities of the student include:

1. Honoring the rights of other people.
2. Upholding the highest level of academic honesty.

1. Respecting others' property, along with the school's property, equipment, facilities, and programs.

2. Avoiding conduct that threatens the health, safety, or welfare of anyone in the school community or its guests.
3. Obeying the normative standards, rules, and regulations of All Healthcare Institute and all federal, state, and local laws.

Standards for Student Conduct

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

All Healthcare Institute is dedicated to a safe and healthy living and learning environment for students, faculty, and staff, and every member of the campus community must choose conduct that supports this goal. Student behavior inconsistent with the Student Conduct Code is handled through an educational process intended to foster safety and good citizenship and, where necessary, to impose appropriate consequences.

Unacceptable Student Behaviors

The following unacceptable behaviors are subject to disciplinary sanctions:

1. Dishonesty, including:
    a. Cheating, plagiarism, or any other academic dishonesty meant to obtain an unfair academic advantage
    b. Furnishing false information to a school official, faculty member, or campus office
    c. Forgery, alteration, or misuse of a school document, key, or identification instrument
    d. Falsely presenting one's self as an authorized agent of the school or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of school property.
3. Willful, material and substantial disruption or obstruction of any on-campus or school-related activity.
4. Taking part in an activity that substantially and materially disrupts the school's normal operations or infringes on the rights of school community members.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic on or toward campus property or at an off-campus school related activity
6. Disorderly, lewd, indecent, or obscene conduct at a school related activity or aimed at a member of the school community.
7. Conduct that endangers or threatens the health or safety of anyone within or connected to the school community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051: "Hazing" includes any method of initiation or pre-initiation into a student organization, or any

pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions. A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act and is also a violation of this section."

1. Using, possessing, manufacturing, or distributing illegal drugs or drug-related paraphernalia, or misusing legal pharmaceutical drugs
2. Using, possessing, manufacturing, or distributing alcoholic beverages, or public intoxication on campus or at a school-related activity.
3. Stealing property or services from the school community, or misappropriating school resources.
4. Unauthorized destruction of, or damage to, school property or other school community property.
5. Possessing or misusing firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals on campus or at a school related activity.
6. Recording, distributing, or publishing academic presentations (handwritten notes included) for a commercial purpose without permission.
7. Misuse of computer facilities or resources, including:
    a. Unauthorized entry into a file for any purpose.
    b. Unauthorized transfer of a file.
    c. Use of another's identification or password.
    d. Using computing facilities, the campus network, or other resources to interfere with another school community member’s work.
    e. Using computing facilities and resources to send obscene, intimidating, or abusive messages.
    f. Use of computing facilities and resources to interfere with normal school operations.
    g. Use of computing facilities and resources in violation of copyright laws.
    h. Violation of a campus computer use policy.
8. Violation of any published school policy, rule, regulation or presidential order.
9. Failing to comply with directions of, or interfering with, any school official or any public safety officer acting in the performance of his/her duties.
10. Any act chargeable as a federal, state, or local law violation that substantially threatens the safety or well-being of school community members or property within the school community, or that significantly threatens to disrupt or interfere with school operations.
11. Violation of the Student Conduct Procedures, including:
    a. Falsifying, distorting, or misrepresenting information connected to a student discipline matter.
    b. Disruption or interference with the orderly progress of a student discipline proceeding.
    c. Initiation of a student discipline proceeding in bad faith.
    d. Attempting to discourage another from participating in the student discipline matter.
    e. Trying to influence the impartiality of any participant in a student discipline matter.
    f. Verbally or physically harassing or intimidating any participant in a student discipline matter.
    g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
    h. Encouraging, allowing, or helping another to commit any act that could subject him or her to discipline.

Sanctions for the conduct above may be applied to applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who leave the school while a disciplinary matter is pending.

Academic Honor Code

Cheating

Cheating is any act, or attempt, of fraud, deception, or truth distortion through which a student misrepresents his or her mastery or grasp of academic information or material. Cheating includes, but is not limited to:

1. Using unauthorized information sources during tests, including, but not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids that the instructor and/or lab administrator has excluded. It also covers any act or use of any item that a reasonable person would regard as cheating.
2. Viewing or using another student's exam, assignment, or other work, or letting another student do the same.
3. Taking an exam or doing an assignment for someone else, or letting someone else complete any portion of one's own exam or assignment.
4. Changing grades or class work and turning it in again for reconsideration.
5. Taking part in any unauthorized communication or assistance with another person during an exam.
6. Buying, copying, accepting, stealing, or otherwise acquiring exam information, assignments, or other class work.

Plagiarism

Plagiarism is presenting another's words, ideas, work, material, or data, in whole or in part, as one's own. Plagiarism includes, but is not limited to

1. Submitting quoted or paraphrased materials as one's own work without having cited the source in some acceptable manner.
2. Copying, using, or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or data, etc., and turning it in as one's own, or letting another student do so.
3. Turning in work prepared by others, or in collaboration with others, as one's own work.
4. Copying another's work so closely that a reasonable person, after carefully weighing the circumstances, would conclude that plagiarism occurred.

Falsification/Fabrication

Falsification or fabrication is any invention or alteration of information intended to deceive. Falsification or fabrication includes, but is not limited to:

1. Creating and submitting falsified, fabricated, or fictitious information, or wrongly attributing its source to another person or material.
2. Forging signatures on required forms or other academic records.
3. Using someone else's identification, falsifying one's own identification, or posing as another person. Altering official academic records or documents without a proper approval process.

Noncompliance with the academic code will result in a failing grade on the examination or the course.

Anti-Bullying Policy

All Healthcare Institute is dedicated to a safe and healthy living and learning environment for students, faculty, and staff, and every member of the campus community must choose conduct that supports this goal. Student behavior inconsistent with the Student Conduct Code is handled through an educational process intended to foster safety and good citizenship and, where necessary, to impose appropriate consequences.

As part of the school's Standards for Student Conduct, the school has adopted the anti-bullying policy below. All Healthcare Institute acknowledges how serious bullying is and the harmful effect it can have on students' lives, and it is therefore fully committed to these key best-practice principles for preventing and addressing bullying behavior:

1. A supportive school environment that:
    - welcomes difference and diversity
    - gives students a safe, non-threatening setting in which to report and talk about bullying
    - builds respectful relationships throughout the school community
2. A common understanding of what bullying is and the harm it causes
3. Prevention and education efforts that build students' empathy, respect, and resilience
4. Close, effective oversight of students
5. Investigation of, and follow-up on, bullying behavior
6. Ongoing review of how well the anti-bullying policy is working

Bullying is defined as follows:

- Bullying is repeated, unwanted negative behavior, whether verbal, psychological, or physical, carried out by an individual or group against one or more other persons over time.
- The definition of bullying includes the following types of behavior:
    - relational bullying, such as deliberately excluding someone or spreading malicious gossip,
    - cyber-bullying, and
    - identity-based bullying, such as homophobic or racist bullying, bullying based on a person's membership in the community, and bullying of people with disabilities or special educational needs.

All Healthcare Institute confirms it has suitable supervision and monitoring policies and practices to prevent and respond to bullying behavior and to allow early intervention when possible. The school will take every reasonably practicable step to prevent bullying or harassment of students on any of these specified grounds, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the community.

Dress Code

Uniforms are to be clean and free of wrinkles. Any change from the regulation uniform requires discussion with and approval by the Program Director.

1. Students wear the complete uniform in class and during clinical training.
2. Students are responsible for keeping their uniforms neat and presentable.

3. Students may wear a plain white sweater or jacket (no hood) over the uniform. Undershirts must be white or match the uniform and be inconspicuous (no flowers, stripes, logos, etc.). Makeup should be moderate.
4. Shoes are to be clean. White shoes and laces are preferred, not required. Shoes must meet hospital safety; no open toes or heels.
1. Footwear will have an all-leather upper, good arch support, and nonskid soles (no clogs). With the dress, plain white hose (preferred) are worn; with pants, plain white socks (preferred) that cover the ankle are worn.
2. Each student must have a watch able to record seconds, a bandage, scissors, a dual-head stethoscope, a penlight, protective eyewear as appropriate, and two black pens.
3. The only jewelry allowed is a watch, a school ring, or a wedding band.
4. Hair must be neat, clean, and kept off the collar; hair that can fall forward is not acceptable. Hair accessories must be plain and small and match the hair's natural color.
5. Beards and mustaches must be kept neatly trimmed.
6. Hats may not be worn.
7. Nails must be manicured. Polish and artificial nails of any kind are prohibited. With the palm turned up, nails may not extend beyond the fingertips.
8. Tattoos are to be covered by the school uniform or a white undergarment. Body piercing accessories are prohibited in class and clinical areas.
9. Student ID badges must be visible when worn in class, at clinical sites, and at approved school activities.
10. Except in emergencies, beepers/cell phones may not be used in the classroom or clinical area unless the instructor gives consent.
11. Chewing gum is prohibited in class and in clinical areas.

Complaint Policy and Grievance Procedures

All Healthcare Institute is dedicated to an educational climate that supports each individual's personal and professional growth. To uphold this commitment, the school has established procedures through which students may pursue grievances, and resources and procedures exist to help students resolve complaints and address concerns.

A complaint concerns any problem, issue, or concern that is not a disciplinary measure. When a student believes a disciplinary measure is unfair or excessive, or is dissatisfied with a grade, progression, probation, or program dismissal, the proper course is an appeal rather than a complaint. Appeals follow the school's established procedures.

A formal complaint, as the school defines it, is a written report in which a student or other constituent raises a serious concern. It may be academic or nonacademic.

A student may bring an academic complaint about how the school delivers education and academic services that affect his/her role as a student. Examples of academic grievances include, without limitation, allegations that a faculty member: discriminated against students in the classroom, e.g., by singling out particular students for preferential or adverse treatment; did not follow school or program policies when conducting classes or examinations; or acted in a capricious, unreasonable, or arbitrary manner that adversely affects student performance. Nonacademic grievances include, but are not limited to, claims of sexual harassment;

discrimination, including discrimination based on a disability; or a school employee or another student infringing on a person's rights or sensibilities.

