



V C V D E W A

CATALOG

January 2016 - December 2016

MAIN CAMPUS:

560 Saw Mill Road
West Haven, CT 06516
(203) 288-7474
Fax: (203) 288-8869

BRANCH CAMPUSES:

101 Pierpont Road
Waterbury, CT 06705
(203) 756-5500
Fax: (203) 596-0829

745 Burnside Avenue
East Hartford, CT 06108
(860) 569-0618
Fax: (860) 569-0829

Toll-Free (800) 585-1315

Accredited by
The Accrediting Council for Independent Colleges and Schools
and
Approved as a Private Occupational School by the
Connecticut Office of Higher Education

This catalog/publication is true and correct in content and policy.

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GENERAL INFORMATION

OVERVIEW

Stone Academy has provided students with a career-oriented business education for more than a century. Its rich history dates back to 1864 when it was founded as the United States College of Business. Later the school became known as Stone School of Business. In 1988, as a result of a merger with The Academy for Business Careers, the school became Stone Academy. In 2002, following a merger with Goodwin Institute, Stone Academy opened a branch campus in Waterbury.

Stone Academy's main campus is located in our newest facility located at 560 Sawmill Road in West Haven, Connecticut. The main campus consists of approximately 28,000 square feet of naturally lit and generously sized classrooms, medical labs, a library, an extensive student lounge and administrative offices. The location of the main campus is enhanced by the cultural and business attributes of both the Greater New Haven and the Greater Bridgeport area.

The branch campus is located at 101 Pierpont Road in Waterbury, Connecticut. This site consists of 7,000 square feet of office, classroom and lounge space.

Our East Hartford branch campus is located at 745 Burnside Avenue in East Hartford, Connecticut. It contains classrooms, labs, a library, a student lounge and offices. We are proud to be offering our Practical Nursing program in East Hartford for both day and evening classes along with Medical Assisting and Patient Care Specialist.

The Stone Academy campuses are handicapped accessible.

STATEMENT OF LEGAL CONTROL

Stone Academy is legally controlled by Career Training Specialists, LLC, which is incorporated under the laws of the State of Connecticut. Mark Scheinberg is the sole owner of the corporation.

HOURS OF OPERATION

Campus hours of operation are Monday through Thursday from 8:00 a.m. to 10:15 p.m. and Friday 8:00 a.m. to 5:00 p.m. The admissions and administrative offices are open from 9:00 a.m. to 8:00 p.m. Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday.

The West Haven and East Hartford Campus is also open from 8:00 a.m. to 4:00 p.m. on most Saturdays.

Stone Academy – West Haven Campus

Direct Telephone: (203) 288-7474
Direct Fax: (203) 288-8869
Toll-Free Number: (800) 585-1315

Stone Academy – Waterbury Campus

Direct Telephone: (203) 756-5500
Direct Fax: (203) 596-1455
Toll-Free Number: (800) 585-1315

Stone Academy – East Hartford Campus

Direct Telephone: (860) 569-0618
Direct Fax: (860) 569-0783
Toll-Free Number: (800) 585-1315

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

School closings due to inclement weather will be announced on the following stations no later than 7:00 a.m. and/or after 3:00 p.m. Please make sure they specify the “West Haven” or “Waterbury” or “East Hartford” Campus. The cancellation of day classes does not mean that evening classes are cancelled. That is a separate decision that is normally not made until after 3:00 p.m. Students should NOT call the school prior to 3:00 p.m. to inquire of our decision.

West Haven and Waterbury Campus:

Channel 8 WTNH-TV
Channel 30 WVIT-TV
Channel 3 WFSB-TV

East Hartford Campus:

Channel 8 WTNH-TV
Channel 30 WVIT-TV
Channel 3 WFSB-TV
Channel 22 WWLP-TV

LPN clinical instructors may make arrangements with their students to override school closures. Students should speak with their Clinical Instructor and/or the LPN Program Manager for details.

MISSION STATEMENT

Stone Academy’s mission is to provide an academic environment where motivated individuals can acquire the specific skills and attitudes necessary to make a significant contribution in the business and/or allied health fields. The dedication of the faculty and administration together with the motivation of each student affords the Stone Academy graduate the opportunity to put his or her mastery of marketable skills to use in the business and/or allied health fields.

GOALS

Stone Academy is authorized to offer both certificate and diploma programs beyond the high school level in order to qualify students for employment in various technical or medical or business fields. To this end, Stone Academy subscribes to the following five goals:

1. To provide excellent up-to-date training in the various areas of study.
2. To provide an education which blends hands-on skill acquisition with the creative thinking skills required by employers to ensure the employability of all of our graduates; to have our graduates recognized by employers as an organizational resource.
3. To continuously develop and refine methods to recruit and accept students who have the highest potential for success in our programs; to foster a high-quality/caring professional community that values a service-oriented teamwork approach toward the retention and personal achievement of every student.
4. To assist graduates who have successfully completed their programs of study in finding positions that are appropriate for the level of skills that they possess.
5. To provide a clean, attractive, and well-managed environment for students, faculty, and staff.

ACCREDITATION AND APPROVALS

ACCREDITATION STATEMENT

Stone Academy is accredited by the Accrediting Council for Independent Colleges and Schools to award Diplomas and Certificates. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The address for ACICS is 750 First Street NE, Suite 980, Washington, DC 20002-4241, (202) 336-6780.

Programmatic Accreditation:



AAMA - The Medical Assisting program at Stone Academy in West Haven is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE), 20 N. Wacker Drive, Suite 1575, Chicago, IL 60606, (312) 899-1500.

The five year weighted average for Graduate Satisfaction of the Medical Assisting program at Stone Academy, West Haven, Connecticut, is 99.39%, based on the most recent Annual Report Form submitted to the Medical Assisting Review Board (MAERB) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).



ABHES – The Medical Assisting programs at Stone Academy in Waterbury and East Hartford are accredited by the Accrediting Bureau of Health Education Schools.

APPROVALS

State of Connecticut Department of Higher Education

Stone Academy is approved as a private occupational school by the State of Connecticut Office of Higher Education, 61 Woodland Street, Hartford, CT 06105, (860) 947-1816.

State of Connecticut Board of Examiners of Nursing

Stone Academy's Licensed Practical Nursing program is approved by Connecticut's Board of Examiners of Nursing.

VETERANS

The State Approving Agency, Connecticut State Office of Higher Education has approved Stone Academy for the education and training of veterans and their qualified dependents under the provisions of Section 1775, Chapter 36, United States Code, and Veteran's Benefits. Veteran's benefits may be discontinued if the student has more than five unexcused absences during an eight-week module.

STUDENT SERVICES AND ACTIVITIES

ACADEMIC ADVISING

Counseling and guidance begin with the admissions interview and continues throughout the time a student is at Stone Academy. The school directors, program directors/managers, admissions representatives, and faculty serve as retention counselors to help identify individual student problems that may affect school attendance.

To supplement scheduled classroom instruction, students are encouraged to use the facilities and equipment whenever the school is open.

EMPLOYMENT PLACEMENT ASSISTANCE

A graduate's first position is extremely important in developing a successful career path. Great care is taken by the institution in helping to equate a student's interests and abilities with the most desirable job opportunities available upon graduation. To this end, Stone Academy takes great pride in offering Professional Development classes to its students. These classes include self-packaging, telephone usage, cover letters, and different styles of résumé writing, interview techniques, and employer/employee relations. The Placement Director reviews all résumés and assists the graduate in his or her job search. Continuous placement assistance is provided for all graduates in good standing of Stone Academy. Experience has proven that our graduates are well received in business and industry. However, this does not guarantee the placement of our students upon graduation. Stone Academy reminds students that many potential employers conduct background checks. Students with drug and/or felony convictions may be prohibited from working at certain employers. Stone Academy maintains placement records that document our recent placement statistics. Contact the Placement Director for further information.

PHI BETA LAMBDA

Phi Beta Lambda is a national student organization that provides opportunities for students enrolled in post-secondary programs to develop vocational and career supportive competencies as well as to promote civic and personal responsibilities as future business leaders. All students are encouraged to join. Students should speak with Louise Pelletier at our West Haven Campus.

OTHER ACTIVITIES

Students, faculty, and administration plan special events throughout the year, which include student appreciation day, picnics, potluck lunches, etc.

CAMPUS SECURITY ACT INFORMATION

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"), Stone Academy is required to compile and make available an annual security report. This report includes statistics for the previous three years concerning reported crimes that occurred on-campus and on public property immediately adjacent to, and accessible from, the campus. The report also includes a description of the school's policies concerning campus security. The annual security report is available upon request from the School Director or by accessing our website.

ADMISSIONS

GENERAL ADMISSIONS POLICY

Stone Academy seeks qualified applicants who desire careers in a variety of business, medical, and computer-related areas. Aptitude and academic background are important. However, motivation, attitude, past work experience and maturity are taken into consideration for acceptance.

ADMISSIONS REQUIREMENTS

Diploma programs require a personal interview with an admissions representative for all interested applicants. Acceptance into the diploma programs is based upon successful completion of the interview as well as the attainment of a high school diploma or a General Education Diploma. Applicants must produce a copy of their high school diploma/General Education Diploma or sign an attestation of having graduated from high school or having received their General Education Diploma.

Prospective students are encouraged to telephone the school any hour of the business day, Monday through Friday, to schedule an appointment with an admissions representative and visit the campus. The application for admission requires a \$25 registration fee, which is refundable if the student is not accepted to the school. All applicants will be apprised of their acceptance or rejection, usually within two weeks of application.

Students applying to Stone Academy for the first time should:

1. Interview with an admissions officer;
2. Complete a Data Sheet;
3. Submit all necessary paperwork as requested by the admissions officer and;
4. Pay the \$25 registration fee.

Nursing applicants are required to attend an informational seminar and must have a high school diploma or GED. In addition, all Nursing applicants must take and pass all required sections of the Accuplacer Placement test (passing scores are 40 in Math, 60 in Sentence Skills, 60 in Reading Comprehension, and 30 in Algebra) and submit a completed Nursing application (which includes, but is not limited to, three letters of reference and a personal essay). Meeting the preceding criteria is not a guarantee of acceptance. Applicants may be provided the opportunity to advance place past ENG 103 and ENG 201 and/or MTH 101 and MTH 201 if their Accuplacer scores demonstrate a high proficiency in math and/or English. In order to advance place past ENG 103 and ENG 201, applicants must have scores on both Reading Comprehension and Sentence Skills that are greater than or equal to 110. In order to advance place past MTH 101 and MTH 201, applicants must score a 110 or higher in Arithmetic and 110 or higher in Algebra. Applicants achieving scores sufficient to advance place past ENG 103, ENG 201, MTH 101 and MTH 201 will begin their course of study with Nursing Seminar I (SEM 101). Advanced placed students will complete all parts of the application process as described and will be considered for acceptance within the general applicant pool for a specific cohort.

Medical Assisting, Dental Assisting, Patient Care Specialist, and Medical Office applicants must take and pass a Wonderlic exam. ESL applicants must take the CASAS Listening Pre-Test to determine their placement within the program.

Students applying to the Licensed Practical Nursing must complete and pass a background check.

Stone Academy does not accept students without a high school diploma or a GED unless they successfully passed the Wonderlic Basic Skills Test (WBST) prior to July 1, 2012, and were enrolled in a program prior to that time. Please see an admission's representative for details. These same students are not eligible for the LPN program.

MEDICAL ASSISTING/DENTAL ASSISTING/PCS PROGRAMS

Students must sign off on a Hepatitis B immunization form with admissions during the enrollment process. It is strongly recommended that the student obtain the inoculation due to the nature of health hazards in the healthcare field. Medical Assisting students will also be required to have a Physical Exam form on file 30 days after the start of school; if the exam is done prior to the start of school, the exam cannot be older than 90 days. If the Tuberculin test, which is part of the physical exam requirement, expires before externship, the student will be required to have another one performed and present documentation of this to the Medical Program Manager; or the student will not be allowed to go on externship. Medical Assisting students must also sign a form acknowledging that they understand the AAMA/ABHES testing eligibility requirements.

PCS students must submit the physical exam form and the tuberculin test, both having been completed by a physician. These must be submitted prior to the beginning of their second term.

READMISSION

Former students who wish to continue their studies must first meet with the Director of Education or School Director. Once approved, the student must apply for readmission by filing an Application for Admission with the Admissions Office.

Stone Academy readmits students without a high school diploma or a GED if they successfully passed the Wonderlic Basic Skills Test (WBST) prior to July 1, 2012, and were enrolled in a program at Stone Academy prior to that time.

Students seeking readmission into the nursing program must apply through the Admissions Department and start classes within 18 months of severance from the program. Readmission will be based on faculty review, clinical evaluations, a GPA of 2.0, and evidence of student's interim efforts to strengthen areas of academic weakness and circumstances that interfered with completing the LPN program. Readmission can only be granted if there are available openings, clinical resources, and will be at the discretion of the Program Director/Manager.

NON-MATRICULATED STUDENTS

Non-matriculated students may take single courses without meeting other entrance requirements upon approval of the School Director.