Before starting the formal Grievance Procedures, the student must make a good faith attempt to settle the dispute with whoever was responsible for the action.

Procedure for Addressing Student Grievances

The grievance procedures are as follows:

1. The student will set up a meeting with the faculty member to talk about his/her grievance.
2. The faculty member must meet with the student within 48 hours. If the complaint involves the faculty member, the Program Director will meet with the student and that faculty member to discuss and resolve the matter.
3. If the matter remains unresolved, the student will schedule a meeting with the Program Director and submit the grievance to the director orally and in writing on the Complaint/Grievance Form. The meeting request will be granted within 72 hours.

The final decision rests with the Program Director, and the student will be informed of it within 24 hours.

If the complaint is against the Program Director, the student will take the complaint to the School Director.

Where support staff or administrative personnel are involved, the Chief Financial Officer/School Administrator will talk the matter over with the student and that employee.

Record of Complaints

Complaints must be made in writing and signed by the complainant. The Program Director maintains a complaint log recording, for each written complaint, the date received, the program, the nature of the complaint, the review conducted, the action taken, the resolution, and the date the student was notified of the decision. Complaint forms, written statements, and related correspondence are retained in institutional files.

A student will not be subject to retaliation for filing a complaint in good faith.

A student who is dissatisfied with the decision may contact the appropriate state agency:

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

Bureau for Private Postsecondary Education (BPPE) 1747 N. Market Blvd. Ste 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818 Website: **www.bppe.ca.gov**

Phone: (916) 574-8900 | Toll free: (888) 370-7589 | Fax: (916) 263-1897

Vocational Nursing students: Questions on scope of practice and nursing education are usually handled by the nursing education consultants (NEC) in the Board's Education Unit. To reach an NEC, call the Education Unit secretary directly at (916) 263-7843.

Mail your inquiry to the Board's Sacramento office at:

Board of Vocational Nursing and Psychiatric Technicians 2535 Capitol Oaks Drive, Suite 205

Sacramento, CA 95833

Phone: (916) 263-7800 Fax: (916) 263-7855

E-mail: bvnpt@dca.ca.gov

Nurse Assistant and Home Health Aide students: The Nurse Assistant and Home Health Aide programs are approved by the California Department of Public Health (CDPH), Licensing and Certification, Nurse Assistant Certification Section:

California Department of Public Health

Licensing and Certification, Nurse Assistant Certification Section

MS 3301, P.O. Box 997416

Sacramento, CA 95899

SECTION 8

Student Services and Records

Student Services

All Healthcare Institute is dedicated to educating the "whole person." Activities and programs that foster students' personal growth and development complement classroom learning.

Faculty and staff are dedicated to helping students grow intellectually, physically, socially, morally, and spiritually. AHI offers a comprehensive range of student services, and every activity and program aims to give students positive, rewarding experiences of personal growth while at AHI.

The following areas are included in Student Services:

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

Tutoring Services – assist students who struggle in their subjects, plus those who know their study skills are weak and who have trouble in certain courses.

Career & Employment Services – offer a range of opportunities and experiences that empower our students and alumni to pursue their career goals successfully.

Campus Learning Assistance Services - help students master course material more fully through course-specific tutoring and the development of academic skills. Small group tutoring and workshops cover note-taking, reading, time management, exam preparation, memory and concentration, and other study skills to help students build their academic skills.

NCLEX Preparation Through Assessment Technologies Institute (ATI) – readies students for the NCLEX exam by building their knowledge base systematically over the course of their nursing education. The program aims both to raise NCLEX pass scores and to reduce program attrition by identifying at-risk students early.

NCLEX Preparation Through Lippincott® Ready for NCLEX (LRN) – provides Next Generation NCLEX-style questions, real-life case scenarios, practice examinations (Mastery Level Exercises), and Clinical Judgment Foundations PN/VN assessments to prepare Vocational Nursing students for the NCLEX-PN.

iSpring Learning Management System (LMS) – delivers Vocational Nursing coursework, homework, assignments, and examinations, giving students access to course materials during and beyond class hours.

Nurse Assistant Certification Exam Practice – Nurse Assistant students are referred to practicecnatest.com for free practice examinations to prepare for the written certification examination.

An instructor may initiate counseling when a student's class or clinical performance does not meet standards. Counseling sessions will take place on theory days or once class or clinical hours end, or, if absolutely needed, at any time during class or clinical hours by the Program Director.

When a student's problems are found to require urgent intervention, the Instructor, Director, or designee may intervene immediately as needed.

Every counseling session is to be documented on the anecdotal form, with a copy given to the student and the original placed in the student's file.

A student whose grade falls below the school's minimum passing grade of 75% must request, and set aside time to attend, a tutorial/review session with an available instructor/tutor assigned by the Program Director. The student is responsible for arranging to meet with the instructor or the Director.

AHI provides individual tutoring to every student who does not meet satisfactory academic progress, and the school maintains a tutorial program that helps its students succeed in the course. Naturally, students in a class do not all progress at the same pace, and some require extra help. Often these students need to develop good study habits; others must acquire test-taking skills, and still others need help with class assignments. Because a teacher can devote only limited time to any single student, a tutor fills this role. AHI provides individualized tutoring to students who would benefit from it.

Employment Placement Services

All Healthcare Institute, Inc. offers employment assistance to its graduates and attempts to place each one, but **cannot guarantee employment.**

Our Career Services staff assist students in:

1. Exploring the full range of jobs and career paths that fit their goals.
2. Building job-search competencies and tools, such as resume writing, job search skills, career portfolios, and interview techniques, to present themselves effectively as employment candidates.
3. Finding out about job openings and potential employers.
4. Making employer connections via job listings, campus interviews, networking, referrals, publications, and information technology

Career services staff build and sustain employer relationships that offer students career development and employment opportunities.

Library Service

It provides a range of innovative materials and services needed to support instructional programs.

Online resources are provided for students in VN and NA programs.

Students may draw on its wide range of materials for projects, research, homework, assignments, review, remediation, and other enrichment activities.

The assigned custodian/librarian shall be instructed to oversee the logbook in which students sign in and out of this facility.

Service Hours:

Monday-Friday 9am-5pm

Regulations:

1. Check in your school ID and bag before entering.
2. Keep noise down so others can study and read.
3. Talk only when needed to take care of library business.
4. Silence cell phones and do not use them in the library.
5. No food or drinks are permitted in the library.
6. Handle furniture, equipment, books, and other property carefully.
7. Library materials must not be damaged, marked, or defaced, and pages must not be dog-eared or hold paper clips or post-its.

Borrowing Policy:

1. An item may be renewed once, for the same period as the original checkout, unless another student has put a hold on it.
2. Students may borrow up to two items at a time.
3. Each item may be kept for three days.
4. Items kept beyond three days are considered overdue, and borrowing privileges are suspended after a second overdue notice.
5. Library patrons are expected to return library materials in as good of condition as when borrowed. Each student will be responsible for materials checked out, including fines for late returns, lost items, and items damaged beyond repair. A $2 a day fine will be imposed for each book checked out and not returned on time.
6. Lost and damaged items will be charged at replacement cost. A lost or damaged item may instead be replaced with a new, exact copy.

Housing Information

All Healthcare Institute does not control any dormitory facility and provides no housing accommodation to its students. In addition, the school bears no responsibility for finding housing or helping a student find it. Students are responsible for securing their own housing.

The area offers many apartment complexes around the campus with rent ranging from $700 to $975 for an unfurnished room. Most apartments supply an oven, refrigerator, dishwasher, and laundry facilities.

Renters typically pay their own monthly utilities. Townhomes, condominiums, and single houses are also available, with rents from $1500 to $1900 per month. Low-rent apartment housing at subsidized government low-income rates is also available.

Student Records and FERPA

Family Educational Rights and Privacy Act (FERPA)

AHI complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives students enrolled in any educational institution certain rights with respect to school records.

This right to privacy belongs to the student. In general:

1. Before releasing any information in a student's educational record, institutions must obtain written permission from the student.
2. Institutions may disclose directory information in a student's educational record without the student's consent.
3. Institutions are well advised to inform the student of such disclosure and to obtain the student's written permission to release any of his or her educational records, directory information included.
4. Institutions should allow the student ample opportunity to request in writing that the school not disclose directory information about them.
5. Except in very limited circumstances, institutions must not release students' non-directory information without students' written consent.

6. Institutions should inform students of their FERPA rights by means of annual publications.
7. If in doubt, it is always wise to be cautious and to refrain from releasing any student educational records until the student has been fully notified of the disclosure.
8. The school should always obtain the student's written consent before sharing educational records with third parties.

Retention of Student Records

The Admissions Office is responsible for ascertaining that school records maintenance, storage, security and management are in compliance with the Bureau's record-keeping requirements, and school's policy, procedures, rules and regulations. The institution maintains records for each student, whether or not the student completes the educational service, for a period of not less than five years at 12235 Beach Blvd., Suite 114, Stanton, CA 90680 after the date of the student's graduation, withdrawal, or termination.

All AHI student records, academic and financial alike, are organized, maintained, and stored on computer so that they can be retrieved electronically. In electronic format, these records are easily accessible and may be inspected by the Bureau upon request.

Printed copies of both historical and current student records are also readily available. Every hard copy record is scanned and saved online, with back-ups kept on a separate hard drive to guard against damage and loss.

AHI keeps every student's transcript permanently.

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

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

13. Satisfactory academic progress report

The institution likewise keeps complete and accurate records of every educational program it offers and the curriculum of each, as well as files on all past and present faculty and staff.

During normal business hours, the institution always has personnel scheduled on site who are able to run the devices and can explain their operation to anyone the state authorizes to inspect and copy records.

Records Custodian:

Leica Paringit

12235 Beach Blvd., Suite 114, Stanton, CA 90680 Location of Records:

Physical Address: 12235 Beach Blvd., Suite 114, Stanton, CA 90680 Phone: 714-799-1550

Each quarter, the School Director/Compliance Officer (George Dayrit) and the Program Director (Marcial Calagui) check that records management and retention are being handled properly.

Student Location Policy

Purpose:

This policy outlines how All Healthcare Institute determines a student's physical location at the time of enrollment and the procedures students must follow to report any changes in their physical location.

Definition of Physical Location:

For purposes of this policy, a student's physical location is the state where the student is physically present while participating in the program (including online instruction, on-campus instruction, lab, externship/clinical, and any other required educational activity).

A student's physical location and a change to that physical location may impact their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment and whether the curriculum continues to meet licensing or credentialing requirements.

This Policy also outlines the institution's obligation to provide direct notice when a location change affects a student's enrollment, licensure eligibility, or program participation.

Failure to report a change in location may impact a student's eligibility for certain programs, financial aid, or licensure. Students are encouraged to maintain accurate location records to avoid disruptions in their education.

Determination of Student Location:

At the time of enrollment, a student's physical location is determined using:

- Permanent Address provided during the admission process.
- Mailing Address, if different from the permanent address.
    - Mailing Address is for information purposes only not a determining factor

The school will verify the student's physical location using documentation such as a driver's license, state ID, and signed admission application. A change in physical location is considered "determined" when the student notifies the school of relocation outside of California or when the institution receives other reliable information indicating the student is physically located in a different state (for example, updated documentation, written communication from the student, or other verified institutional records).

Student Responsibility for Reporting Location Changes:

Students are responsible for notifying the institution of any change in their physical location.

- Students must update their address details by submitting an official Change of Address Form to the Admissions Office.
- Students must notify the school in writing within 10 business days of any change in their physical location including state, country, and updated contact details.
- The institution may require additional documentation to confirm the new location for verification purposes.
- If a change in location affects the student's ability to continue the program or obtain licensure, the school will provide guidance on alternative options, which may include providing information about comparable programs in the new state and regulatory boards in the new location.

Impact of Location Change on Education, Licensure and Employment:

A student's physical location and a change to that physical location may impact their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment and whether the curriculum continues to meet licensing or credentialing requirements.

All Healthcare Institute Vocational Nursing curriculum meets California educational requirements for licensure in the state of California as governed by the Board of Vocational Nursing and Psychiatric Technician (BVNPT).

All Healthcare Institute Nurse Assistant and Home Health Aide curriculum meet California educational requirements for certification in the state of California as governed by California Department of Public Health. Home Health Aide (HHA) program enrollment requires that the student hold an active Certified Nurse Assistant (CNA) certificate, consistent with California requirements.

Nursing licensure requirements vary by state. Students who relocate must review the new state's Board of Nursing regulations regarding education, clinical hours, and licensure and credentialling requirements.

The school does not guarantee that completing the program in one state will meet the licensure or credentialing requirements in another state.

For states other than California, All Healthcare Institute will evaluate whether completion of a program is sufficient to meet the educational requirements for licensure or certification in the student's state of physical location and will classify the program's status for that state as: Meets, Does Not Meet, or Not Determined. General disclosures and required direct notices will be provided to current and prospective students consistent with accreditation and regulatory expectations.

Direct Notice to Students:

Direct notice must be given to prospective students prior to enrollment and to enrolled students within 14 calendar days after a determination that the student's location has changed to another state, or in the case that a program no longer meets the original determination made at the time of enrollment.

If a program no longer meets the regulatory or licensure standards determined at the time of enrollment, affected students will receive notice within 14 calendar days of the determination.

Direct notice is provided individually (one-on-one) via email and/or mailed letter (as applicable). Posting information on a website alone is not considered direct notice. The institution will retain a copy of the notice and documentation of delivery (e.g., email record, mailed letter log) in the student's file.

School's Role in Compliance and Notification:

- The school will provide students with guidance on potential licensure impacts upon notification of a location change.
- If a student's new location does not align with the school's program authorization, the student may be required to withdraw or modify their educational pathway.
- The school will document all student location updates and maintain records in compliance with accreditation and regulatory requirements.

Records will include, as applicable: the student's state of physical location, the date the change was reported or otherwise determined, the program's licensure/certification status for that state (Meets/Does Not Meet/Not Determined), the date any required direct notice was sent, and proof of delivery.

Acknowledgment:

All students must sign a Student Location Acknowledgment Form upon enrollment and each time they update their location, confirming their understanding of this policy and its implications.

Contact Information:

For questions regarding location changes, students should contact the Admissions Office or the Program Director for guidance on licensure and program continuation.

SECTION 9

Health, Safety, and Consumer Disclosures

Drug-Free Schools and Campuses Regulations (DFSCR)

Under the Drug and Alcohol Abuse Prevention Regulations (Education Department General Administrative Regulations [EDGAR]), an institution of higher education (IHE), as a condition of obtaining funds or other financial assistance of any form under any federal program, must certify its adoption and implementation of a program to prevent students and employees from unlawfully possessing, using, or distributing illicit drugs and alcohol.

AHI complies with these regulations. The school has adopted and carries out a drug prevention program to keep all students and employees from unlawfully possessing, using, or distributing illicit drugs and alcohol, whether on school premises or in connection with any school activity. Its program meets the regulations through steps such as:

A. Notifying every employee and student in writing each year of standards of conduct, plus descriptions of appropriate sanctions for breaking campus policy and federal, state, and local law, health risks associated with AOD use, and available treatment programs.
B. Establishing a reliable method to deliver annual notification information to all students and staff members every year.
C. Performing a biennial review of how effective its AOD programs are and how consistently sanctions are enforced.
D. Keeping its biennial review materials on file.

The school's DFSCR policy covers the lawful and responsible use of alcohol. Through education, services, and resources focused on preventing alcohol and other drug abuse, it speaks to the academic, health, personal, and safety risks of alcohol and other drug use. Because this policy is widely disseminated, members of the school community will learn its contents, as required by the Drug-Free Workplace and Drug-Free Schools and Campuses Act.

The school aims to offer a safe, productive, and healthy environment where every member of the school community is able to learn, work, and grow through a wealth of varied school experiences. The school is committed to creating and sustaining working, living, and learning conditions free of the harmful effects of alcohol and other drug abuse. The school recognizes that misusing or abusing any drug can harm the health, safety, learning, and well-being of individuals and of the school community. Accordingly, in compliance with the U.S. Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, the school provides substance abuse prevention programs for its students and employees and will identify resources and offer assistance and support to those who have developed, or are recovering from, problems with AODs.

When students, faculty, or staff use alcohol and/or other drugs illegally or abusively, it undermines the school's commitment to an environment of excellence in teaching, learning, and research. Every member of the school community shares responsibility for building and sustaining a healthy, productive setting for both work and study, and that responsibility includes helping to prevent the problems that alcohol, tobacco, and drug abuse cause.

The school's overall strategy for addressing substance abuse focuses on:

A. Taking effective action to establish and sustain a drug-free work and learning environment for students, faculty, and staff.
B. Offering ongoing prevention, education, and counseling services, with referrals to off-campus treatment facilities when appropriate.
C. Urging individuals who are having problems with alcohol and/or other drugs or with chemical dependency to voluntarily seek assessment, counseling, and/or treatment, with the assurance that such help is confidential and will not be held against them.

The school's alcohol and other drug use policy honors all legal requirements, including, but not limited to:

A. Federal and California laws on controlled substances, and other administrative regulations governing alcohol and other drugs.
B. The Drug-Free Workplace Act of 1988 places special requirements on employees who work under federal contracts and grants. The school must give notice when such an employee is convicted of violating a criminal drug statute in the workplace, and must report the conviction to the funding agency within ten calendar days of receiving the employee's notice.
C. California Drug Free Workplace Law. State agency employees and contractors may not unlawfully manufacture, distribute, dispense, possess, or use any controlled substance as defined in the Controlled Substances Act. The employer or contractor must publish a statement of this prohibition and the sanctions for violating it, and must set up a drug-free awareness program.
D. Federal and California laws on controlled substances, and other administrative regulations governing alcohol and other drugs.

Drug and Alcohol Abuse Prevention Program (DAAPP)

Purpose

All Healthcare Institute is committed to the well-being, health, and safety of its students, faculty, and staff. Unlawful use and/or abuse of drugs and alcohol can harm college students' safety and well-being and our All Healthcare Institute (AHI) educational environment.

The guidelines below primarily support the Drug and Alcohol Abuse Prevention Program (DAAPP), which was developed and implemented to stop drugs and alcohol from being unlawfully possessed, used, and distributed on campus and at events and activities the school recognizes. The College seeks to educate, to rally our community to action, to help those in need, and to fully comply with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA).

Guidelines

I. Who This Policy Covers

The Drug and Alcohol Abuse Prevention Program (DAAPP) covers AHI employees and students enrolled in one or more classes for academic credit of any type, other than continuing education units.

I. *Standards of Conduct*

AHI follows local, state, and federal laws and penalties governing unlawful drug and alcohol use, including having illegal drugs and paraphernalia for drug use on college premises and selling or using alcoholic beverages on AHI premises. (Please see Drug-Free Schools and Campuses Regulations in School Catalog)

I. *Disciplinary Procedures*

AHI holds that all employees and students are responsible for reporting any prohibited drug or alcohol use or abuse. When a student/employee is suspected of violating AHI's Drug-Free Schools and Campuses Regulations, the College will investigate to decide on the appropriate course of action. To begin the Disciplinary Actions/Due Process procedures, an Incident Report (student or employee) describing how the AHI student/employee allegedly violated the Standards of Conduct must be completed.

II. *Disciplinary Sanctions*

Violations of the AHI Standards of Conduct, meaning that a student did not meet his/her responsibilities, are subject to General Disciplinary Action under college policy as set out in the AHI Student Handbook and School Catalog.