FINANCIAL AID

A private conference with an officer in the Financial Aid Department will be scheduled within seven days after the submission of the Application for Admissions. Applicants will be given information and assistance in filling out all necessary forms for receiving grant and loan awards. Unofficial financial aid awards will be explained at this time. Stone Academy offers our students financial support from various aid programs. Some of these funds originate from federal and state agencies, and some originate from local government and community based organizations. The Financial Aid Department is the designated department to disseminate consumer information to enrolled or prospective students. (Sec. 668.45)

FEDERAL AID SOURCES

Federal Pell Grants

Federal Pell Grants are awarded to students who need money to pay for their education or training after high school. A Pell Grant is not a loan, so it does not have to be repaid. To be eligible for a Pell Grant to attend Stone Academy, the applicant must show financial need and not possess a Bachelor's Degree.

Federal Supplemental Education Opportunity Grants

Federal Supplemental Education Opportunity Grants may be awarded to help pay education beyond high school. The grant is limited to undergraduate students with exceptional financial need (with priority given to Pell Grant recipients), and it does not have to be repaid.

Federal Work-Study

Federal Work-Study funds provide job opportunities for students to earn money while attending school. The amount of money awarded is based on need and the availability of funds.

Federal Direct Stafford Loan

This loan may be subsidized, unsubsidized, or a combination of both. With a subsidized loan, which is awarded based on financial need; the federal government pays interest that accrues while you are in school. The unsubsidized loan is not based on need; interest that accrues while in school must either be paid monthly or deferred and capitalized (added to the original loan balance). The Financial Aid Office determines financial need. This interest rate is fixed at 4.66% for both the subsidized and unsubsidized loans. There is also a 1.073% origination fee that is deducted from each disbursement.

Loan funds are disbursed directly to Stone Academy in equal amounts over each term of enrollment for the academic year. There is a 6-month grace period prior to repayment following graduation, withdrawal, or a drop below half-time status.

In order for first-time borrowers to receive Stafford Loan funds, an in-person Federal Entrance Interview and a Stafford Loan Master Promissory Note (MPN) must be completed. The Stafford Loan MPN can be completed at <http://www.studentloans.gov>.

Federal Direct PLUS Loan

The federally sponsored PLUS loan is a low-interest student loan for the parents of dependent undergraduate students, who are attending at least half time. The interest rate is a fixed 7.21%. There is a 4.292% origination fee that is deducted from each disbursement of a PLUS Loan.

Loan funds are disbursed directly to Stone Academy in equal amounts over each term of enrollment for the academic year. The maximum loan amount that can be borrowed is the cost of education less any other forms of financial aid.

OTHER FUNDING SOURCES

During the past few years, Stone Academy has received training funds from the following outside sources. These are limited resources and not available to all students.

Connecticut Bureau of Rehabilitation Services (BRS)/Workers Compensation Commission

This department has provided direct and support funds for disabled students attending Stone Academy. Funds from this department have been received through their offices in Hartford, East Hartford, Manchester, Enfield, Middletown, Meriden, New Britain, Bristol, Willimantic, Waterbury, and others.

Neighborhood Assistance Act

Stone Academy, in cooperation with a number of local nonprofit agencies, provides limited, need-based, funding for certain students. These funds are used as a last resort (after all other grant funds are received) to cover the cost of tuition, books and/or fees for certain programs.

Regional Workforce Development Board

This entity provides funding under the Workforce Investment Act. They are designed to assist dislocated workers in funding their education through contracts and custom-made programs.

Division of Workers Rehabilitation Services

This state agency provides funds for retraining those individuals who were hurt on the job and cannot perform that job any more due to the accident/illness.

Connecticut Department of Labor

This entity provides funding for students under the Trade Adjustment Act (TAA).

Applicants who appear eligible for direct funding or other support from these sources are referred on an individual basis from the Financial Aid office.

STONE ACADEMY MATCHING SCHOLARSHIP PROGRAM

Whenever any full-time active student receives a scholarship from any non-profit agency, service club, or similar private organization, Stone Academy will match the amount up to a maximum of \$250. Stone Academy will award up to \$20,000 per year in aggregate for this program. To apply for this matching scholarship, students are required to provide proof of the outside scholarship award to the Financial Aid office. Students can apply for this at any time but the application must be submitted 2 weeks prior to the start of a semester. Acceptance will be noted on the Financial Aid Award Notice.

SELECTIVE SERVICE REQUIREMENT

Any male born after January 1, 1960, must certify registration with the Selective Service before he can receive any Title IV funds. (This includes the Student Loan and Pell Grant). A signed statement to this effect will be acceptable.

ACADEMICS

DEFINITION OF UNIT OF ACADEMIC CREDIT

One academic credit is comprised of the following academic activities:

- 15 clock hours of lecture
- 30 clock hours of laboratory
- 45 clock hours of externship

A clock hour is equal to 50-60 minutes of lecture, laboratory, or externship. One semester credit hour is equal to 37.5 clock hours that includes in-class hours and out-of-class homework hours.

Out-of-class homework hours are equal to 25 percent of in-class hours. Homework will be evaluated and graded by instructors and will count a minimum of 10 percent of the course grade. Each course syllabus will outline the specifics requirements for homework.

Homework will enhance the learning objectives of the course by allowing students to review the concepts discussed in class. Evaluation of the homework will allow the instructor to determine any areas of weakness students may have and to further discuss the concepts to increase the achievement of the learning outcomes for students.

GRADING SYSTEM

Throughout the duration of a program, students will be continually apprised of progress in their subjects. Students' grades are provided at the end of each course. An official academic transcript is provided within 30 days of graduation. Requests for additional transcripts must be made in writing, accompanied by a \$5 clerical fee.

<u>Grade</u>	<u>Quality Points</u>	<u>Explanation</u>	<u>Grades Not Used in the Calculation of Grade Point Average:</u>	
A	4.0	Excellent	P	Pass
A-	3.7	Excellent	NP	When successfully repeating a failed course, the failed grade becomes a NP
B+	3.3	Good	W	Withdrawal
B	3.0	Good	TR	Transfer Credit
B-	2.7	Good	INC	Incomplete
C+	2.3	Satisfactory	AP	Credit awarded for prior learning
C	2.0	Satisfactory	AU	Audit
C-	1.7	Below Average	----	Class scheduled, not yet attended
D+	1.3	Poor		
D	1.0	Poor		
D-	0.7	Poor		
F	0.0	Fail		
WF	0.0	Withdrawal/Fail		
U	0.0	Unauthorized Incomplete		

TRANSFER CREDIT/ADVANCED PLACEMENT POLICY

Students entering Stone Academy with prior collegiate and/or non-collegiate learning may be eligible to receive credit for prior learning based upon a verification that the learning is equivalent in level and nature to the learning acquired in Stone Academy's approved programs and that they earned a "C" or better. Upon request, the School Director or Director of Education has the authority to evaluate training and award credit. Other methods of assessment for previous learning are individualized tests and laboratory evaluations designed and administered by the faculty or Director of Education. For students who have attended an accredited collegiate institution, the request must be accompanied by an official transcript and catalog from the previous institution. All decisions regarding the appropriateness of prior learning are made by the School Director or Director of Education. These requests and assessments must be received and processed prior to the first day of school. Graduation requirements in terms of program credit hours remain the same. These courses will be listed on their transcripts as a "transfer" with a grade of TR. This will not count towards their final GPA.

Stone Academy students transferring internally from one program to another or former students who are returning to school will have their transcript reviewed. Applicable courses will then transfer into the new program. These course grades will be listed on the new transcript and will be used in the calculation of the grade point average.

LPN applicants requesting a transfer from another nursing program are required to submit a transcript along with copies of all nursing course syllabi. Decisions on transfers are based on faculty review and individual course grades of 3.0 or better. Accepted transfer students must submit all necessary applications and records as required. Please refer to the LPN info session packet for more information. These courses will be listed on their transcripts as a "transfer" with a grade of TR. This will not count towards their final GPA.

No applications for advanced placement or transfer of credits will be accepted after a student has begun attending classes.

Course Waiver and Substitution

Under special circumstances, with permission from the School Director or Director of Education, students may receive a waiver for a specific course and substitute another course in its place.

EXTERNSHIP REQUIREMENT

Students enrolled in programs requiring an externship must have a 2.0 cumulative average before entering the externship. Satisfactory completion of the externship experience is part of the graduation requirements. Externships are unpaid. Students are responsible for obtaining their externship site. Stone Academy reminds students that many potential externship sites conduct background checks. Students with drug and/or felony convictions may be prohibited from these sites. If courses cannot be repeated to raise the GPA to 2.0 or students attempts to do so and fail then they cannot attend their externship and will have to be withdrawn from the program. Students must also be current on their financial obligations to the school to attend their externship. Failure to be current may also result in their being withdrawn from school.

MAKE-UP WORK

Students who have been absent are required to consult with their instructors about work missed. All work must be made up within two days unless the instructor gives permission for a longer period of time.

SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

Standards

Federal regulations require that Stone Academy establish and apply reasonable standards of satisfactory academic progress (SAP) for students receiving financial assistance.

Definition

SAP is measured by both **quantitative** and **qualitative** standards and is an assessment of a student's cumulative academic record while in attendance at Stone.

Grades not used in calculating a student's GPA are: (P) Pass, (NP) grade received for successfully repeating a failed course, (W) Withdrawal, (TR) Transfer Credit, (INC) Incomplete, (AP) Credit awarded for prior learning, (AU) Audit, and (----) course scheduled, but not attended.

Grades received for Transfer Credits (TR) from non-Stone Academy institutions are not included in a student's cumulative grade point average (CGPA), but are counted as credit hours or clock hours attempted if the credit hours/clock hours are applied toward the student's current program.

For students who change programs, only those courses that are applied to graduation requirements will have those grades or credits/clock hours included in the SAP determination.

For students who are getting credit for prior work from a previous period of enrollment, the grades and credits/clock hours for those courses will be included in the SAP determination.

For students who are not getting credit for prior work (starting the program over), the academic progress will be reset; and no prior work is considered in the SAP determination.

The Standards

This policy is used to evaluate all students both full-time and part-time at the end of each payment period. Below is a description of the qualitative and quantitative requirements for Stone Academy's Satisfactory Academic Progress Standards.

Qualitative Standard (quality of academic performance)

A student must maintain a Cumulative Grade Point Average (CGPA) as outlined in the Academic Progress Table at the completion of his or her payment period. A student may be placed on Financial Aid Warning, Financial Aid Probation (if an appeal is successful) or Terminated for academic deficiency.

Quantitative Standard (completion rate)

All students must also progress at a satisfactory pace toward program completion as stated in the Cumulative Completion Percentage (CCP) standards in the Academic Progress Table. Students must meet the minimum CCP at the end of each evaluation period to meet SAP. This process will ensure the student will graduate within the maximum time frame allowed by federal regulations.

$$\text{CCP} = \frac{\text{cumulative number of credit hours/clock hours successfully completed}}{\text{cumulative number of credit hours/clock hours attempted}}$$

Page 16 contains the Academic Progress Table for Credit Hour and Clock Hour programs.

Credit Hour Programs

Scheduled Program & Length	1 st Pmt Pd (Semester)		2 nd Pmt Pd (Semester)		3 rd Pmt Pd (Semester)	
	1 st Module	2 nd Module	3 rd Module	4 th Module	5 th Module	6 th Module
1.5 Semesters PCS-D/E	1.25 GPA 55% CCP	1.5 GPA 60% CCP	2.0 GPA 67% CCP			
2 Semesters ESL-D/E		1.5 GPA 60% CCP		2.0 GPA 67% CCP		
3 Semesters MA-D/E1		1.25 GPA 55% CCP		1.5 GPA 60% CCP		2.0 GPA 67% CCP
3 Semesters MOP-D/E		1.25 GPA 55% CCP		1.5 GPA 60% CCP		2.0 GPA 67% CCP

Clock Hour Programs

Scheduled Program	1 st Semester	2 nd Semester	3 rd Semester	4 th Semester	5 th Semester	5 th Semester
4 Semesters LPN-D	1.25 GPA 55% CCP	1.5 GPA 60% CCP	1.75 GPA 65% CCP	2.0 GPA 67% CCP		
6 Semesters LPN-E	1.25 GPA 55% CCP	1.5 GPA 60% CCP	1.75 GPA 65% CCP	1.75 GPA 70% CCP	2.0 GPA 75% CCP	2.0 GPA 75% CCP

Clock Hour Program Including Basic Skills Modules

Scheduled Program	Basic Skills Module 8 weeks	1 st Semester	2 nd Semester	3 rd Semester	4 th Semester	5 th Semester	6 th Semester
4 Semesters LPN-D	100% CCP	1.25 GPA 55% CCP	1.5 GPA 60% CCP	1.75 GPA 65% CCP	2.0 GPA		
6 Semesters LPN-E	100% CCP	1.25 GPA 55% CCP	1.5 GPA 60% CCP	1.75 GPA 65% CCP	1.75 GPA 70% CCP	2.0 GPA 75% CCP	2.0 GPA

Maximum Time Frame (MTF) for Program Completion

Students are expected to complete all program requirements for graduation within a maximum time frame of 150% or 1.5 times the “normal” program length calculated in credit hours or clock hours, whichever is appropriate.

For example, a student that is enrolled in a 42 credit hour length program must complete all program requirements for graduation by the time they have attempted 63 semester hours (total program length of 42 credit hours x 1.5). If at any evaluation period it is determined that a student cannot meet the maximum time frame, the student becomes ineligible to receive federal financial aid.

Financial Aid Warning, Financial Aid Probation, SAP Appeal & Termination

Any student who does not meet the quantitative **or** qualitative aspects of the SAP policy when evaluated will be placed on a **Financial Aid Warning** status for one payment period.

During the Financial Aid Warning period, the student will be eligible for financial aid. If at the end of the Financial Aid Warning period, it is determined that the student will not meet SAP at the next evaluation period, the student will be encouraged to work with the School Director or Director of Education to create a **SAP Appeal**. However, the student will be terminated if he or she does not submit a successful SAP Appeal.

If the SAP Appeal is granted, the student will be placed on **Financial Aid Probation**. Financial Aid Probation is a status assigned to a student who fails to meet the minimum standards of SAP and who has successfully appealed. Financial aid will be continued during the one payment period of Financial Aid Probation.

All students on Financial Aid Probation are expected to follow an Academic Plan. If a student fails to meet the requirements as outlined in the Academic Plan, his/her financial aid eligibility may be terminated. Students whose Title IV aid has been terminated will not have their account credited with Title IV funds. Students who meet the minimum SAP requirements at the conclusion of their probationary period will resume regular status.

SAP Notification

All students not meeting the minimum standards of SAP at any evaluation point will be required to meet with the Director to discuss their status.

SAP Appeal

The SAP appeal is a process by which a student who is not meeting satisfactory academic progress standards petitions to maintain Title IV eligibility while enrolled at Stone Academy. A student who was terminated for not meeting SAP may also appeal. If the appeal is successful, the student may reapply for admission into a program at Stone Academy. All semester hours taken before termination may count toward meeting the coursework when readmitted if the student received a grade of C or better and meets the requirements of the program. The prior credits earned at Stone Academy will be treated like transfer credits.

Some examples of a basis for a petition are: death of an immediate family member; serious illness or injury to student or immediate family member (parent, spouse, sibling or child) that required extended recovery time; and, significant trauma in a student’s life that impaired the student’s emotional and/or physical health.

1. A student is required to complete and submit a SAP Appeal Form along with supporting documentation outlined below and hand-deliver to the School Director or mail to:

Stone Academy
Academic Progress Appeals Committee
745 Burnside Avenue
East Hartford, CT 06118

2. Provide a written explanation on why the student failed to meet SAP.
3. Explain what has changed in the student's life circumstance that will enable the student to meet SAP by the end of the next evaluation period.
4. Sign and return the academic progress notification letter.

Appeal Review Process

1. The completion of a SAP Appeal Form along with supporting documentation will be reviewed by the Academic Progress Appeals Committee, consisting of the Director of Education, Registrar, School Director, program supervisor and a financial aid office representative.
2. All letters of appeal and supporting documentation will be provided to the Committee for review prior to the end of the following payment period for which eligibility has been lost.
3. The Committee will review the appeal and issue a decision within 10 calendar days of the meeting. The School Director will notify the student of the Committee's decision in writing.
4. A copy of all documents submitted by the student for the appeal will be retained as part of the student's education file.

If the student's appeal is approved, the student will be placed on **Financial Aid Probation** until the next evaluation period.

After a student has completed one payment period and has successfully passed all classes attempted and has achieved the minimum CGPA or has reached the minimum pace requirements, she/he will be considered to be in good academic standing. Generally, at that time, student financial aid eligibility will also be reinstated.

Academic Plan

Once a SAP Appeal is approved and a student is placed on Financial Aid Probation, an Academic Plan will be developed between the student and School Director and/or Director of Education. The Academic Plan will outline the minimum standards needed to achieve SAP by the end of the next evaluation period and what measures must be taken by the student during this time.

SAP Procedure

1. SAP will be checked at the end of each student's payment period.
2. A comparison is made by the School Director/Director of Education of the student's CCP and CGPA against Stone Academy standards (as per Academic Progress Table) above.
3. The School Director or Director of Education will meet with students identified as not meeting SAP. These students will be first placed on Financial Aid Warning and advised of their status in writing.
4. Students on Financial Aid Warning will have their SAP checked by the School Director/Director of Education at the mid-point of the semester to determine the likelihood of the student meeting SAP standards at the end of that payment period. If it is determined the student:
 - A. Will make SAP at end of payment period: no action required.
 - B. Will **not** make SAP at end of payment period: the student has the option to begin the **SAP Appeals** process. If the student:
 - (1) Does not make a SAP Appeal or the SAP Appeal is **not** approved by the *Academic Progress Appeals Committee*: the student will have his/her financial aid eligibility terminated.

LICENSED PRACTICAL NURSING PROGRAM REQUIREMENTS

Nursing courses are planned as a progression of increasing complexity, each one building upon previous nursing courses. Therefore, nursing courses must be taken in succession. A minimum grade of "C", 73 (2.0), in every course attempted, except the Pharmacology course which requires an 80 (2.7), is required for each course.

FAILING GRADES

Students who receive the grade of F have completed the course but failed to achieve the course objectives. Students who fail to complete the course and do not officially withdraw will receive a grade of U (Unauthorized Incomplete). Nursing students who do not complete a course due to the 90% rule or the clinical attendance rule will be withdrawn from the course by the school and receive a grade of WF. A WF in Nursing will count as the student's first attempt to complete the course.

Students who fail a course must repeat the course with a passing grade to satisfy the requirements for graduation. Students are allowed ONE attempt to successfully repeat any failed course. Stone Academy cannot guarantee if or when a course will be available for a student to repeat. Failing a course may in fact result in the student having to withdraw from the program, at which time the student may be subject to the readmission policy.

When a failed course is successfully repeated, the failed grade becomes an NP and is not used in determining the GPA. The new grade will then be used in the calculation of the GPA. The student must satisfactorily complete all requirements for graduation within 1.5 times the regular schedule required to complete the program of study.

COURSE REPEATS

As noted above, repeating a course can have an adverse impact on satisfactory academic progress. Students may be required to repeat a failed course or complete requirements in a course in order to meet the standards for graduation. If a student completes a program of study with a cumulative GPA of less than 2.0, the student, with the approval of the School Director, may repeat courses with a D grade in an effort to raise the GPA to 2.0 or higher to qualify for graduate status. Every course taken will count as credits attempted when tracking the maximum time frame evaluation points. Students are eligible to receive one repeated course at no additional charge for each academic year. Under extenuating circumstances, the School Director may make an exception to this limitation.

In all instances, the time frame of the program must not exceed 1.5 times the standard program length normally required to complete the program of study. In the event a course is repeated, the grade used to calculate the cumulative GPA is the higher grade received.

COURSE INCOMPLETES

Satisfactory progress is computed for all courses taken for credit. Non-credit remedial course grades are not used to calculate a student's GPA. Course incompletes are counted as credits attempted. If a student receives an "incomplete," he or she has two (2) weeks to complete all course requirements and receive a grade for that course. If requirements are not met within two (2) weeks, the incomplete becomes an "F." The final grade will then be included in calculating the student's GPA. Students who do not officially withdraw from a course but who fail to participate in course activities through the end of the period will receive a U (Unauthorized Incomplete), and the two-week rule is not applicable.

PROGRAM WITHDRAWALS AND RE-ENTRY

Conditions may arise requiring the student to withdraw from the school. While a student is not required to give written notification of withdrawal as a condition for making refunds, in order to expedite the withdrawal process, a student who wishes to withdraw from the school should:

1. Meet with the School Director.
2. Obtain the necessary withdrawal form from the Registrar;
3. Meet with a Financial Aid officer to determine all financial obligations; and
4. Return the completed form to the Registrar.

Students withdrawing from school will receive a WF for all classes attended but not completed and a W for classes scheduled but not yet attended. A WF will count as credits attempted and not earned. Students are not permitted to withdraw from individual courses.

The institution recognizes that the date a student officially notifies the registrar of their intent to withdraw will be considered the official **withdrawal** date for Title IV purposes. The date the withdrawal process is completed will be used as the date of determination.

Official notification to the institution of a student's intent to withdraw must be made to the School Director. This notice may be written or oral. Notification of intent to any other school officer is not recognized as an official notification of intent to withdraw.

If applicable, a revised tuition charge or refund will be calculated by the Accounting Office. A \$75 administrative fee will be charged to the student. If a student who withdraws has received financial aid, he or she may be subject to the loss of some or all of the financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Refer to the Refund Policy on page 29.

A student who has withdrawn may apply to re-enter the school. The student may be considered for readmission after an interview with the School Director and a Financial Aid officer prior to attending class.

Students who withdraw or are dismissed for unsatisfactory academic progress from Stone Academy cannot be assured of re-entering at a place in the scheduled curriculum that will provide a continuous sequence of classes for the completion of their program. Continuous sequences of classes are provided only to those students who complete their programs without interruption.

COURSE AND PROGRAM CHANGES

Given the pace of change in technology, Stone Academy reserves the right to change curricula, faculty, schedules, prerequisites and requirements for all courses and programs to increase the employability of the student provided this change does not affect the overall purpose of the program. Program and curricula changes must receive prior approval by the Connecticut Department of Higher Education and our accrediting agency.

CONDUCT

All students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement. Stone Academy reserves the right to dismiss any student who:

- Exhibits conduct that is found by the administration to be detrimental to the individual, other students, the community, or the school. In particular, the school maintains a policy that prohibits students and employees from using or distributing controlled substances or alcohol on the school's property or as part of the school's activities. A copy of our entire drug and alcohol abuse prevention policy is located on our website >www.stone.edu>student consumer information>drug and alcohol abuse prevention program.
- Fails to maintain minimum Standards of Academic Progress as outlined in the policy stated in this catalog.

Most problems between a student and instructor can be resolved by meeting and discussing the problem that exists. If this does not solve the problem, either the student or the instructor should consult with the School Director. It is our policy not to allow any outside participants to take part in any meeting between the students and representatives of Stone Academy.

A positive approach helps form the right attitudes and work habits that can determine one's future success.

LIBRARY/RESOURCE CENTER

A wide range of books and periodicals relative to the programs offered at Stone Academy are available for assigned projects and general enlightenment. Each student should make himself or herself familiar with the materials available. The Library could be used in the evening when the school is open. A student, though, is required to sign in at the front desk if he or she is not part of the evening program.

If a student desires to take a book for use at home, he or she may sign the book out with the Administrative Assistant or with the student helper who is assigned to work during the evening hours. Books may be kept out for a period of four days only. For any book that is returned late, the student will be charged 10 cents for each day late.

There is to be **NO EATING OR DRINKING** in the library.

GRADUATION REQUIREMENTS

Nursing students must have completed all coursework (including clinical and lab), attain a "score" of $\geq 90\%$ probability of passing the NCLEX on their exit exam, receive approval from the Nursing Program Manager and attain a final GPA of 2.0 or better. It is important to note that nursing students must be current in their financial obligations to the school in order to take their exit exam.

Candidates must complete the required number of courses as prescribed in the various programs and in the Satisfactory Academic Progress policy with a minimum grade point average of 2.0 in order to graduate from a program and receive the appropriate credential. Students must also have fulfilled or be current with all financial obligations to the school.

Federal Regulations and Stone Academy policy requires that any student who borrows loan funds complete an Exit Interview. Students who do not attend and complete the entire process will not have their diploma or transcript released. In addition they will not be allowed to attend any graduation/pinning ceremonies.

Students who are current with their financial obligations to the school may attend the graduation ceremony/pinning ceremony. Stone Academy issues diplomas once a year. Students completing the required courses in a program with a GPA less than 2.0 and/or students who start but fail to complete the externship requirement will receive a certificate of completion, **not a diploma**.

"REFRESHER" OPPORTUNITIES

The school offers its graduates continuing "refresher" privileges at no additional charge. Graduates can take this opportunity by attending scheduled day and/or evening classes on a regular basis. However, priority is given to full-time paid students; if seats remain, graduates may join the classes. However, all supplies and needed texts are at the expense of the graduate. Students can take only courses that they have previously taken. Students are not allowed to refresh in any course that requires an outside clinical rotation. There will be a charge for any new courses.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. "Education records" include records, files, documents, and other materials that contain information directly related to a student and are maintained by Stone Academy. FERPA provides certain exceptions to the definition of "education records." The following are not considered to be "education records": Notes and other records by Stone Academy faculty and other personnel that are not accessible or revealed to

any other person, records maintained for law enforcement purposes, and medical and counseling records that are used solely for treatment.

Under FERPA, students have the following rights:

- (1) The right to inspect and review the student's education records within 45 days of the day Stone Academy receives a written request for access. Although students have the right to inspect and review their education records, it is Stone Academy's policy to not provide students with a copy of any education records.

Students who wish to inspect and review their education records should submit to the School Director a written request that identifies the record(s) they wish to inspect. The School Director will make arrangements for access and notify the student of the time and place where the records may be inspected, generally during business hours only. Students have a right to review only their own education records. If a record includes information about other students, that information will not be disclosed.