Sanctions: The School Director may impose sanction(s), including, but not limited to, the following:

a. Written reprimand
b. Loss of privileges or access
c. Removal from one or more courses
d. Warning
e. Suspension
f. Expulsion
g. Termination of employment (employees)
h. Referral of the student and/or employee for prosecution

I. *DAAPP Information Dissemination*

Information contained in the DAAPP is communicated to every enrolled student who is registered in classes for academic credit, using the following methods:

- Notice included with the admissions application for every applicant
- School catalog and/or registration guide
- Student handbook (online)
- The Consumer Right To Know page of the AHI website

Every employee receives notification of the information in the DAAPP on the first day of employment and once a year thereafter.

I. Individual and Group Counseling Resources

Below is a list, with descriptions, of local resources offering students drug and alcohol counseling treatment, rehabilitation, or reentry programs:

Hanmi Family Counseling Center Counseling & mental health

12362 Beach Blvd Ste 1, Stanton, CA 90680

(714) 892-9910

hanmihope.org

Kcs Counseling - Garden Grove Addiction treatment

13091 Galway St, Garden Grove, Ca 92844 (714) 539-4544

kcsinc.org

Stanton Family Resource Center Community center

11822 Santa Paula St, Stanton, CA 90680 (714) 379-0129

freefood.org

Agape Addiction Counseling Counseling & mental health

13511 Sunnyvale Ave, Westminster, Ca 92683

(714) 659-7586

agapeaddictioncounseling.com

I. *Oversight Responsibility*

As the main contacts, the school director and financial aid director shall have oversight responsibility for the Student DAAPP, including, but not limited to: updates, coordinating the information required in the DAAPP, coordinating the annual notification to students, and the biennial review report.

I. Program Effectiveness Review and Biennial Report

Each year, the school director and financial aid director will review documented violations of the student conduct policy. This assessment examines the incident(s) and outcome(s) to make sure that college policy on drug, alcohol, and other substance abuse violations and sanctions is imposed and enforced consistently.

Each year, the school director and the financial aid director will evaluate how effective the program is and make any needed changes. To remain fully compliant with the Education Department General Administrative Regulations (EDGAR) 34 CFR Part 86.100, these two directors will also prepare the required biennial review report.

For statistical purposes, AHI will compile the number of documented cases of students of concern referred through its behavioral intervention team(s), and will use this count to confirm that prevention and awareness efforts reach every student population appropriately.

Led by the school director, a periodic assessment will gauge how students perceive and behave regarding these issues. The resulting data will be analyzed on an ongoing basis to identify the most suitable interventions.

I. *Policy History*

Every year, the student DAAPP and its policy and accompanying guidelines will be reviewed to confirm they correctly reflect institutional policy, procedures and programs, and to weigh broadening evaluation, prevention, and awareness efforts.

I. *Related Documents*

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

Health Risks Associated with Alcohol and Drugs

Alcohol

Although legal, alcohol is a depressant and ranks as the most abused drug in America. Drinking may impair judgment and the capacity to make decisions, slow brain function and the central nervous system, and diminish reflexes and coordination. Even at low doses, alcohol may raise the frequency of many kinds of aggression, such as physical fights, threats, and domestic abuse. At higher doses, it may markedly impair

mental functioning, seriously disrupting one's capacity to learn and recall information. At very high doses, it may cause death and respiratory depression. Drinking large amounts over a long period, especially alongside poor nutrition, can also permanently damage vital organs, including the liver and the brain.

The amount of alcohol is identical in a 12-oz. can of beer, a 5-oz. glass of wine and a 1.5-oz. shot of hard liquor. Exercise, coffee and cold showers will not make the body process alcohol any faster; the effects of alcohol wear off only as time passes.

SIGNS AND SYMPTOMS OF ABUSE

- Slowed, dulled thinking
- Loss of coordination
- Delayed reactions
- Impaired judgment
- Lowered inhibitions

Drinking alcohol produces several marked behavioral changes. Even a little alcohol can seriously impair the coordination, reaction time and judgment required to drive a car or operate equipment safely.

HEALTH EFFECTS OF ALCOHOL

- Reduced sexual function
- Liver disease, including cancer, fatty liver, hepatitis, and cirrhosis
- Higher risk of cancer of the mouth, tongue, pharynx, esophagus, rectum, breast, and skin
- Kidney disease
- Ulcers
- Excess stomach acid
- Insomnia
- Gout
- Higher blood pressure and greater risk of stroke
- Damage to the heart muscle, or heart failure
- Fetal alcohol syndrome, plus higher risk of miscarriage, stillbirth, premature birth, and low birth weight, when used during pregnancy
- Raised blood sugar that worsens diabetes
- Worsening of mental health conditions such as depression, anxiety, addiction, bipolar disorder, and posttraumatic stress disorder

Marijuana

Derived from the cannabis sativa plant, marijuana is used illegally to produce intoxication, euphoria and a dreamy, relaxed state. Every form of marijuana harms the body and mind. Those who use it over time may build tolerance, needing ever larger amounts to reach the same “high”. Extended use results in dependence, and the drug may come to dominate the user's life. THC, or Delta-9-Tetrahydrocannabinol, is its active ingredient.

SIGNS AND SYMPTOMS OF USE

- Common physical effects include:
    1. Sharp rise in heart rate

2. Bloodshot eyes
3. Dry mouth and throat
4. Increased appetite
5. Chronic sore throat

- Mental effects may include:
  1. Weaker short-term memory and understanding
  2. Distorted sense of time
  3. Altered sight, smell, hearing, and touch
  4. Reduced ability to perform tasks that need focus and coordination, such as driving
- Studies also indicate that knowledge is not retained while a person is “high”. Cognition and motivation may change, which makes learning new information hard. Marijuana can also cause psychosis and paranoia.

HEALTH EFFECTS

- Symptoms similar to emphysema
- Sinus and respiratory tract infections
- Weakened immune response
- Users tend to draw the unfiltered smoke deep into the lungs and keep it there as long as they can, so marijuana harms the lungs and pulmonary system. Its smoke has more cancer-causing agents than tobacco smoke does.

Inhalants

Inhalants are substances, breathed in by choice, that alter mood. Most are readily available commercial and household items, like aerosols and solvents, that cause no harm when used as directed and for their intended purpose. Because these products are so easy to find, inhalants are often the first thing a young person uses to get high. Inhalants may seriously impair driving ability and judgment, and they produce severe confusion, disorientation and visual distortion. Evidence suggests that continued use builds tolerance, so users must use more to reach the same high. Research shows inhalant dependence persists even after a user moves on to other drugs. Inhalants include: Nitrous Oxide, laughing gas, propellant aerosol cans, Amyl Nitrite, poppers, snappers in ampules, Butyl Nitrite, rush, bullet, climax, aerosol sprays, aerosol paint cans, containers of cleaning fluid, gasoline, glue and paint thinner.

SIGNS AND SYMPTOMS OF USE

- When solvents are inhaled, the substance enters the bloodstream very fast. Immediate harmful effects of inhalants include:
  1. Nausea
  2. Sneezing
  3. Coughing
  4. Nosebleeds
  5. Fatigue
  6. Poor coordination
  7. Loss of appetite

- Aerosol sprays and solvents may also lower breathing and heart rates. Amyl and Butyl Nitrite produce headaches, a rapid pulse and involuntary release of feces and urine.

HEALTH EFFECTS

1. Hepatitis
2. Brain damage
3. Serious harm to the central nervous system
4. Weight loss
5. Fatigue
6. Electrolyte imbalance
7. Muscle fatigue
8. Lasting damage to the nervous system

- Using a large quantity in a brief period, or breathing the vapors in deeply, may lead to violent behavior, disorientation, unconsciousness or death. Concentrated inhalants can suffocate a user by pushing oxygen out of the lungs or by depressing the central nervous system until breathing stops.

Cocaine

Of all stimulants that come from plants, cocaine is the strongest and the most commonly used. While cocaine was used at one time as a topical anesthetic, the arrival of safer anesthetics has very nearly ended its therapeutic use. It is an intensely addictive drug that produces both psychological and physical dependence. Users sniff or snort cocaine powder. Using it now and then can cause a runny or stuffy nose; long-term use can ulcerate the nasal mucous membrane. Mixed with water, cocaine powder can also be injected into the bloodstream. Making freebase requires volatile solvents and can cause injury or death through explosion or fire. Inhaling fumes from freebasing yields effects that start very quickly, are very intense and last only a moment. Crack is processed cocaine in tiny chips that look like slivers of soap. Because it is cheap and fairly easy to use, crack is now a very popular form of cocaine. It is smoked in a pipe or rolled into a cigarette with tobacco.

SIGNS AND SYMPTOMS OF USE

- Dilated pupils
- Faster pulse
- High blood pressure
- Insomnia
- Loss of appetite
- Tactile hallucinations (feeling things that are not there)
- Paranoia
- Seizures
- Anxiety and agitation
- Bursts of activity followed by exhaustion and depression
- Extreme mood swings
- Trouble concentrating

HEALTH EFFECTS

- As a central nervous system stimulant, cocaine can cause:
    1. Dilated pupils
    2. High blood pressure
    3. Faster heart rate
    4. Faster breathing
    5. Raised body temperature
    6. Death from cardiac arrest or respiratory failure

OTHER STIMULANTS

Stimulants excite bodily activity and stimulate the central nervous system. Methamphetamine ranks among the fastest growing drugs of abuse. These drugs produce cocaine-like effects that are cheaper and less intense. Heavy use of amphetamines over a long period can lead to amphetamine psychosis, with paranoia, delusions and hallucinations, which usually go away once drug use stops. Amphetamines may be injected, smoked as “crank” and “ice”, or swallowed as capsules or pills. Injecting an amphetamine causes a sudden rise in blood pressure that can lead to heart failure, very high fever or stroke.