- (2) The right to request the amendment of information in the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students who wish to ask Stone Academy to amend a record should submit a written request to the School Director clearly identifying the part of the record they want changed and specifying why they believe it is inaccurate, misleading or otherwise in violation of the student's privacy rights.

If Stone Academy decides not to amend the record as requested by the student, the school will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing. If Stone Academy rejects the requested amendment to the student's records, the student may place a statement in his or her records explaining his or her disagreement with the information in the records.

Stone Academy is not required under FERPA to consider requests for amendment that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record.

- (3) The right to consent before Stone Academy discloses any personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows certain types of information to be disclosed without the student's consent, including information that is disclosed to other school officials who have a legitimate educational interest in the information, and "directory information."

- (a) **School officials with a legitimate educational interest.** FERPA permits disclosure of personally identifiable information from a student's education records, without the student's consent, to school officials who have a legitimate educational interest in the information. A school official is a person employed or retained by the school in an administrative, supervisory, academic, or support staff position (e.g., instructors); a person or company with whom the school has contracted (such as an attorney, auditor, or collection agent); or a student serving in an official capacity or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs the information in order to fulfill his or her professional responsibilities or duties. This may include action or interest related to the student's education, discipline, a service or benefit for the student, evaluation of a student's academic work, maintenance of campus safety and security, and any other action or interest relating to the administration of Stone Academy's academic, administrative or financial programs.

(b) **Directory information.** The types of information listed below have been designated by Stone Academy as directory information, and as such, may be disclosed for any purpose at Stone Academy's discretion without a student's consent:

- Student's name;
- Dates of attendance and class year;
- Address and telephone number;
- Email address;
- Photograph;
- Date and place of birth;
- Major field of study degrees and awards received; and
- Most recent previous educational institution attended.

Under FERPA, students have the right to refuse to let Stone Academy designate any or all of the above types of information about the student as "directory information," and thereby have the information withheld from public disclosure, by submitting a written request to the School Director within two weeks of their starting school. In the absence of receipt of such a request, it will be assumed that the above information may be disclosed without consent for the duration of their attendance. A new request for non-disclosure may be submitted at the commencement of each academic year.

FERPA regulations state that schools MAY, but are not required to, disclose education records to a student's parent without student consent, if the parent provides verification that the student is a dependent for income tax purposes. Stone Academy policy is to limit the student educational record information that may be released to parents without the student's consent to directory information.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stone Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

FERPA requires Stone Academy to afford students the rights noted above. FERPA does not require Stone Academy to:

- Create or maintain any particular education records or to re-create lost or destroyed education records;
- Provide students with school calendars, notices, or other documents that do not contain information that is directly related to individual students;
- Respond to questions about a student;
- Provide students access to parents' financial records or any information contained in such records.

RULES AND REGULATIONS

ATTENDANCE AND TARDINESS POLICY

Stone Academy believes that regular attendance in, and prompt arrival to, all classes optimizes each student's educational experience; therefore, students are encouraged to attend every class, to arrive on time, and to stay for the entire class period. Each instructor sets his or her own attendance and tardiness policies. In addition, some programs have specific rules and regulations pertaining to both attendance and tardiness. These policies are given to the students on the first day of class.

Waterbury allows a 10-minute passing time between classes. West Haven and East Hartford allow a 5-minute passing time between classes. **Students tardy to a class will be subject to their individual teacher's attendance policy.** Students are expected to arrive for classes on time and be fully prepared with all necessary texts, supplies, etc.

LPN students have specific policies pertaining to attendance and tardiness and should refer to their student handbook for details.

DRESS CODE

Students are expected to dress appropriately as stated in the Student Handbook.

STUDENT LOUNGE

A student lounge is provided for the use and comfort of all our students. Vending machines as well as microwaves are available. Students are asked to keep the microwaves clean of spills and splashed food. Students are not to shake, vandalize, or manipulate the machines in any way. Those found doing such actions will be dismissed from Stone Academy.

Food and beverages are to be consumed in the student lounge only. Students found eating or drinking in other areas will receive a warning. Eating meals or drinking beverages in classrooms is prohibited, with the exception of clear bottled water. Repeated offenses can result in dismissal from school.

TELEPHONE CALLS

School telephones cannot be used for personal calls unless an emergency exists. No incoming calls for students will be honored unless it is a case of extreme emergency.

Cell phones, beepers, and pagers must be turned off during classes. They cannot be used in any classroom. At no time in the building are cell phones allowed to be used in walkie-talkie mode.

EMERGENCY EXITS

The Emergency Exits are to be used only in case of an emergency and for no other reason. This is a strict fire law. Any student using the exits for other than an emergency will be warned that if he or she repeats this violation, termination from school may take place.

PERSONAL PROPERTY

Stone Academy is not responsible for any personal property. Students are encouraged not to bring any valuables to school. All items found in the school are turned in to the lost and found box at the front desk. The school will keep them for 30 days only. Then they will be discarded.

RESTROOMS

Students are expected to treat the restrooms with respect as with any other part of the school. Writing on walls or bathroom partitions will not be tolerated. **Smoking is not allowed.** Students are asked not to sit on sink counters, and female students are reminded to use proper receptacles for disposable items.

PARKING AREA

Parking is provided in specially designated areas adjacent to the school. If a vehicle is towed because of improper parking, the expense will be the responsibility of the student. In Waterbury, students must park in the gravel lot in rows of two. Students must not triple park or block the back entrance leading to the gravel lot. Students are not to park in visitor and/or faculty parking spots. In West Haven, parking is available in the designated areas in front of the building outlined in yellow with additional parking located at the St. Louis church. In East Hartford students may use the church parking lot across Scotland Road. Parking permits may be required at these facilities so please see your student handbook.

CHILDREN

Children of students are not allowed to visit school during regular school hours.

STUDENT LOCKERS

Lockers in East Hartford and Waterbury, for storage of supplies, texts, and personal items, may be available and are assigned to full-time students at no additional charge. Students must supply their own locks. When completing a program of study or if terminating attendance at Stone Academy, students must clean out lockers within 24 hours; or Stone Academy will open lockers and dispose of all contents. Students are not to write on or damage lockers in any way. Students should see their School Director for more details.

VISITORS

Guests of students are welcome at the school during class hours if they are interested in attending Stone Academy. The Admissions Department encourages prospective students to be our guests for a day and sit in on classes. Visits may be arranged by contacting the Admissions Office. Friends of students who wish to sit in on classes for one or more periods are required to get permission from the School Director.

All visitors are required to sign in at the front desk. A visitor is not to ask to visit with a student unless it is an emergency. All visitors are requested to wait in the front lobby.

SEXUAL MISCONDUCT AND TITLE IX

Both the Department of Education and the United States Supreme Court have found that sexual harassment is a form of sexual discrimination prohibited by Title IX. Stone Academy recognizes that such behavior undermines the academic and professional excellence that Stone Academy provides to and expects from the members of its community. As set forth below, Stone Academy prohibits harassment and discrimination that unreasonably interferes with an individual's performance or that creates a hostile environment, whether such conduct happens on or off campus. To that end, and in accordance with federal and state law, Stone Academy has implemented the following policies. For more information on these policies, or to report any of the conduct prohibited below, please contact Stone Academy's Title IX Coordinator, Ms. Jeanna LaBella, 860-569-0618, 745 Burnside Avenue, East Hartford, CT 06108.

NONDISCRIMINATION POLICY

Stone Academy is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities, and employment without discrimination because of race, color, religious creed, sex, age, national origin, political affiliation, marital status, veteran status, sexual orientation, physical disability, learning disability or mental retardation, past or present history of mental disorder, or any other consideration not directly and substantively related to effective performance. This policy implements Federal and State laws, regulations, and executive orders.

All acts of discrimination, sexual violence, and harassment should be reported to Ms. Jeanna LaBella, Title IX Coordinator, 745 Burnside Avenue, East Hartford, CT 06108. All sexual harassment claims should be reported per our Sexual Harassment Policy on the following page.

Reports describing conduct that is inconsistent with our policies will be promptly and thoroughly investigated. Students have the right to file a criminal complaint while filing a complaint on any of the above acts. Complaints about violations of these policies will be handled discreetly, with facts made available to those who need to know to investigate and resolve the matter.

HARASSMENT/INTOLERANCE POLICY

The staff, faculty, student body, and administration of Stone Academy form a multicultural community of individuals from diverse race, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, and sexual orientations. We believe that activities, programs, and everyday interactions are enriched by acceptance of one another in an environment of positive engagement and mutual respect. Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated.

Harassment is conduct that is physically threatening, harmful, or humiliating. It may be based upon an individual's race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation.

Harassing conduct may take various forms, including, name-calling, bullying, cyberbullying, graphic or written statements (including the use of cell phones or the Internet), or other conduct. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can take many forms: texting, intimidation and even cyber bullying just to name a few. Bullying can impact a person's self-esteem, self-worth and cause devastating emotional effects no matter what the age.

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, texts, etc. Examples of cyberbullying include text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, website, or fake profiles.

The Administration of Stone Academy is committed to provide educational opportunities to all who seek and can benefit from them. They recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences.

Stone Academy recognizes that it has an obligation to provide programs that promote pluralism and diversity and encourage the educational community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, bullying, cyberbullying, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

If it is determined that inappropriate conduct has been committed by a student, Stone Academy will take such action as it deems appropriate under the circumstances. Such actions may range from counseling to termination to contacting local law enforcement. It may include other forms of disciplinary action as Stone Academy deems appropriate in its discretion under the circumstances.

SEXUAL HARASSMENT POLICY

It is the policy of Stone Academy that no member of the Stone Academy community—students, faculty, administrators, staff, vendors, contractors, or third parties—may sexually harass any other member of the community.

“Sexual harassment” is any unwelcome conduct of a sexual nature, which includes, but is not limited to, unwelcome sexual advances; sexual acts that are nonconsensual or perpetrated against a person who is incapacitated; the use or threatened use of sexual favors as a basis for academic or employment decisions; conduct that creates a hostile, intimidating, or offensive academic or working environment; conduct of a sexual nature that has the effect of unreasonably interfering with an individual’s work performance; and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive to limit a person’s ability to participate in or benefit from an educational program or activity.

“**Incapacitation**” means the physical and/or mental inability to make informed, rational judgments. Where an intoxicant is involved, incapacitation is a state of intoxication where the intoxicant consumed impairs a person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments.

“**Consent**” means words or actions that show an active, knowing and voluntary agreement to engage in mutually agreed-upon sexual activity. Consent cannot be gained by force, by coercion, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another, where the actor knows or reasonably should have known of such incapacitation. Intoxication is not an excuse for failure to obtain consent. Consent is also lacking when the activity in question exceeds the scope of consent previously given.

Complaints of sexual harassment should be directed to either Ms. Jeanna LaBella, Title IX Coordinator, or Mr. Andrew Tierney, Chief Operating Officer, 745 Burnside Avenue, East Hartford, CT 06108.

SEXUAL VIOLENCE STATEMENT

Sexual violence is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence may include rape, sexual assault, sexual battery, sexual coercion, dating violence, and domestic violence.

TITLE IX STATEMENT

It is the policy of Stone Academy to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex (gender) in our educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.

Any inquiries concerning Title IX should be directed in writing to Stone Academy's designated Title IX Coordinator, Ms. Jeanna LaBella, 860-569-0618, 745 Burnside Avenue, East Hartford CT 06108.

Additional Title IX information and resources can be found on our website >www.stone.edu>student consumer information.

GRIEVANCE PROCEDURE FOR DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT AND TITLE IX

Investigation and Confidentiality

Stone Academy promptly and thoroughly investigates and resolves complaints alleging sex discrimination, sexual harassment, and sexual violence, including sexual assault, stalking, dating violence, and domestic violence.

Any student, faculty, or staff member with questions or concerns about the applicable policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact Stone Academy's Title IX Coordinator.

Any person who believes that he or she is a victim of sexual harassment or violence is encouraged to make a report to both the police and the Title IX Coordinator for assistance and investigation. The police investigate criminal violations, while the Title IX coordinator will investigate violations of these policies. Reports describing conduct that is inconsistent with these policies will be promptly and thoroughly investigated, using a more-likely-than-not standard, within 60 days if possible.

Knowingly furnishing false information to the School is a violation of this policy. Anyone who knowingly files a false report, knowingly pursues a false complaint under this policy, or otherwise knowingly reports, complains, or assists with a false complaint of unlawful harassment, violates this policy and is subject to investigation and discipline. Note that the failure to adequately substantiate a good-faith claim is not the same as knowingly making a false accusation.

Stone Academy encourages victims of sexual violence to talk to somebody about what happened – so victims can get the support they need, and so the School can respond appropriately. Complaints about violations of these policies will be handled discreetly. If a victim discloses an incident, but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, Stone Academy's Title IX Coordinator will weigh that request against the School's obligation to provide a safe, non-discriminatory environment for all students, including the victim. A request for confidentiality may limit the School's ability to investigate a particular matter. In that instance, the School may take steps to limit the effects of the alleged conduct without initiating formal action against the alleged perpetrator.