SIGNS AND SYMPTOMS OF USE

- Mood changes
- Trouble concentrating
- Impaired thinking
- Shifts between alertness and apathy
- Restlessness, anxiety, and moodiness

HEALTH EFFECTS

1. Faster heart rate and breathing
2. High blood pressure
3. Sweating
4. Headaches
5. Blurred vision
6. Dizziness
7. Sleeplessness and anxiety
8. Fast or irregular heartbeat
9. Tremors
10. Poor coordination
11. Physical collapse
12. Because stimulants affect the cardiovascular and temperature-regulating systems, physical exertion while on them can be dangerous and can kill young athletes who are otherwise healthy.

Depressants

Depressants slow the central nervous system, producing sedation and reduced bodily activity. When used as a physician prescribes, they can help relieve stress, tension, irritability and anxiety. Benzodiazepines and

barbiturates are the main classes of medical depressants. Regular users who abruptly stop large doses may suffer withdrawal, with symptoms from insomnia, restlessness and anxiety to convulsions and death. Infants of mothers who abuse depressants while pregnant may be physically dependent on the drugs and show withdrawal soon after birth. Behavioral problems and birth defects may also result. Depressants are known as: barbiturates, downers and tranquilizers, such as Valium, Librium, Equanil, Serax, Tranxene and Xanax.

SIGNS AND SYMPTOMS OF USE

- In many respects, depressants affect the body much as alcohol does. A small amount may bring relaxed muscles and calm, while a somewhat larger dose can cause:
    1. Slurred speech
    2. Unsteady, staggering walk
    3. Altered perception
    4. Clouded thinking and drowsiness
    5. Slowed, shallow breathing (respiratory depression)
    6. Coma and death

HEALTH EFFECTS

- Physical and psychological dependence
- Tolerance, leading the user to take larger and larger amounts

Hallucinogens

Hallucinogens distort the senses and frequently cause hallucinations--perceptions that break from reality. After long-term daily use, some harmful health effects can continue for six months to a year. By blocking pain receptors, Phencyclidine (PCP) disrupts the neurocortex, the part of the brain that governs the intellect and holds instincts in check. Violent episodes on PCP may lead users to injure themselves. Lysergic acid (LSD), mescaline and psilocybin are also hallucinogens, producing hallucinations and illusions. Bad psychological reactions to these three drugs are common, and users may feel confusion, panic, anxiety, suspicion and loss of control. Flashbacks or delayed effects may happen even once use has stopped.

SIGNS AND SYMPTOMS OF USE

- Trouble concentrating
- Confusion and agitation
- Muscle rigidity
- Heavy sweating
- Feelings of detachment and estrangement
- Poorer muscle coordination and dulled senses
- Blocked or incoherent speech
- Dilated pupils
- Raised body temperature
- Higher heart rate and blood pressure
- Loss of appetite
- Sleeplessness
- Tremors

HEALTH EFFECTS

- Lasting memory problems
- Speech difficulties
- Mood problems, including depression and anxiety
- Paranoid or violent behavior
- Hallucinations
- Convulsions and coma
- Heart and lung failure

Narcotics

Narcotic analgesics are the most effective compounds used for pain relief. Narcotic analgesics include Opium, Opiates (morphine, codeine, percodan, heroin and dilaudid) and Opioids (synthetic substitutes such as vicodin, darvon, demerol and methadone). Opium may be smoked or eaten; morphine may be injected, swallowed, or smoked; and heroin may be inhaled, injected, or smoked. Street names for opiates include heroin, smack, horse, brown sugar, and black tar.

SIGNS AND SYMPTOMS OF USE

- A euphoric high, frequently followed by:
  1. Drowsiness
  2. Nausea and vomiting
  3. Pinpoint (constricted) pupils
  4. Watery, itchy eyes
  5. Slow, shallow breathing
  6. Clammy skin
  7. Impaired breathing
  8. Convulsions
  9. Coma
  10. Possible death

HEALTH EFFECTS

- Rapid addiction
- In pregnant women, addiction that can cause stillbirth, premature birth, or babies born addicted who suffer severe withdrawal

Designer Drugs

Illegal drugs are legally defined by chemical formula, yet underground chemists can alter the molecular structure of some of them to create analogs, called designer drugs, that fall outside those definitions. Such drugs may be several hundred times as potent as the drugs they mimic.

Many so-called designer drugs are amphetamine-related, with mild stimulant effects, though they act mainly as euphoriants. They can severely damage the brain's neurochemistry. Narcotic analogs can produce Parkinson’s disease-like symptoms, such as drooling, uncontrollable tremors, slurred speech, paralysis and

permanent brain damage. Amphetamine and methamphetamine analogs produce blurred vision, nausea, sweating or chills and faintness.

Their psychological effects include paranoia, anxiety and depression. A single dose can damage the brain, and designer drugs still produce hallucinations, illusions and distorted perception.

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

Campus Security and Crime Awareness (Clery Act)

Purpose: This policy and procedure governs how campus crime information is gathered and disclosed in compliance with the Jeanne Clery Crime Awareness and Campus Security Act of 1990.

As required by the Disclosure of Campus Security Policy and Campus Crime Statistics Act, All Healthcare Institute, Inc. reports and makes known to students and employees information on specific crime categories, which will include:

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

The school shall issue an Annual Campus Security report disclosing crime statistics to current and prospective students and employees, and shall give the campus community timely warnings of crimes posing an ongoing threat to students and employees.

The school shall keep a public log of every crime reported to it or that it learns of, recording the nature, date, time and general location of each crime and how the complaint was resolved.

Background

Campus safety and security matter to students and their families. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) gives them, as consumers of higher education, the information they need to make informed decisions. This law requires institutions to disclose their safety and security policies together with statistics on offenses committed on campus. The information combines data from campus records with incidents reported to local law enforcement agencies. Each year, crime statistics are disclosed for the three prior calendar years. The Department of Education publishes statistics for all schools nationwide on its website at http://ope.ed.gov/security.

Annual Campus Security Policy

Notices of this Report appear in the School Catalog and Employee Handbook, and all students and employees also receive notification every year.

Crime can happen at any place and time, so we sincerely hope you will read this policy and follow its guidelines. If you think a crime may have occurred, tell the School Administrator or any key manager or supervisor. If you see a crime in progress, call 911 to reach local law enforcement, then notify the School Administrator or any key manager or supervisor.

The school uses electronic security systems, but no security system is fail-safe, and even elaborate precautions cannot guarantee that crime will not occur. Common sense is your best protection. Stay alert and aware of what is around you at all times. Lock your vehicle and keep valuables out of your car. Keep your personal belongings with you. Try not to walk alone, especially after dark. Once more, be careful, use sound judgment, and watch out for your friends and classmates.

Timely Warning & Emergency Notification

When a crime occurs on the All Healthcare Institute campus, a TIMELY WARNING is issued. The School Administrator or designee will authorize a timely warning for any crime that is committed and reported. Under this policy, "timely" means as soon as reasonably practicable once school personnel receive a report of an incident.

Timely Warning Protocols

Timely warnings respond to crimes that have already happened but pose an ongoing threat. A timely warning is issued for any Clery crime within the Clery geography that is reported to campus security authorities or a local law enforcement agency and that the institution considers a serious or continuing threat to students and employees. Warnings are issued as soon as the relevant information becomes available. If the campus security authority judges that a situation poses an ongoing or continuing threat of a criminal nature to the campus community, the school designated official will issue a timely warning.

Timely warnings may be issued for events such as, but not limited to:

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

To decide whether a timely warning is needed and what it should say, the School Administrator will confer with all relevant outside authorities, including the police department and local emergency responders.

In judging whether the alleged crime poses a serious or continuing threat to the school community, the school will weigh any relevant factors, including, but not limited to:

(a) what type of incident it was;

(b) the time and place it happened;

(c) the time it was reported;

(d) whether the school community remains in danger; and

(e) whether a warning could hinder law enforcement efforts.

Once an emergency affecting the school community is confirmed, the School Administrator or designee will promptly consider student and employee safety, decide what the notification will say, activate the emergency notification system, and respond to the emergency. Emergency notifications may be sent for fire and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats, weather emergencies or other events that call for evacuating a building or the campus; violent or criminal acts that may call for building lockdowns or shelter-in-place directions; and other events, such as disease outbreaks, that require informing the community.

The school will place relevant messages about the dangerous condition on its website so the rest of the campus knows of the situation and the steps to take to keep themselves and the campus safe.

Timely warnings may be sent by any of these methods:

1. E-mail
2. Text/voice messages
3. Website
4. In-person, classroom-to-classroom notice

Emergency Response Procedures

Should a significant emergency or dangerous situation arise that poses an immediate threat to student or employee health or safety, students and employees will be alerted by e-mail notification or text message, by building fire alarm systems, and/or by other means suited to the situation to best protect their health and safety. The fire alarm system will be used to order an emergency evacuation of the building. Whenever the fire alarm sounds, all students, instructors, and staff must leave the building at once. Students and employees who fail to evacuate will be subject to disciplinary action.

A “lockdown” may be ordered through the e-mail and text message alert system. Under a lockdown, all students and employees must promptly get into a classroom, office or other lockable room, lock the door and try to stay out of sight of the hallways. Those in large, unsecured areas should either locate a secure area or leave the building quickly and move a safe distance away from it.

Before the Emergency Response system is activated, the School Administrator (or other designated official) will verify that an emergency exists, decide which communication methods to use, and decide what the message will say.

Emergency Preparedness Plan

All Healthcare Institute maintains a written Emergency Preparedness Plan. The plan states responsibilities by role, evacuation and assembly procedures, what to do in a fire, earthquake, medical emergency, violent incident, shelter-in-place situation or utility failure, the procedure for students at clinical sites, how the institution communicates during and after an emergency, and how missed clock hours are rescheduled if the campus closes. A copy is posted in each classroom and in the administrative office and is available to any

student or employee on request. Students and employees are advised to be familiar with these procedures, which are reviewed at orientation.