Although rare, there are times when the School may not be able to honor a victim's request for confidentiality in order to provide a safe, non-discriminatory environment for all students. If the School determines that it cannot maintain a victim's confidentiality, the School will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the School's response. The Title IX Coordinator and/or designees will protect the privacy of all parties, including the complainant, consistent with the Academy's obligation to provide a safe environment for members of the community. Student-victims may request information about confidential support organizations or crisis hotlines from the Title IX Coordinator.

The Title IX Coordinator may also take interim administrative actions to alleviate any threat of imminent harm to persons or property and to provide support services to the complainant. Interim administrative action is not a sanction. Instead, it is an effort to protect the safety and well-being of the victim, the accused student, third

parties, or property. Actions may include, but are not limited to, no contact instructions, limited access to campus, or interim suspension.

Retaliation

Stone Academy prohibits retaliation against anyone for registering a complaint pursuant to these policies, assisting another in making a complaint, or participating in an investigation under the policies. Anyone experiencing any conduct that he or she believes to be retaliatory should immediately report it in writing to the Title IX Coordinator.

Resolution

If a complaint of discrimination, harassment, or sexual harassment is found to be substantiated by preponderance of the evidence, appropriate corrective action will follow, up to and including separation of the offending party from Stone Academy. Both the victim and the accused will have equal rights to participate in the investigation and resolution process, and both parties will receive simultaneous written notice of the outcome of the complaint. At no point will the School employ informal mediation to resolve complaints of sexual harassment or violence. All adjudication procedures will be conducted by Mr. Andrew Tierney, Chief Operating Officer, 745 Burnside Avenue, East Hartford, CT 06108.

Reporting

All members of the Stone Academy community are responsible for creating a working, learning, and living environment that is free of discrimination and harassment, including sexual harassment.

To this end, Stone Academy strongly encourages teachers, staff, and students to report incidents of discrimination, harassment, and sexual misconduct to the Title IX Coordinator. Employees (except those empowered by law to maintain confidentiality) who receive information about or witness sexual violence, must report incidents of sexual violence to either local law enforcement or the Title IX Coordinator. These offices will ensure that victims receive information about medical treatment and support services available to them, as well work to ensure the safety of the entire campus community.

Vendors, Contractors and Third Parties

Stone Academy's policies on discrimination, harassment, and sexual harassment apply to the conduct of vendors, contractors and third parties. If a member of the Stone Academy community believes that he or she has been subjected to conduct by a vendor, contractor or third party that violates these policies, the community member should contact the Title IX Coordinator. Stone Academy will respond as appropriate, given the nature of its relationship to the vendor, contractor or third party.

DRUG AND ALCOHOL POLICY

Stone Academy is dedicated to providing quality educational services to its students and a quality work environment for its employees. In keeping with this commitment, Stone Academy maintains a campus free from drug and alcohol abuse. The manufacture, possession, distribution or use of illegal drugs or alcohol is prohibited on campus. Any violation of this policy will warrant disciplinary actions up to and including dismissal and may result in local, state, and/or federal criminal charges. Stone Academy has implemented a program to prevent the use and abuse of illicit drugs and alcohol by students and employees as follows:

The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) requires that all institutions of higher education implement a program that prevents the use of illicit drugs and the abuse of alcohol by students and employees. **Stone Academy's** program is as follows:

- A. Standards of Conduct: All students, faculty and staff members are prohibited from the unlawful possession, manufacture of, use or distribution of illicit drugs and alcohol on Stone Academy's campus, parking lots, or as part of any of the school's activities.
- B. Legal Sanctions: All drugs are controlled by Federal Law. (Most drug offenses are prosecuted under state law, which may be more severe.)

- (1) Unlawful possession of all controlled drugs:

First offense: Up to one year imprisonment and/or fines up to \$5,000.

Second offense: Twice the imprisonment and fines for first offense.

(2) Unlawful distribution or possession with intent to distribute:

a. Narcotics (i.e. cocaine and the opiates):

First offense: Up to 15 years imprisonment and/or fines up to \$25,000 plus three-year mandatory special parole.

Second offense: Up to twice that of first offense.

b. Amphetamines, barbiturates, hallucinogens (including marijuana):

First offense: Up to five years imprisonment and/or fines up to \$15,000 plus two-year mandatory special parole.

Second offense: Up to twice that of first offense.

(3) Unlawful distribution of all controlled drugs—by someone over 18 to someone under 21:

First offense: Up to twice the fine and imprisonment otherwise authorized.

Second offense: Up to three times fine and imprisonment otherwise authorized.

Any questions concerning the legal sanctions under state law for unlawful use or distribution of the illegal drugs or alcohol should be directed to the Chief State's Attorney, John J. Kelly, 340 Quinnipiac Street, Wallingford, CT 06492. The telephone number is (860) 265-2373.

- C. Health Risks: Materials describing the health risks associated with the use of illicit drugs and the abuse of alcohol are kept in the library in separate special files marked Drugs/Alcohol/AIDS Information.
- D. Counseling: Any student, faculty or staff member seeking drug or alcohol counseling, treatment, or rehabilitation should speak to the School Director. The School Director will refer them to the proper agency. Each state has a single agency for the various drug abuse prevention, treatment, and rehabilitation programs. In Connecticut this is the *Connecticut Alcohol and Drug Council*, Department of Mental Health, 90 Washington Street, Hartford, CT 06115.
- E. Violation of the Standards of Conduct: Students and employees found using, possessing, manufacturing, or distributing illicit drugs and/or alcohol will be given a written warning for a first offense. If a student or employee further abuses the standards of conduct, he or she can be terminated/dismissed from Stone Academy for one year or permanently depending on a person's desire to obtain rehabilitation, etc.

If a student is convicted locally or within the state for the use, possession, manufacture, or distribution of illicit drugs or alcohol, he or she will be dismissed from Stone Academy and will be held liable for his or her financial obligations to the school.

If an employee is found guilty by a local or state enforcement agency, employment will be terminated until which time the employee has completed his or her penalties and has indicated his or her commitment to be rehabilitated.

PERSONS WITH DISABILITIES POLICY

Stone Academy is committed to the goal of achieving equal educational opportunity for individuals with disabilities and actively seeks to develop and maintain reasonable accommodations for all students. Persons with disabilities are encouraged to apply for admission. Stone Academy is able to provide special facilities and services to disabled students through the Bureau of Rehabilitation Services. These services are available upon request from the School Director. Questions, inquiries or complaints should be directed to the School Director.

PROCEDURE FOR SUGGESTIONS AND GRIEVANCES

We all experience times when questions or concerns arise that we must be able to discuss and have resolved. In any environment, whether school or business, it is important to know the person with whom we should speak and the procedure for obtaining resolution to our concerns.

Stone Academy treats our programs as a form of on-the-job training for our students. For that reason, we ask that any question, concern, or suggestion regarding a class be discussed first with the instructor – your immediate supervisor. If you are unable to satisfactorily address the problem, please make an appointment with the School Director who serves as the supervisor of your instructors. Nursing students are requested to meet with the LPN Program Manager.

It is our policy to not allow any outside participants to take part in any meeting between the student(s) and representatives of Stone Academy.

Any unresolved problems should be addressed – in writing – to: Mr. Andrew Tierney, Chief Operating Officer, Stone Academy, 745 Burnside Avenue, East Hartford, CT 06108. Outline the disagreement and attempts to resolve the issue(s). Upon review of the statement presented by the student and documentation of meetings submitted by the administration, a final decision will be rendered. It is our policy not to allow any outside participants to join in any meeting between students and representatives of Stone Academy.

If you are still not satisfied after completing the process above, you are invited to contact the Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105. Students wishing further clarifications may also direct their concerns in writing to the Accrediting Council for Independent Colleges and Schools, 750 First Street NE, Suite 980, Washington, DC 20002.

We appreciate the opportunity to help you with your concerns.

REFUND/WITHDRAWAL POLICY

Institutional Refund Policy Prior to the Beginning of Instruction

Students not accepted by the institution will have their registration fee refunded. A student may cancel their intent to enroll by providing official notice, written or oral, to the School Director. Refunds will be made within 30 days.

As allowed by regulation, refunds less than \$25 will not be made.

Institutional Refund Policy After Instruction Has Commenced

1. A registered student may withdraw from school by providing official notice, written or oral, to the School Director. The date that the School Director receives that notice is the student's official withdrawal date for Title IV purposes. The date the withdrawal process is completed will be used as the date of determination. Further information on withdrawals may be found under Program Withdrawals in the School Catalog.
2. If notice of withdrawal is received prior to the first day of classes, a refund of 100% of total tuition received for that payment period (excluding any fees and tuition deposit) will be granted for both full-time and part-time students.
3. If notice of withdrawal is received on the **first day of classes and through the 14th calendar day** of the semester, a refund of 50% of total tuition (excluding fees) applicable to the courses for which registered will be granted for both full-time and part-time students.
4. For a reduction in load, which occurs on the first day of classes through the 14th calendar day of that semester, 50% of the difference between the original tuition and tuition for the revised course schedule will be refunded.
5. No refund of tuition will be granted for either full-time or part time students beyond the 14th calendar day.

If a student participates in Title IV Financial Aid, the school will first calculate the Return to Title IV and then apply the Institutional Refund Policy outlined above. For those students not participating in Title IV Financial Aid, only the Institutional Refund Policy will apply. In counting calendar days, if a withdrawal notification falls on a Sunday, the following Monday shall be the effective date of the withdrawal. If the withdrawal falls on an institutional observed holiday, the next business day shall be the effective date of withdrawal.

Return of Title IV Funds

If you withdraw from Stone Academy prior to the 60% point in any payment period and you received federal financial aid in the form of grants or loan funds, federal law requires that Stone, and in some cases, you the student, return any unearned funds to the U. S. Department of Education. Students are considered to have earned 100% of federal funds in which they are eligible after the 60% point in the payment period. The calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in your owing additional funds to Stone Academy to cover tuition charges previously paid by federal aid prior to your withdrawal.

In compliance with the amended version of 34 CFR Section 668.22 of the Higher Education Amendment of 1998, the following student categories will have all charges recalculated under the Return of Title IV Funds calculation formula:

- Students who withdraw from classes;
- Students who stop attending; or
- Students who are terminated.

All aid will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number of hours scheduled to complete by total hours in the period.

Stone Academy must return the lesser of:

- The unearned amount of the Title IV assistance
- The institutional charges incurred for the period of enrollment, multiplied by the unearned percentage.

The student must return the difference, if any, between the amount of unearned aid and the amount the school must return. If a student is required to return grant funds, the U.S. Department of Education gives him/her special consideration and the grant amount that is due for return is reduced by half. In accordance with federal regulations, when financial aid is involved, refunds are returned in the following order:

- Unsubsidized Federal Stafford loans.
- Subsidized Federal Stafford loans.
- Unsubsidized Direct Stafford loans (other than PLUS loans).
- Subsidized Direct Stafford loans.
- Federal Perkins loans.
- Federal PLUS loans.
- Direct PLUS loans.
- Federal Pell Grants for which a return of funds is required.
- Academic Competitiveness Grants for which a return of funds is required.
- National Smart Grants for which a return of funds is required.
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.
- Federal Teach Grants for which a Return is required.
- Iraq Afghanistan Service Grant for which a return is required.

Note: Federal Work-Study is excluded from the calculation.

This is a synopsis of the Return to Title IV calculation and not the entire policy. The student may see the entire policy along with worksheets and examples in the [Return of Title IV Policies and Procedures Manual](#).

Single Course/Workshop Enrollment

For all single courses and workshops, the school will retain all monies once the applicant has attended class.

STUDENT RIGHT TO KNOW

Section 485 (a) of the Higher Education Act requires schools that participate in any of the Title IV financial assistance programs to disclose information about completion rates to current and prospective students. This is made available through our website at

<http://www.stone.edu/welcome-to-stone-academy/consumerinfo/>

LICENSED PRACTICAL NURSING PROGRAM OBJECTIVES

The Licensed Practical Nurse plays an important role in a client's plan of care. Though they are not allowed to develop the actual plan of care, they do make important contributions to it. The LPN's contributions to the plan of care consists of the collection of data, implementing therapeutic nursing measures, performing therapeutic nursing interventions, and using ethical decision making within the guidelines of the Nurse Practice Act to provide care.

This program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Practical Nurse. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical procedures. Training is provided by a balance of lecture, lab, and clinical components.

All nursing theory courses provide a section to discuss a theoretical nursing care plan including assessment, probable short- and long-term goals, nursing diagnosis, and nursing interventions, along with rationales.

Students are exposed to the nursing process in their first clinical rotation where they start to become familiar with gathering data from the client's medical record. As they progress, they are encouraged to incorporate data into a workable care plan. Instructors may require the student to complete nursing care plan(s) in each clinical course. These nursing care plans will be evaluated, corrected and used as a learning tool. As the students' progress in their clinical rotation, they may make suggestions to the APRN or RN with the approval of their instructor. In collaboration with the APRN or RN, they evaluate the effectiveness of nursing interventions; and they may recommend changes in the client's plan of care.

LPN education prepares the nurse for entry-level position in both acute and long-term care settings. The LPN graduate functions as a contributing member of the health care system and utilizes the nursing process to provide care to individuals and to groups of clients within the framework of the Nurse Practice Act.

Graduates of this program are eligible to sit, upon graduation, for the Connecticut NCLEX-PN licensing examination and assume positions in the health care system as licensed practical nurses.

Licensed Practical Nursing students will be required to submit a medical examination reported by a licensed physician; APRN or PA who describes the student's physical and emotional health two weeks prior to the start of clinical. All required immunization must be completed before the start of the first Nursing course. Students are required to become certified in a Cardiopulmonary Resuscitation healthcare provider-level course by either the American Heart Association (BLS for Healthcare Providers) or the American Red Cross (CPR/AED for Professional Rescuers and Healthcare Providers) prior to starting the clinical rotation.

Prospective students are advised that Section 19a-14 of the Connecticut General Statutes authorizes the Department of Public Health to deny licensure to applicants who may be addicted to drug or alcohol, who have been disciplined in other states, or have been convicted of a felony.

**LICENSED PRACTICAL NURSING DIPLOMA PROGRAM – DAY AND EVENING
WEST HAVEN and EAST HARTFORD CAMPUSES**

Clock Hours	Course No.	Course Name
60	ENG 103	English Proficiency for the Health Care Professional
60	ENG 201	Writing and Terminology for Health Care Professionals
60	MTH 101	Practical Mathematics for Health Care Professionals
60	MTH 201	Mathematical Calculations for Health Care Professionals
28	SEM 101	Nursing Seminar I
27	NUR 101	Nursing and Health
146	FUN 101	Fundamentals of Nursing
36	WEL 101	Wellness Promotion Across the Lifespan I
36	WEL 102	Wellness Promotion Across the Lifespan II
60	SCI 101	Life Science I
51	PHA 101	Pharmacology
115	CLN 101	Clinical I – Geriatric
45	SCI 102	Life Science II
60	SUR 101	Medical Surgical Nursing Across the Lifespan I
84.5	CLN 102	Clinical II – Subacute
24	MAT 101	Maternal/Newborn Nursing
32.5	CLN 103	Clinical III – Maternal Newborn
71	SUR 102	Medical Surgical Nursing Across the Lifespan II
156	CLN 104	Clinical IV – Acute I
103	SUR 103	Medical Surgical Nursing Across the Lifespan III
77	SUR 104	Medical Surgical Nursing Across the Lifespan IV
228	CLN 105	Clinical V – Acute II
45	SEM 102	Nursing Seminar II
31	CON 101	Nursing Concepts
104	CLN 106	Clinical VI – Acute III

1560-1800 Clock Hours, 21-25 Courses, 55-63 Weeks, 4 Semesters, 2 Academic Years, Days
1560-1800 Clock Hours, 21-25 Courses, 93-109 Weeks, 6 Semesters, 2 Academic Years, Evenings

Day Schedule: Monday through Friday from 8:00 a.m. to 2:30 p.m. on theory days, or 8:00 a.m. to 3:00 p.m. on clinical days.

Evening Schedule: Either Monday and Wednesday from 5:00 p.m. to 10:00 and Saturday from 8:00 a.m. to 3:30 p.m., or Tuesday and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 3:30 p.m.

MEDICAL OFFICE PROFESSIONAL OBJECTIVES

We live in a country with a growing and aging population where major changes are occurring in health administration and management. The unusual influence of technological change, economic dynamics, and health advances provides a foundation of opportunities for individuals who can translate medical insurance and billing requirements for a technologically advanced medical office. Medical/Dental support staffs are increasingly playing an important role in the health field. This program will prepare students to integrate office computer skills with a solid medical background composed of medical terminology, medical/dental billing and coding, and insurance skills unique to the medical/dental office. Students also will be trained in basic clinical office procedures.

This mix of skills can allow our students the option of beginning their careers in a variety of hospital, medical, or dental environments. Employment opportunities are excellent due to very rapid expansion of doctors' offices, group medical practices, health maintenance organizations, clinics, and other health care facilities. Our medical/dental programs prepare our graduates for these exciting career opportunities.

**MEDICAL OFFICE PROFESSIONAL DIPLOMA PROGRAM – DAY AND EVENING
ALL CAMPUSES**

Credit Hours	Course No.	Course Name
2	OAD 101	Keyboarding I
3	ENG 101	English Fundamentals
3	MED 100	Medical Terminology
3	PSY 102	Career Success
2	OAD 110	Keyboarding II
2	OAD 102	Microsoft Word I
3	BIO 101	Introduction to Anatomy and Physiology
3	ENG 102	Business Communications
2	MED 104	Medical Office Practice I
2	MED 110	Medical Insurance, Billing and Coding
2	OAD 103	Microsoft Excel
3	MED 102	Medical Law & Ethics
2	MED 106	Medical Office Practice II
2	MED 211	Diagnostic Coding
2	OAD 201	Advanced Computer Applications
3	PSY 110	Introduction to Psychology
2	MED 105	Dental Terminology, Charting and Procedures
2	MED 120	Clinical Procedures I
2	MED 204	Medical Manager Software
2	MED 213	Procedure Coding
5	MED 298	Medical Office Professional Externship

52 Credits, 21 Courses, 48 Weeks, 3 Semesters

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday from 9:00 a.m. to 3:05 p.m. During externship, students will be in class on Fridays from 9:00 a.m. to 2:00 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

MEDICAL ASSISTING PROGRAM OBJECTIVES

Medical Assistants are multi-skilled health professionals who perform a wide range of roles in physician's offices and other health care settings. Duties may vary, depending on location and size of practice and the physicians specialty, but Medical Assistants typically answer telephones, prepare patients for examination, update and file medical records, fill out insurance forms, handle patient billing and bookkeeping tasks, telephone prescriptions to a pharmacy, schedule appointments, arrange hospital admissions, and purchase supplies and equipment.

Medical Assistants may also take vital signs and medical histories, assist the physician or nurse during patient examinations, collect and prepare laboratory specimens or arrange for laboratory services, perform electrocardiograms, remove sutures, and change dressings.

Medical Assistants are primarily employed in private physician practices, but may also be employed by medical centers, medical specialty clinics, insurance billing agencies, medical transcription agencies, laboratories, and emergency rooms.

Stone Academy's Medical Assisting program fosters the personal and professional growth of each student and aims to develop clinically and administratively competent Medical Assistants to work in various health care settings in the community.

Medical Assisting students are required to submit a medical examination reported by a licensed physician by the last day of their first module.

Society has recognized the Medical Assistant as being an integral and unique component of the health care industry. With the change in time, society also has become increasingly knowledgeable with regard to quality health care. Stone Academy shares these beliefs and is committed to developing educationally sound and clinically competent Medical Assistants who can contribute to the delivery of quality health care in the community.

**MEDICAL ASSISTING DIPLOMA PROGRAM – DAY AND EVENING
ALL CAMPUSES**

Credit Hours	Course No.	Course Name
2	OAD 101	Keyboarding I
3	ENG 101	English Fundamentals
3	MED 100	Medical Terminology
3	PSY 102	Career Success
3	MED 102	Medical Law and Ethics
3	BIO 110	Anatomy and Physiology I
2	MED 120	Clinical Procedures I
3	ENG 102	Business Communications
2	MED 110	Medical Insurance, Billing and Coding
3	BIO 111	Anatomy and Physiology II
2	MED 121	Clinical Procedures II
2	MED 104	Medical Office Practice I
3	BIO 112	Anatomy and Physiology III
2	MED 122	Clinical Procedures III
2	MED 106	Medical Office Practice II
3	PSY 110	Introduction to Psychology
3	BIO 113	Anatomy and Physiology IV
2	MED 123	Clinical Procedures IV
2	MED 204	Medical Manager Software
3	MED 210	Pharmacology
5	MED 299	Medical Assisting Externship

56 Credits, 22 Courses, 48 Weeks, 3 Semesters, 1½ Academic Years, Days/Evenings

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday from 9:00 a.m. to 3:05 p.m. During externship, students will be in class on Fridays from 9:00 a.m. to 2:00 p.m.

Evening Schedule: Monday, Tuesday and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

DENTAL ASSISTING PROGRAM OBJECTIVES

Dental assistants play an integral role in the clinical and administrative operations of a dental office. Duties include many aspects of assisting the dentist, preparing patients for cleanings and other routines, sterilizing and disinfecting instruments, setting up the instrument trays, charting and providing administrative office support for the dental office. Students will receive training that will prepare them to work as dental assistants in the realms of general dentistry as well as specialties including periodontics, orthodontics and pediatric dentistry.

The program is designed to provide a mixture of academic delivery methods that utilizes traditional didactic instruction along with laboratory and externship experiences to ensure that all graduates have both the knowledge and the skills they need to excel as a dental assistant.

DENTAL ASSISTING DIPLOMA PROGRAM – DAY AND EVENING ALL CAMPUSES

Credit Hours	Course No.	Course Name
2	MED 120	Clinical Procedures I
2	OAD 102	Microsoft Word I
3	MED 100	Medical Terminology
3	PSY 102	Career Success
3	MED 102	Medical Law and Ethics
3	ENG 101	English Fundamentals
2	MED 104	Medical Office Practice I
3	MED 210	Pharmacology
2	DNT 102	Basic Chairside Assisting Techniques/Principles of Microbiology
3	DNT 103	Dental Materials
3	DNT 101	Oral Anatomy and Tooth Morphology
2	MED 105	Dental Terminology, Charting and Procedures
2	DNT 202	Dental Specialties
2	DNT 104	Dental Radiology
2	DNT 105	Dental Practice Management
3	DNT 205	Dental Office Emergencies
3	MED 225	Spanish for Healthcare Professionals
2	DNT 206	Advanced Chairside Assisting Techniques
4	DNT 298	General Dentistry Externship
2	DNT 299	Dental Specialty Externship

51 Credits, 20 Courses, 48 Weeks, 3 Semesters, 1½ Academic Years, Days/Evenings

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday from 9:00 a.m. to 3:05 p.m.

Evening Schedule: Monday, Tuesday and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m.

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m.

PATIENT CARE SPECIALIST PROGRAM OBJECTIVES

Over the last several years, hospitals and other clinical settings have had to consolidate front-line patient care. The direct patient care professional must be able to complete various tasks formerly associated with medical technicians, nurse aides, LPNs and other health professionals. This position carries the title "Patient Care Technician" at most area hospitals. The position differs from the Certified Medical Assistant because it is non-basic, totally clinically based, and without the office skills associated with the CMA.

The curriculum that follows has been developed with input from local hospital supervisor and administrators as well as other area health care providers to prepare students to provide direct patient care in a wide range of medical environments. Students will learn the 25 nursing skills as required to become a CNA. Students will also be introduced to specialized patient conditions that they will experience throughout their careers, which include end of life care, Alzheimer's disease, dementia, cancer and rehabilitative care. The curriculum will also prepare students to work in a hospital setting through training in the use of EKG technology, phlebotomy, CPR, first aid and emergency procedures. Students that complete the program will have the ability to seek additional certifications, which include Certified Nurse's Aide and Home Health Aide.

PATIENT CARE SPECIALIST DIPLOMA PROGRAM – DAY AND EVENING ALL CAMPUSES

Credit Hours	Course No.	Course Name
3	MED 100	Medical Terminology
4	PCS 102	Home Care Techniques
2.5	PCS103	Advanced Patient Care
3.5	PCS 108	Anatomy and Physiology
2	PCS 104	Professional Development
5	PCS 107	Quality of Life
8	PCS 110	Nursing Assistant Skills

28 Credits, 7 courses, 3 8-Week Terms, 24 weeks

Program Schedule:

West Haven CAMPUS:

Day Schedule: Monday through Thursday between the hours of 8:15 a.m. and 2:40 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday between the hours of 9 a.m. and 3:05 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday between the hours of 8:15 a.m. and 2:40 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

EMERGENCY MEDICAL TECHNICIAN PROGRAM OBJECTIVES

The Emergency Medical Technician's scope of practice includes basic skills focused on the acute management and transportation of critical and emergent patients. This may occur at an emergency scene until transportation resources arrive, from an emergency scene to a health care facility, between health care facilities, or in other health care settings. Emergency Medical Technicians work alongside other EMS and health care professionals as an integral part of the emergency care team. Their scope of practice includes basic, noninvasive interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies. Emergency care is based on assessment findings.

The Emergency Medical Technician level is the minimum certification level for personnel transporting patients in ambulances. The scope of practice is limited to basic skills that are effective and can be performed safely in an out-of-hospital setting with medical oversight and limited training. The Emergency Medical Technician serves as part of an EMS response system, assuring a progressive increase in the level of assessment and care. In addition to emergency response, Emergency Medical Technicians often perform medical transport services to patients requiring care within their scope of practice.

Stone Academy's EMT program is an entry-level program to EMS. This 210-hour course includes didactic and hands-on training to prepare students for the real life situations of working in an EMS system. The course will cover the following: medical, legal, and ethical issues in healthcare, communicable disease, anatomy of the human body, patient assessment, identification and management of medical and traumatic patients, geriatrics and pediatrics, CPR for Healthcare Provider, environmental emergencies, hazardous materials awareness, weapons of mass destruction, Mark-1 Anna kit certification, ambulance operations, obtaining vital signs, airway management, spinal immobilization, patient lifting and moving, mass casualty incidents and management, mass casualty incidents and SMART Triage certification, emergency scene rehabilitation and vehicle extrication.