Campus Security Authority:

1. George Dayrit, 818-238-7944, **gdd@all-hci.com**
2. Roxanne Spencer, Chief Financial Officer, 714-799-1550, roxannespencer85@gmail.comadmin@all-hci.com

Incident Reporting

Any staff member, instructor, or student who sees or knows of a criminal act or other emergency should first call 9-1-1 to reach the appropriate local emergency response personnel. Students who witness such an event should also report it right away to the School Administrator or any faculty or staff member. Students may file an Incident Report Form with the School Administrator for non-emergency events.

School employees must report every incident that they have witnessed or been involved in, whether on the campus or on the public areas next to it. Each such incident will be documented on an Incident Report Form and sent at once to the School Administrator (or another available senior official as appropriate).

The School Administrator will keep copies of every Incident Report Form for compiling data for the Annual Campus Security Report. Forms from the prior three calendar years will be archived for audit purposes.

Security of and Access to Campus Facilities

Students should be on campus only during scheduled school hours or when handling other legitimate academic or administrative business at All Healthcare Institute. Every visitor must check in at the front desk. In addition, students may not be on the campus at any time the building is closed and no staff members are present.

All staff and instructors share an ongoing concern for building security, and each is expected to remain vigilant and security-conscious at all times. Every security violation, including unauthorized visitors, should be reported right away to the School Administrator or another senior official.

Law Enforcement and Security Personnel

All Healthcare Institute has no security personnel on staff; law enforcement agencies handle every request for security assistance. The School Administrator must ensure that every crime occurring on campus is reported to the proper local law enforcement agency.

Informational Programs

New students and new employees go over this policy at orientation. Those sessions build awareness of crime and how to prevent it, as well as an understanding of rape, acquaintance rape, and sexual assault. Attendees also learn sound crime-prevention habits, such as locking their vehicles and safeguarding other personal belongings, and learn how to report a crime, an emergency, or any other incident.

Other Safety Policies and Related Topics

Under the All Healthcare Institute Drug and Alcohol Policy, no one may possess or use illegal controlled substances on school premises or at any activity related to the school. For this reason, the Drug and Alcohol Policy is treated as part of this Campus Security Policy. It appears in the catalog and on the school's website.

Inside the school's premises, fighting, gambling, and any other conduct that is unlawful and/or disrupts other students' ability to learn are prohibited.

In addition, without written permission, no one may possess ammunition, long blade knives, or a weapon of any kind on campus or at any other site while taking part in an activity sponsored by the school.

Sexual Assault Prevention and Awareness

All Healthcare Institute cares about the safety of its instructors, staff and students. Where sexual assault is concerned, common-sense safety habits offer the best protection. Stay alert to what is around you, avoid walking outside alone, particularly after dark, stay out of building areas you are not authorized to enter, and never feel obligated to go into an isolated place or any situation in which you feel uneasy.

Victims are strongly urged to report a sexual assault to the proper authorities, whether it took place on campus or off campus. Whenever possible, evidence should be preserved so that police can use it to pursue a criminal investigation.

Should a sexual assault take place on campus, a student should promptly tell their Program Director, or any available instructor or staff member in whom they feel comfortable confiding. Once informed, the school will help the student reach the proper authorities if the alleged victim wishes to do so. To the best of their ability, school personnel will try to secure any affected part of the campus and otherwise keep evidence from being compromised until law enforcement officials arrive. When a student is sexually assaulted off campus, the school, at the student's request, will help the alleged victim notify the law enforcement agency with police jurisdiction over the place where the crime occurred.

The school refers students to local agencies offering counseling and other support services. Counseling resources are listed on the bulletin board.

When an alleged victim of an on-campus sexual assault chooses not to file criminal charges but still wants to pursue formal administrative charges, the school conducts an investigation and refers the case to the School President. Any disciplinary action in a given case will depend on the nature of the conduct, the circumstances and conditions present when the student engaged in it, and the results that naturally followed from it.

The President will carry out sanctions, which may go as far as permanent expulsion from the school.

These principles govern every such investigation or disciplinary process:

1. During a disciplinary proceeding, the accuser and the accused have equal opportunities to have other people present.
2. The accuser and the accused must both be told the result of any institutional disciplinary proceeding brought over an alleged sex offense.
3. The accuser will be told how they may report the matter to law enforcement.
4. The accuser will be told about the counseling services available.

Missing Person Notification

Any school member who has reason to think a student has been missing for more than 24 hours with no known reason, or whose absence arose under suspicious circumstances or circumstances raising concern for his/her safety, should report it to the police authority at once. Within 24 hours after it is determined that a person is missing, the School Administrator or his designee will contact the missing person's emergency contact. For a student who is under 18 years of age and not emancipated, the school will reach the student's custodial parent or guardian within 24 hours. Whether or not the student has named a contact person, is

older than 18, or is a minor who has been emancipated, the school will notify the local law enforcement agency with jurisdiction in the area within 24 hours.

Students should be aware that their contact details are registered confidentially with the Admissions Office, that access is limited to authorized school officials, and that they may not be disclosed except to law enforcement personnel to further a missing person investigation.

Unless the determination that the student is missing was made by the local law enforcement agency itself, All Healthcare Institute will notify that local agency within 24 hours of determining that the student is missing, whether or not the student has named a contact person.

Procedures:

Responsibility: The School Administrator (or designee) is responsible for gathering, processing and publishing campus crime data each year, though other staff members may help with this work.

Data Collection: Employees should record on an Incident Report Form every crime, security incident, serious injury, or severe illness they know of that occurs on campus or in public areas adjoining it. The forms will be sent to the School Administrator.

Each year, the School Administrator (or designee) will also ask the appropriate local police department for any incidents, crimes, and/or arrests in its records for non-campus or public property during the calendar year disclosure period.

Data Processing: The crime statistics are compiled by combining and cross-checking internal Incident Report Forms, police department data, and any other information available.

Data is collected and reported by calendar year. To avoid counting a single incident twice, the School Administrator (or designee) will cross-check data from the various sources. Every incident must be placed in the proper category for reporting. An incident that fits none of the applicable reporting categories will not be reported.

Annual Distribution & Publishing: October 1 of each year is the deadline for publishing the annual Campus Security Report. It is posted on the website, where all students, employees, new student applicants and potential employees can access it. The catalog will also include the report.

Students and employees may also ask for a copy.

Documentation: The School Administrator (or designee) will keep all data used to prepare the annual Campus Security Report, along with a printed copy of the Report and of the student/employee notifications.

Printed Copy Upon Request: Even though the Campus Security Report is available electronically and in the catalog and handbook, by law any student, prospective student, or prospective employee who asks must be given a printed copy. A staff member who gets such a request may print and hand out the Campus Security Report or direct the person to the School Administrator (or designee).

Annual Security Report (ASR)

All Healthcare Institute, Inc. cares about the safety and well-being of its students, faculty, staff, and visitors, and is dedicated to keeping its campus safe and secure. Serious crime at the school is rare, yet it remains possible. All Healthcare Institute has put in place policies and procedures intended to protect everyone on campus.

The school has taken several measures to keep our campus safe. Its latest step was finishing the installation of video surveillance cameras throughout all facilities of the school building.

The school carefully maintains its buildings and grounds, paying particular attention to safety and security. Safety and security repairs are handled without delay. Outdoor lights, for instance, are inspected regularly so that burned-out or damaged bulbs are quickly replaced.

Also, an outside expert inspects the classroom buildings every year to confirm they comply with state and federal fire code. Any defects found receive priority and are fixed promptly.

For emergency situations, the instructors, staff, and students all receive basic course training in CPR and first aid.

All school buildings have smoke detectors and fire extinguishers placed at strategic points. Tampering with the alarm system, covering smoke detectors, or discharging fire extinguishers illegally are serious offenses. The school will make every effort to identify anyone who endangers public safety this way.

All Healthcare Institute reports to the Department of Education, and discloses in its annual security report, statistics for the three most recent calendar years on how many of each of the following crimes occurred on or within its Clery geography and were reported to local police agencies or to a campus security authority:

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

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

III. Hate crimes, including
   (A) The number of each type of crime in paragraph (c)(1)(i) of this section that are determined to be hate crimes; and
   (B) The number of the following crimes that are determined to be hate crimes:
      (1) Larceny-theft.
      (2) Simple assault.
      (3) Intimidation.

(4) Destruction/damage/vandalism of property.

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

Definitions of Reportable Crimes and Other Associated Terms

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

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

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

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

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

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

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

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

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

1. A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred (42 U.S. Code Section 13925 (a)(8)); or
2. Physical abuse, harassment, intimidation of a dependent, interference with personal liberty or willful deprivation of a family or household member, which includes spouses, former spouses, parents, children, stepchildren and other persons related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who have or allegedly have a child in common, and persons who share or allegedly share a blood relationship through a child.

Dating Violence:

1. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.
2. Threatening to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person.

3. The existence of a dating relationship in 1 or 2 above shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Stalking:

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

For the purposes of this definition:

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim; (iii) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; (iv) Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting (42 U.S. Code Section 13925 (a)(30)) or

1. (A) Knowingly and without lawful justification, on at least two separate occasions, following another person or placing the person under surveillance or any combination thereof and (i) at any time transmitting a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person, or (ii) places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person; or (B) when, having been previously convicted of stalking another person, knowingly and without lawful justification on one occasion, (i) follows that same person or places that same person under surveillance; and (ii) transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person (720 ILCS 5/12-7.3). 3. Stalking may be accomplished by physical act or electronic means, such as computer or cell phone.