Each student is required to observe the emergency Department environment and to ride along with a local ambulance. Students will be observing and assisting with direct patient care during transport of emergency and nonemergency situations for at least five hours at each clinical site. There is an online component to the class that is included with the textbook.

Upon successful completion of the course, students are eligible to take the national Registry Practical and Written Exams. The National Registry of Emergency Medical Technicians (NREMTs) is the organization responsible for certifying EMTs in the State of Connecticut. The written examination of the certification is done by Pearson Vue at one of their approved testing locations. Practical examinations will be administered by Stone Academy after the completion of the program. This certification evaluates the comprehensive and practical knowledge of the student. Candidates who successfully complete the NREMT examination process are recognized by the MREMT and the State of Connecticut as EMTs.

EMERGENCY MEDICAL TECHNICIAN PROGRAM – DAY AND EVENING ALL CAMPUSES

Clock Hours	Course No.	Course Name
210	EMT 101	Emergency Medical Technician
30	EMT 102	EMT Refresher

210-240 Clock Hours, 1 course, 8 Weeks, 1 Semester, Days

210-240 Clock Hours, 1 course, 14 Weeks, 1 Semester, Evenings

Program Schedule:

All Campuses:

Day Schedule: Monday through Thursday between the hours of 8 a.m. and 3:30 p.m. (Theory); Sunday to Sunday 6:00 a.m. to 11 p.m. (Clinical)

Evening Schedule: Tuesday and Thursday between the hours of 6 p.m. and 10 p.m., and Saturday from 8 a.m. to 5 p.m. (Theory); Sunday to Sunday 6 a.m. to 11 p.m. (Clinical)

ENGLISH AS A SECOND LANGUAGE PROGRAM OBJECTIVES

The objective of the stand-alone ESL program is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skill, but cannot use that knowledge, training or skill because of their English speaking deficiency.

ESL courses are sequenced and delivered in two levels consisting of eight courses over two modules (there are four courses in each module). Courses in each module are taken concurrently. Students are placed in levels according to their scores on the CASAS Life and Work ESL Listening pre-test.

The results of this pretest will be used to determine whether the student will be placed in Level 1 or Level 2. If a student enters the program at level 2, he or she will receive Advance Placement credit for the lower-level courses.

Students are administered the CASAS Life and Work ESL Listening post-test upon completion of Level 2 as an exit examination to measure competency.

ENGLISH AS A SECOND LANGUAGE CERTIFICATE PROGRAM – DAY AND EVENING ALL CAMPUSES

Credit Hours	Course No.	Course Name
Level 1		
3	ESL 110	Basic English for ESL Health Professionals I
3	ESL 111	English Vocabulary Studies I
2	ESL 112	English Conversation Practice I
3	ESL 113	Basic ESL Business Survival Skills I
3	ESL 120	Basic English for ESL Health Professionals II
3	ESL 121	English Vocabulary Studies II
2	ESL 122	English Conversation Practice II
3	ESL 123	Basic ESL Business Survival Skills II
Level 2		
3	ESL 130	Intermediate English for ESL Health Professionals I
2	ESL 131	Reading and Writing Development
2	ESL 132	Effective Communication Techniques
3	ESL 133	ESL English Composition I
3	ESL 140	Intermediate English for ESL Health Professionals II
3	ESL 144	Written and Oral Communication for Health Care
3	ESL 145	ESL Medical Vocabulary
3	ESL 143	ESL English Composition II

44 Credits, 32 Weeks (Day Program), 32 Weeks (Evening Program)
16 Courses, 2 Semesters, 1 Academic Year

*Each course is composed of both in-class hours and out-of-class homework hours. Out-of-class work may consist of reading assignments, writing assignments, and projects and is outlined in the syllabus for each course.

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:10 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday from 9:00 a.m. to 3:05 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:10 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:10 p.m.

NON-ACCREDITED SHORT-TERM PROGRAMS

CUSTOMER SERVICE/OFFICE SKILLS CERTIFICATE PROGRAM OBJECTIVES

Prepare the client for entry-level customer service employment. The courses listed and their corresponding work corresponds to the Bureau of Labor Statistics information for those seeking employment in the categories of customer service representatives, customer support and service consultants.

After successful completion the student will be proficient in office etiquette; computer system foundations; keyboarding and data entry; copying, collating and faxing; filing (manual and computerized); business-related Internet skills; preparing basic business documents (Microsoft Word); preparing basic business spreadsheets (Microsoft Excel) and customer service/telephone skills.

Students are required to complete 110 hours of lab. This may consist of documented practice/study/homework. This will be in addition to their scheduled training time.

Course Name

Office Etiquette

Computer System Foundations

Keyboarding and Data Entry

Copying, collating and faxing

Filing (Manual and Computerized)

Business-related Internet skills

Prepare Basic Business Documents

Prepare Basic Business Spreadsheets

Customer Service/Telephone Skills

WEST HAVEN AND WATERBURY CAMPUSES

Schedules are created based on instructor availability and student need. Classes run for two to three hours, with two to three scheduled per week. All classes have a student/instructor ratio of one to one.

Coursework may require practice and/or homework.

SMALL BUSINESS BOOKKEEPING CERTIFICATE PROGRAM OBJECTIVES

Prepare a client with a business math aptitude to pursue employment that will require the use of Microsoft Excel and a computerized bookkeeping package. This coursework corresponds to the U.S. Bureau of Labor Statistics information for those seeking employment in the categories of bookkeeper, assistant bookkeeper, accounts payable clerk, accounts receivable clerk and payroll clerk.

After successful completion the student will be proficient in office etiquette; keyboarding and data entry; use of business machines; processing and analyzing business transactions (both manually and using Intuit QuickBooks Pro); Classifying information both manually and using Intuit QuickBooks Pro), Designing and modifying business spreadsheets (Microsoft Excel): File management (manual and computerized) and business-related Internet skills.

Course Name

Office Etiquette

Keyboarding, data entry and use of Business machines

Processing and analyzing business transactions
(both manually and using Intuit QuickBooks Pro)

Classifying information
(both manually and using Intuit QuickBooks Pro)

Summarizing and reporting financial information
(both manually and using Intuit QuickBooks Pro)

Designing and modifying business spreadsheets (Microsoft Excel)

File management (manual and computerized)

Business-related Internet skills

WEST HAVEN AND WATERBURY CAMPUSES

Schedules are created based on instructor availability and student need. Classes run for two to three hours, with two to three scheduled per week. All classes have a student/instructor ratio of one to one.

Coursework may require practice and/or homework.

CLERICAL/ADMINISTRATIVE OFFICE SUPPORT CERTIFICATE PROGRAM OBJECTIVES

Prepare the client with little or no employment experience for an entry-level office job. The course work delineated corresponds to the Bureau of Labor Statistics information for those seeking employment in the categories of clerk, file clerk, records clerk, information clerk, clerical assistant, and office assistant.

After successful completion the student will be proficient in office etiquette; computer system foundations; keyboarding and data entry; copying, collating and faxing; filing (manual and computerized); business-related Internet skills; preparing basic business documents (Microsoft Word); preparing basic business spreadsheets (Microsoft Excel).

Course Name
Office Etiquette
Computer system foundations
Keyboarding and data entry
Copying, collating and faxing
Filing (manual and computerized)
Business-related Internet skills
Preparing basic business documents (Microsoft Word)
Preparing basic business spreadsheets (Microsoft Excel)

WEST HAVEN AND WATERBURY CAMPUSES

Schedules are created based on instructor availability and student need. Classes run for two to three hours, with two to three scheduled per week. All classes have a student/instructor ratio of one to one.

Coursework may require practice and/or homework.

RECEPTIONIST CERTIFICATE PROGRAM OBJECTIVES

Prepare the client with little or no employment experience in an office setting to enter the job market as a receptionist. The course work delineated corresponds to the Bureau of Labor Statistics information for those seeking employment in the category of receptionist.

After successful completion the student will be proficient in office etiquette; excellent communication skills (both verbal and written); copying, collating and faxing; keyboarding and data entry; preparing basic business documents (Microsoft Word); preparing basic business spreadsheets (Microsoft Excel) and business-related Internet skills.

Course Name

Office Etiquette (including organizational skills and the ability to multi-task and work without supervision)

Excellent communication skills (both verbal and written)

Copying, collating and faxing

Keyboarding and data entry

Filing (manual and computerized)

Preparing basic business documents (Microsoft Word)

Preparing basic business spreadsheets (Microsoft Excel)

Business-related Internet skills

WEST HAVEN AND WATERBURY CAMPUSES

Schedules are created based on instructor availability and student need. Classes run for two to three hours, with two to three scheduled per week. All classes have a student/instructor ratio of one to one.

Coursework may require practice and/or homework.

ADMINISTRATIVE MEDICAL/DENTAL OFFICE CERTIFICATE PROGRAM OBJECTIVES

Prepare the client for entry-level employment in an administrative front desk position in a medical or dental office setting.

After successful completion the student will be proficient in computer system foundations; keyboarding, data entry and use of business machines; understanding and upholding HIPAA guidelines; greeting patients and handling patient flow in the office; answering and triaging telephone calls; scheduling appointments (both manually and on the computer); understanding patient insurance and payments; posting payments; maintaining patient files (manual and computerized); basic understanding of medical and dental terminology and business-related Internet skills.

Course Name

Computer system foundations

Keyboarding, data entry and use of business machines

Understanding and upholding HIPAA guidelines

Greeting patients and handling patient flow in office

Answering and triaging telephone calls

Scheduling appointments (both manually and on the computer)

Understanding patient insurance and payments

Posting payments

Maintaining patient files (manual and computerized)

Basic understanding of medical and dental terminology

Business-related Internet skills

WEST HAVEN AND WATERBURY CAMPUSES

Schedules are created based on instructor availability and student need. Classes run for two to three hours, with two to three scheduled per week. All classes have a student/instructor ratio of one to one.

Coursework may require practice and/or homework.

TUITION AND FEES

Day and Evening Programs	Tuition	Fees
Dental Assisting	\$17,600	\$2,175
Texts and Fees		
		<u>Total: \$19,775</u>
Licensed Practical Nursing	\$27,600	\$3,625
Texts and Fees		
		<u>Total: \$31,225</u>
Medical Assisting	\$17,600	\$2,175
Texts and Fees		
		<u>Total: \$19,775</u>
Medical Office Professional	\$17,600	\$2,175
Texts and Fees		
		<u>Total: \$19,775</u>
Patient Care Specialist	\$5,000	\$150
Texts and Fees		
		<u>Total: \$5,150</u>
Emergency Medical Technician	\$1,075	\$25
Fees		
		<u>Total \$1,100</u>
English as a Second Language	\$8,400	\$25
Fees		
		<u>Total: \$8,425</u>

**Registration Fee: \$25 for all programs. This \$25 fee is refunded if the student is not accepted to Stone Academy.*

Stone Academy accepts the following forms of payment for tuition, books, fees, and other expenses: cash, credit card, money order, Title IV, and other loans

Tuition and fees listed here are subject to change without notice. Please see an Admissions Representative for current tuition and fees. Effective date, January 1, 2016.