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

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

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

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

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

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

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

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

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

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

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

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

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

Crime Statistics (2022–2024)

VAWA AMENDMENT OFFENSES	Year	On-Campus	Non-campus (Clinical Facility)	Public Property
Dating Violence	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Domestic Violence	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Stalking	2021	0	0	0
	2022	0	0	0
	2023	0	0	0

VAWA AMENDMENT OFFENSES	Year	On-Campus	Non-campus (Clinical Facility)	Public Property
HATE CRIMES				
Murder and Non-negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Forcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Murder and Non-negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Negligent Manslaughter	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Forcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Sex Offenses Nonforcible	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Robbery	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Aggravated Assault	2021	0	0	0
	2022	0	0	0

VAWA AMENDMENT OFFENSES	Year	On-Campus	Non-campus (Clinical Facility)	Public Property
	2023	0	0	0
Burglary	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Motor Vehicle Theft	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Arson	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Larceny	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Simple Assault	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Intimidation	2021	0	0	1
	2022	0	0	0
	2023	0	0	0
Vandalism	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
OTHER OFFENSES				
Liquor Law Violations	2021	0	0	0
	2022	0	0	0
	2023	0	0	0
Drug Abuse Violations	2021	0	0	0
	2022	0	0	0

VAWA AMENDMENT OFFENSES	Year	On-Campus	Non-campus (Clinical Facility)	Public Property
	2023	0	0	0
Illegal Weapons	2021	0	0	0
	2022	0	0	0
	2023	0	0	0

General Procedures for Reporting a Crime or Emergency All AHI community members, including students, faculty, staff and visitors, are urged to report every crime and public safety incident to both the Stanton Police Station and the school management:

Sheriff's Non-Emergency Dispatch: 714-647-7000 or 949-770-6011 Stanton Police Services: 714-889-7866

For all emergencies, dial 911.

Please feel free to call the phone numbers listed above if you have questions about campus safety or the crime statistics.

Each year, the school will publish a report of crimes on school property that were reported to the school management and to other law enforcement agencies.

When murder, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft or any hate crime is reported, the school will issue timely warnings to the campus community. If a reportable offense is found to pose a continuing threat, the school will issue a timely warning to members of the campus community.

Consumer Information

The school catalog and the school's website contain all consumer information that federal and state financial aid programs require to be disclosed to students.

Methods of Disclosure

Each year, AHI sends every enrolled student and employee a notice stating that the information required to be made available can be obtained.

Under federal regulations established by the Higher Education Act, certain consumer information must be disclosed annually to enrolled and prospective students. All Healthcare Institute makes the following consumer information disclosures available on its website at all-hci.com and in the school catalog. For help obtaining the information listed on the website, or to request a paper copy, contact the Financial Aid Office by phone at 562-469-9302 or by e-mail at jeny@all-hci.com; copies are available from the Financial Aid Office Monday thru Friday from 9:00am until 4:30pm.

Required disclosures and reports include, but are not limited to:

1. Rates of completion or graduation, retention, licensure exam passage, and placement, as well as salary wage data and information
2. Drug and Alcohol Prevention Program.

3. Observance of Constitution Day
4. Voter registration information and application
5. Family Educational Rights and Privacy Act
6. Selective Service
7. Campus Security Reports
8. Students Right-to-Know Act
9. Copyright Information
10. GED
11. Students with disabilities
12. Timely Warning & Emergency Notification

Health & Safety Exemption Requirement

All Healthcare Institute follows every requirement for protecting student information. Under certain limited exceptions to FERPA regulations, however, the school is allowed to disclose education records, or personally identifiable non-directory information taken from those records, without student consent when a health or safety emergency arises.

To qualify as an exception, the situation must pose imminent danger to a student, to other students, or to members of the school community. The school does not take this step lightly and does so only when imminent danger is present.

Complying with the Constitution Day Law (AHI is not Title IV approved)

Institutions that receive Title IV financial aid must provide all of their students with a program about the United States Constitution. To stay eligible for Title IV funding, higher education institutions must offer educational programming on the Constitution on Constitution Day (September 17).

All Healthcare Institute urges students to learn about the freedoms and struggles of our great nation. To meet this requirement, All Healthcare Institute conducts activities such as: classroom resources involving students in current events and civic education, readings of the Constitution, written opinions on Constitutional issues, student debates about the Constitution, film showings, games with questions about the Constitution, instructional videos on the Constitution, and visits to websites for National Constitution Centers.

Voter's Registration: The Program Participation Agreement (PPA) contains a voter registration requirement that covers general and special elections for federal office, as well as elections for governor and other chief executives of a state.

Voter registration forms are available at county elections offices, libraries, and U.S. Post Offices. Fill out the form completely, and have it postmarked or hand-delivered to your county elections office at least 15 days before the election. If you move to a new permanent residence or change your name, you must register again. Registered voters may request a vote-by-mail ballot for an upcoming election at any time. A mailed application must arrive no later than 7 days before the election; after that, you must apply in person to receive a vote-by-mail ballot for that election. You can use the application printed on the Sample Ballot your county elections official mails before every election. If you prefer not to wait for the sample ballot, you may write to your county elections official for an application, or use the California Vote-By-Mail Ballot Application: follow its instructions, type your information into the form, then print, sign, and date it, and mail it to your county elections office.

Voter registration forms can be found online on the Election Assistance Commission website, www.eac.gov, and are also available from the Financial Aid Office.

Selective Service

To receive financial aid, men ages 18 through 25 must register with the Selective Service System.

Selective Service "mail-back" registration forms are available at any Post Office; a man can complete and sign the form, add postage, and mail it to Selective Service. He can also check "Yes" in Box #29 of the Free Application for Federal Student Aid (FAFSA), and the Department of Education will send Selective Service the information needed to register him. Registration is also available online at the Selective Service website, http://www.sss.gov.

Students with Disability

All Healthcare Institute does not discriminate in admission or program access based on age, race, color, sex, disability, religion, sexual orientation or national origin. The school is dedicated to making reasonable accommodations for eligible students whose disabilities are documented, as defined by state and federal laws related to the Americans with Disabilities Act (ADA). Programs are offered to students with a disability according to the physical ability of the handicapped student; we reasonably accommodate the known disability of a qualified applicant, student, client, or employee unless doing so would impose undue hardship on the school, its employees, or other students. To request academic adjustment or auxiliary aids, contact Roxanne Spencer, Chief Financial Officer/School Administrator and Student Counselor, at 714-799-1550 or roxannespencer85@gmail.com.

GED

What is the GED Test? Every state recognizes the GED test credential, which is regarded as equivalent to high school qualifications. To be certified, a candidate must pass four subjects. The test offers a practical means of showing academic knowledge across GED math, social studies, science and language arts. Anyone who passes the examination receives a certificate or diploma, together with a GED transcript that can be used to apply for jobs or to enroll in higher education.

Completing the examination can take up to seven hours. The test and GED practice are offered at many centers across the country, giving easy access to anyone eager to earn the certification.

The credential is revised every ten to fifteen years. It is meant to offer another path for anyone who does not finish or meet the basic requirements for a high school diploma.

The GED Testing Service runs under a joint venture agreement between the American Council on Education and Pearson (the examination's developer). The test must be taken in person on a computer. You are also expected to meet the minimum passing score to earn the Certificate of High School Equivalency or alternative credential.

Why take the GED Test? Holding the certificate opens up greater opportunities in higher education. Many educators believe that GED practice and earning high test scores can build self-confidence, which in turn helps students work toward higher education qualifications. The United States Department of Education links low self-esteem to a broad range of negative outcomes. This is why it matters to pursue a good education through GED classes and by mastering the GED study guide.

Strong GED prep results help you lay a solid foundation and steer clear of low socio-economic status. Numerous adult learners moved ahead in their careers, leaving lower paying jobs for roles requiring basic

education. According to research by the GED Testing Service, the certification may help people gain confidence. GED math is a key subject for opening new doors in the labor market.

GED Sections. It is important to become familiar with the GED test's content and structure. The GED math test measures your understanding of mathematical concepts and how they are applied. Topics include probability, geometry, algebra, stat and more, and the GED study guide gives these areas of focus substantial coverage.

The math exam is split into two sections with up to 46 questions in total, which you must finish within 115 minutes. Those who give GED prep enough time will have no trouble getting through the exam within the time allowed. Note that online or physical calculators may be used in section two only.

The GED Reasoning Through Language Arts (RLA) test measures your ability to edit and revise informational documents. It takes up to 150 minutes and covers topics such as mechanics, sentence structure, organization and application. This part of the exam is divided into three sections.

The many kinds of questions in these sections call for critical thinking. Reading each question carefully helps you identify the key details, and time spent on the GED practice test improves your odds of success. The exam measures how well you can read, understand and clearly respond to complex texts.

The science test covers four key areas: physical, life, earth and space science, and checks your grasp of the core concepts in these topics. The physical science section centers on chemical properties, flow of energy, motion, conservation and more. Preparing for this section through GED practice is essential.

The earth and space science section, by contrast, addresses topics such as astronomy, organization of the cosmos, and interaction between Earth's systems, plus structure and more.

Questions on the social studies portion of the exam are drawn from a wide range of areas, including geography, government, economics, history and civics. The purpose of the test is to measure how well you are able to understand the basic concepts of these subject areas.

The test has a 90-minute time limit, giving you enough time to finish the multiple choice as well as the short answer questions. Multiple choice gets 65 minutes, and the short questions are capped at 25 minutes. The questions measure your analytical skills and reasoning.

How to Pass GED. Success depends on preparing well ahead of time. A good way to reach this goal is to set up a study space that suits you. You should also make a point of getting to know the GED study guide and the content of the different sections on the exam.

Free GED prep materials can be found online, including a detailed how-to-succeed study plan, current learning materials, many practice tests, study tools and assorted tips & tricks that let you get ready for the GED at a pace you set.

GED Test Centers

Huntington Beach Adult School	Irvine Valley College
5832 Bolsa Avenue	1624 Valencia Ave. Suite 102
Suite 100	Tustin, California 92782
Huntington Beach, California 92649	
Golden West College	Rowland Adult & Community Education

Huntington Beach Adult School	Irvine Valley College
15744 Goldenwest Street	2100 Lerona Ave
Huntington Beach, California 92647	Rowland Heights, California 91748
ABC Adult School Assessment Center	Lynwood Community Adult School
12254 Cuesta Drive	11277 Atlantic Avenue
Cerritos, California 90703	Lynwood, California 90262
	Hacienda La Puente Adult Education
Norwalk-La Mirada Adult School	14101 E. Nelson Avenue
15711 Pioneer Blvd	Room 116
Norwalk, California 90650	La Puente, California 91746
	Los Angeles Harbor District
Downey Adult School	1111 Figueroa Place
12340 Woodruff Ave	Technology Building, Room 204
Downey, California 90241	Wilmington, California 90744

Copyright Infringement Policy and Sanctions

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

Criminal Penalties for Violation of Federal Copyright Laws Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. All equipment, services and technologies provided to students as part of the school’s computer system constitute the exclusive property of All Healthcare Institute. Similarly, all information composed, transmitted, received or stored via the school’s computer system is also considered the property of All Healthcare Institute. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

Students must comply with copyright law and with the licenses that govern any software, files, documents, messages and other material they intend to download, copy, or transmit, including peer-to-peer sharing of files and applications. Any student accessing material prepared or created by another individual or company

must respect the copyrights attached to it and may not copy, retrieve, modify or forward it unless the lawful owner grants written permission. Students who receive electronic files by way of the school's Internet connection or e-mail system should confirm the sender either is the lawful owner or holds the needed license or permission.

All internet activity is monitored and filtered by the school, which sends regular internet use reports to the office of the President. Students should therefore take great care to verify that any material obtained from the Internet is legal before copying it, so as to avoid disciplinary or criminal consequences. Any student who violates any part of the policy will face disciplinary action, which may go as far as dismissal from the school.

Each year, All Healthcare Institute shall inform employees and students of the school's duty to combat illegal file sharing and of the information in this disclosure.

SECTION 10

Faculty and Staff Qualifications

Program Director Qualifications

- Must possess a current, active California RN license;
- (For VN and NA Program) Possess at least two years of nursing experience, at least one year of which is in the provision of long-term care facility services. Has a minimum of 3 years of nursing experience.
- (For Home Health Aide Program) Possess at least one year of home health experience. Has a minimum of 3 years of nursing experience.
- Must meet the approval process by the California Department of Public Health
- Must have Director of Staff Development (DSD) certificate or proof of DSD eligibility or teaching credentials.
- Knowledge of CDPH Training Model;
- Knowledge of computers and computer- based instruction and ability to integrate into instructional practice; must be proficient in Word, Excel, and Outlook, with general knowledge of Power Point. Must have the ability to use the Internet.
- Knowledge of local and regional healthcare systems and facilities;
- Ability to relate to students from the widest variety of backgrounds;
- Ability to work effectively as an individual and as a team member;
- Ability to multi - task, work with aggressive timelines, be detail - oriented;
- Manage and organize self and others;
- Expected to have initiative, enthusiasm and flexibility in accomplishing the responsibilities of the position.

Faculty Teaching Qualifications: VN Program

You must submit applicable documents to demonstrate compliance with CCR §2529(VN Program) and be approved by the BVNPT.

- Teaching Course: (Certificate of Completion from an approved school or school transcript).
- If teaching content is unclear from the certificate or transcript, a copy of the course description from the school's catalog is requested.
- Current Active California Professional License as a Registered Nurse or License Vocational Nurse.
- Baccalaureate Degree from Accredited School, University, or College: (Copy of school transcript showing date degree conferred, or diploma verifying program completion). For documents from a foreign jurisdiction, please include certification of equivalency by a nationally accredited credentialing agency such as National Association of Credential Evaluation Services (NACES).

NA Program

- Be currently licensed to practice as a Licensed Vocational Nurse or Registered Nurse in California.
- One year of teaching experience is preferred.

- Has a minimum of 3 years of nursing experience.
- In addition, the instructor also must meet the approval process by the California Department of Public Health which includes one year of experience providing direct patient care in a long term care facility in addition to one (1) year of experience as a licensed nurse providing in planning, implementing, and evaluating educational programs in nursing; two years of full time experience as a licensed nurse at least one year of which must be in the provision of direct patient care in a nursing facility; and Director of Staff Development (DSD) certified or proof of DSD eligibility; or teaching credentials.

HHA Program

- Each instructor must be approved by the Department prior to teaching. HHA Instructors must be Registered Nurses (RNs) with at least two years of RN nursing experience, to include one year of employment by a Home Health Agency, providing direct patient care. Licensed Vocational Nurses (LVNs) are not eligible to be approved as HHA Training Program Instructors.
- Each applicant must complete the CDPH 171B form and include a resume and copy of the active RN license with the application. The resume must include month/year to month/year of nursing experience, name/address/phone number of employer and the name of the supervisor. Resumes that lack verifiable information will not be approved.

Knowledge, Skills, and Abilities expected from Instructors

- Knowledge of effective instructional methods and techniques used to develop employable skills in nursing assistance---home health occupations
- attitudes needed for achieving personal success in nursing assistance occupations
- sources of instructional materials and information concerning nursing assistance occupations
- current operating and safety practices of the nursing---home health industry
- Ability to effectively use audio---visual and other teaching aides
- develop student performance objectives
- identify student with learning handicaps and disabilities and to assist the students in getting the help needed for the remediation of the handicap(s) or disability(ies)
- supervise in training activities
- Other Characteristics Prefer familiarity with California State and Federal Regulations pertaining to Nurse Assistant Training, HHA and Vocational Nursing
- Possession of a valid California driver’s license and/or be able to provide own transportation in conduct of work assignments
- Per Diem clinical instructor will perform the same responsibilities of the full-time teacher

The administrative assistant/staff will be responsible for providing clerical, technical, maintenance, professional, and safety services that support the instructional and daily operation of the school.

The Administrative assistant/staff has met the school required qualifications. He/she has college education with courses in computer, communication and office skills

SECTION 11

Catalog Updates and Contact Information

Policy Relative to Updating the Catalog

This School Catalog, updated each year, presents all information on the school's approved curricular programs for students and other interested persons before they enroll.

While every effort has been made to ensure that this catalog is accurate, students and anyone else who relies on it should be aware that rules, regulations, and policies change periodically and that such changes may alter what is stated in the school catalog.

Updates on new and revised curricula, regulations, policies, procedures, dates, services and fees are to be issued as addenda to the current catalog and included in the catalog's next publication date.

So as to stay compliant with the laws, rules and regulations of the Bureau for Private Postsecondary Education (BPPE), the school reserves the right to change any policy or procedure at any time.

Questions or concerns about this catalog may be sent to:

All Healthcare Institute 12235 Beach Blvd., Suite 114

Stanton, CA 90680

714-799-1550

Website: www.all-hci.net

Appendix – Catalog Requirements Index

This index shows where each required catalog item appears in this catalog.

Item	Catalog Requirement	Location in This Catalog	Page(s)
1	Name, address, telephone number, website, and facility designation for all locations	Cover; Catalog Updates and Contact Information	1, 116
2	Revision date, effective date, volume, or identifying version	Cover; page footers	1
3	Statement of history and ownership	History and Ownership	5–6
4	Names of the officers	History and Ownership (Governing Board); Administration and Faculty	6–7
5	Mission statement	Mission and School Objective	5
6	Listing of approvals, licensures, and memberships	Accreditation and Approvals	6
7	Listing of accrediting agencies (address, telephone, website, scope)	Accreditation and Approvals (accreditation status statement)	6
8	Academic calendar: program timelines, break periods, and holidays	Academic Calendar	10
9	Faculty listing with level of education, degrees, and conferring institution	Administration and Faculty	7–8
10	Management and administrative staff with titles	Organizational Chart; Administration and Faculty	7
11	Admission requirements and procedures, including distance education and ability-to-benefit	Admission Requirements; Enrollment Procedure; Ability-to-Benefit and International Students; Distance Education	13, 44–46
12a	Program objectives, completion requirements, and credential awarded	Vocational Nursing, Nurse Assistant, and Home Health Aide programs; Requirements for Completion	14, 15, 32, 41
12b	Program schedule: total weeks and contact hours	Program Overview; each program	14, 15, 32, 41
12c	Course descriptions: scope, sequence, and hours	VN course descriptions; NA and HHA module descriptions	18–31, 37–39, 42–43
12d	Program delivery (residential, distance, or both)	Course Delivery Mode; Distance Education; each program	13, 15, 32, 41
13	Definition of credit and clock hours	Program Overview (Length of Program)	14
14	General description of the facility, classrooms, laboratories, and equipment	Facilities and Equipment	11
15	Standards of Satisfactory Academic Progress	Satisfactory Academic Progress (SAP) and Grading	54–61
16	Grading scale (system)	Satisfactory Academic Progress (SAP) and Grading	56
17	Student services, including accessibility for students with disabilities	Student Services; Facilities and Equipment; Consumer Information (Students with Disability)	11, 79–81, 110
18	Cancellation and refund policies, including Title IV refunds	Cancellation and Refund Policy	50–52
19	Tuition, registration fee, other fees and costs, payment plans, and financial aid	Tuition and Fees; Payment Schedule; Financial Assistance	49–50

Item	Catalog Requirement	Location in This Catalog	Page(s)
20	Statement that the institution does not guarantee employment	Student Services (Employment Placement Services)	80
21	Nondiscrimination statement	Nondiscriminatory Policy	48
22	Rules and regulations	Section 7: Student Conduct and Rights	71–78
23	Advanced placement and credit for experiential learning	Transfer of Credit	46–48
24	Disclosure of any program portion delivered in a language other than English	Language of Instruction; English Language Policy	12, 46
25	Transfer of credit policy, including foreign education equivalency	Transfer of Credit	46–48
26	Disclosure of educational provider agreements (consortium, contracting)	Transfer of Credit (articulation and educational provider agreements)	48
27–31	Requirements for a common catalog used by more than one institution	Not applicable – this catalog covers one institution	—