COURSE DESCRIPTIONS

BIO 101 – Introduction to Anatomy and Physiology **3 credits**

This course will provide the students with a general understanding of the human body. Body structures and functions as well as diseases pertaining to the systems including diagnosis, treatment, and medications will be studied. (Co-requisite: MED100)

BIO 110 – Anatomy and Physiology I **3 credits**

This course provides a general introduction to the basis of anatomy and physiology and body organization. In addition, the anatomy and physiology and the diseases, disorders and medications associated with the integumentary system and the muscular system are covered. (Prerequisite: MED100)

BIO 111 – Anatomy and Physiology II **3 credits**

This course covers the skeletal system and body fluids (blood and lymph). Included in the study is the anatomy and physiology of the appropriate body structures, diseases, disorders and medications associated with these systems. Study of the eye and ear including related diagnostic procedures as well as diseases and disorders associated with these structures is provided. (Prerequisite: BIO 110)

BIO 112 – Anatomy and Physiology III **3 credits**

This course provides a study of the cardiovascular system, urinary system, endocrine system and the male reproductive system. Included in the study is the anatomy and physiology of the appropriate body structures, diseases, disorders, conditions and medications associated with these systems. (Prerequisite: BIO 111)

BIO 113 – Anatomy and Physiology IV **3 credits**

This course provides a study of the female reproductive system, nervous system, respiratory system, and the digestive system. The course covers the anatomy and physiology and the diseases and disorders associated with these systems as well as the methods of diagnosis and forms of treatment including medications associated with these systems. (Prerequisite: BIO 112)

CLN 101 – Clinical I/Geriatrics **115 clock hours**

This course will provide the students with an introduction to the geriatric client in a clinical setting. An opportunity will be given to provide or observe basic nursing care under the direction of an instructor. Simple procedures such as bathing, feeding, communication, and transfers, learned in Fundamentals of Nursing, will be utilized in this clinical area. The students will be made aware of how critical thinking is incorporated into the written nursing care plan. Theory learned in Life Science I and Wellness I will be applied using communication techniques and by observations of psychological development and the physical changes which take place in the elderly. (Prerequisite: None)

CLN 102 – Clinical II/Subacute **84.5 clock hours**

This course will provide the students with the opportunity to provide and build upon the basic care as learned in Clinical I. Students will demonstrate competency, under the direction of their instructor, in procedures such as vital signs, basic wound care and oxygen therapy, to a client in a subacute setting, as learned in Fundamentals of Nursing and Medical Surgical Nursing Across the Lifespan I. Students will be able to gather information from various client sources and will have the time to review the written Nursing Care Plan as provided and discuss the application of critical thinking. The students will start to organize and formulate their own plan of care under the direction of their instructor. (Prerequisite: CLN 101)

CLN 103 – Clinical III/Maternity/Newborn**32.5 clock hours**

This course will provide the students with a clinical experience in the concept of family centered care. This will include an observational experience and basic care in labor and delivery. Students may provide care and procedures in the newborn nursery and postpartum unit as needed, under the direction of their instructor. Theoretical applications learned in Maternal/Newborn nursing will be applied. (Prerequisite: none)

CLN 104 – Clinical IV/Acute I**156 clock hours**

Under the direction of their instructor, this course will provide the students the opportunity to provide more advanced procedures such as enema administration, wound care and specimen collection to clients in an acute setting. Students will be able to gather information from various client resources and will have the time to review the written Nursing Care Plan as provided. Students will utilize critical thinking skills to correlate signs and symptoms, diagnosis, and medications with their theoretical medical-surgical base, as taught in Medical Surgical I and II. (Prerequisite: CLN 102)

CLN 105 – Clinical V/Acute II**228 clock hours**

This course will provide the students with the opportunity to provide basic care, more advanced procedures such as multiple client assignment, changing parenteral infusion bags, tracheostomy suctioning, and medication administration to a select group of clients, under the direction of their instructor, in a variety of care settings. Students will give their report directly to the nurse responsible for their client and will write nurses' notes in accordance with the institution, after review by their instructor. Students will integrate theoretical knowledge gained from Medical Surgical Nursing Across the Lifespan III and IV, in order to perform therapeutic nursing interventions. Students will further develop a theoretical nursing care plan using all learned methods of critical thinking. (Prerequisite: CLN 104)

CLN 106 – Clinical VI/Acute III**104 clock hours**

This course is a culmination of all prior theory and clinical classes. It will provide the students with the opportunity to provide basic care, more advanced procedures, and medication administration to a select group of clients. The students will experience the role of a leader with the realm of the LPN and under the direction of their instructor. Students will analyze the written nursing care plan and will then learn to establish and set priorities. They will gain increased independence in providing client care by integrating previous knowledge with critical thinking skills. Students will give their report directly to the nurse responsible for their client and will write notes in accordance with the institution, after review by their instructor. (Prerequisite: CLN 105)

CON 101 – Nursing Concepts**31 clock hours**

This advanced Level IV course identifies the legal and ethical issues involved in the maintenance and promotion of health and the implementation of restorative and therapeutic measures across the lifespan. Content includes employment issues, scope of practice, leadership skills, professional development and continuing education. The nursing process is utilized to assist the students to learn how to utilize advanced critical thinking skills to take action in legal and/or ethical issues that may be encountered while practicing as a Licensed Practical Nurse. A component of this course focuses on the role of the LPN in various health care delivery settings. It also includes discussion of a variety of leadership styles, the responsibilities and skills of the leader as they pertain to the Licensed Practical Nurse within the scope of practice as defined in the State of Connecticut Nurse Practice Act. (Prerequisite: Completion of Clinical I -V)

DNT 101 – Oral Anatomy and Tooth Morphology	3 credits
<p>In this course, instruction will be provided in the location, structures, and functions of head and neck anatomy, including bones of the head and face, musculature, innervations, and the circulatory system. This course also covers the study of the anatomy, embryology and histology of oral structures with emphasis on deciduous and permanent dentitions including morphology, eruption, function and occlusions. (Co-requisite MED 105)</p>	
DNT 102 – Basic Chairside Assisting Techniques/Principles of Microbiology	2 credits
<p>This course is primarily designed to educate the student in the proper identification, care and use of all types of dental equipment and instruments along with identifying microorganisms and characteristics pertaining to bacteria. As the student progresses, he/she will have a working knowledge of tray set-ups and instrument sequencing for each dental procedure to enable the student to utilize 4-handed chairside assisting effectively. Aseptic techniques, including an understanding of the principles of microbiology, sterilization and infection control are emphasized in this introductory course. (Prerequisite: None)</p>	
DNT 103 – Dental Materials	2 credits
<p>This course will focus on dental instruments and materials used in the modern dental office. Students will learn chairside instruments and tray systems, dental cements, bases, liners, and bonding agents. Focus will be made on amalgam and composite restorative materials, laboratory materials and techniques, and a variety of advanced chairside functions as it pertains to the role of the dental assistant. (Prerequisite: None)</p>	
DNT 104 – Dental Radiology	2 credits
<p>This course is primarily designed to afford the student an opportunity to integrate the theoretical as well as the practical application of exposing, processing, mounting and interpreting full-mouth and bite-wing radiographs through the use of the bisecting and paralleling techniques. These goals are achieved through the utilization of simulated exercises and clinical practice which will aid the student in developing radiographic expertise. In addition, panoramic radiography will be discussed. (Prerequisites: DNT 101)</p>	
DNT 105 – DENTAL PRACTICE MANAGEMENT	2 credits
<p>This course emphasizes procedures for office management in dental practices as well as employable skills. Topics include oral and written communications, records management in dentistry, appointment control, dental insurance and claims preparation, accounting procedures in dentistry, and supply and inventory control. A computer lab will provide skills in computer use and utilization of these skills to perform office procedures on a computer using practice management software. (Prerequisite: MED 105)</p>	
DNT 202 – DENTAL SPECIALTIES	2 credits
<p>As a continuation of first semester, this course seeks to advance the skills and dexterity of the student in all techniques. There is a coordination of activities in an effort to combine efficient chair side performance with general dental assisting tasks. Additionally, this course is designed to enhance the student's awareness of various employment opportunities that will be available upon graduation. To accomplish this goal, the student will pursue an in-depth study of the numerous dental specialties including periodontics, orthodontics, oral surgery, endodontics, pediatric dentistry, cost dentistry, and fixed and removable prosthodontics to name a few. With this knowledge, the student should be able to integrate effectively the theory of dental assisting with the practical application of all procedures. (Prerequisite: DNT 102)</p>	
DNT 205 – DENTAL OFFICE EMERGENCIES	3 credits
<p>This course is designed to prepare students to deal with life threatening emergencies that occur in a dental office. While these emergencies are infrequent, it is vital for the medical staff to have the ability to respond. Students will learn how to anticipate potential</p>	

emergencies and what resources must be on hand to deal with these situations. In addition to the theories behind certain types of emergencies, students will also receive training in and become certified in First Aid and CPR. (Prerequisite: DNT 206)

DNT 206 – ADVANCED CHAIRSIDE ASSISTING TECHNIQUES

2 credits

Advanced Chairside Assisting Techniques will provide students with a broader base in some of the dental specialties that were covered in Dental Specialties (DNT 202). With dental surgery teams varying greatly in their professional composition, dental assistants must be prepared to provide extensive assistance in the realm of suture placement/removal, evaluating the healing process and postoperative patient care. Students will also be taught the expanded function of gingival retraction in order to better prepare them to assist in situations requiring advanced knowledge of this procedure. This course will also introduce students to new topics including the use of anesthesia and sedation, pediatric dentistry and various forms of cosmetic dentistry. (Prerequisites: DNT 101 and DNT 202)

DNT 298 – GENERAL DENTISTRY EXTERNSHIP

4 credits

The 200-hour externship portion of the Dental Assisting program is an integral part of the curriculum. The student will have a practical experience in offices of qualified dentists. It will include an opportunity to perform equal clinical, laboratory, and administrative procedures under supervision. There will be an ongoing evaluation of the student's performance. (Prerequisite: Student is current on all financial obligations to the school, has completed all courses, and has a cumulative GPA of 2.0.)

DNT 299 – DENTAL SPECIALTY EXTERNSHIP

2 credits

The 100-hour externship portion of the Dental Assisting program is an integral part of the curriculum. The student will have a practical experience in offices of qualified special dentists. It will include an opportunity to perform equal clinical, laboratory, and administrative procedures under supervision. There will be an ongoing evaluation of the student's performance. (Prerequisite: Student is current on all financial obligations to the school, has completed all courses, and has a cumulative GPA of 2.0.)

EMT 101 – Emergency Medical Technician

210 clock hours

This is a 200 clock hour course that prepares students for the National Registry of Emergency Medical Technicians certification exam. The course will provide didactic and hands-on instruction in the field of emergency medicine within the scope of practice for an Emergency Medical Technician in the State of Connecticut. Areas of instruction include patient assessment, airway management, medication administration, and medical, trauma, childbirth, pediatric and geriatric emergencies.

EMT 102 Emergency Medical Technician Review and Refresher

30 clock hour

This course is designed to educate the currently certified EMT student in the changes of the Emergency Services Profession. This is a 30-hour course required by the State of Connecticut Office of Emergency Medical Services to meet the minimum hours for recertification. This course covers all core content required by the State of Connecticut including CPR for the Health Care provider, basic airway management, medical and traumatic emergencies, medical and legal issues for the health care provider. As students progress, they will have a working knowledge of the changes to the medical field that impact emergency medicine including, but not limited to, patient care, medical interventions, scope of care, legal and ethical issues, medical and traumatic emergencies, and technical rescue situations. (Prerequisite: EMT 101 or current certification; licensure as an EMT, RN, APRN, MD or PA)

ENG 101 – English Fundamentals**3 credits**

This course presents the fundamentals of business communications through the instruction of basic principles of grammar to include the parts of speech, plurals, possessives, and predicate agreement. The correct usage of punctuation is studied to prepare students for written communications. Proofreading and spelling skills are also stressed. (Prerequisite: None)

ENG 102 – Business Communications**3 credits**

In Business Communications, students develop skills in writing effective correspondence. This course emphasizes the planning, organizing, and the writing of documents, which include memos and letters, applying the correct rules of grammar, punctuation, and document formatting. Proofreading and spelling skills are also stressed. (Prerequisite: OAD 101 and ENG 101)

ENG 103 – English Proficiency for the Health Care Professional**60 clock hours**

This course presents the fundamentals of professional written communication through the instruction of basic principles of grammar including the eight parts of speech, plurals, possessives, and predicate agreement. The correct usage of punctuation is studied to prepare students for written communications. Proofreading and spelling skills are also stressed. Students will review the eight parts of speech as well as focus on skills including subject verb agreement, pronoun antecedent agreement, tense consistency, active and passive voice, and correct comparisons. This course provides students with instruction in reading comprehension and thinking skills necessary for college reading. It includes instruction in critical analysis, critical interpretation, and advanced instruction in vocabulary and literary comprehension. (Prerequisite: None)

ENG 201 – Writing and Terminology for Health Care Professionals**60 clock hours**

This course is designed to prepare students to apply writing and grammar skills to a multitude of real world healthcare scenarios. Health care reform and regulatory change has begun to highlight the need for health care professionals to communicate themselves clearly through written communication as it relates to reports and patient history. In addition, students will be given an introduction to common medical terminology including prefixes, suffixes, and health related vocabulary. Effective writing skills are essential for health care professionals to clearly express themselves to patients, their families, and other practitioners. (Prerequisite: ENG 103)

ESL 110 – Basic English for ESL Health Professionals**3 credits**

This course presents the basic grammar structures needed to help students understand, speak, read, and write basic English required for meaningful communication and interaction. (Prerequisite: None)

ESL 111 – English Vocabulary Studies I**3 credits**

This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, work, problems, and hopes of ordinary people. (Prerequisite: None)

ESL 112 – English Conversation Practice I**2 credits**

These courses create situations that enable students to gain confidence in their oral development by sharing ideas while discussing stimulation topics. A variety of conversation techniques such as classroom discussion, individual response, and large group and small group interaction will be used while discussing real life situations. (Prerequisite: None)

ESL 113 – Basic ESL Business Survival Skills	3 credits
<p>This course emphasizes the vocabulary and survival skill needed for adult learners to aid in their acclimation to American culture. Vocabulary for adult life-skill competencies such as the calendar, body parts, clothing, weather, and health will be explored in everyday situations. (Prerequisite: None)</p>	
ESL 120 – Basic English for ESL Health Professionals II	3 credits
<p>This course will instruct students in the formal rules of basic English grammar as well as give them opportunities to apply those formal rules to practical situations. The future and past progressive tenses will be studied. Students will be introduced to the comparative and superlative forms of adjectives. They will also become familiar with the uses of can, may, should, have to, and must. (Prerequisites: ESL 110, ESL 111, ESL 113)</p>	
ESL 121 – English Vocabulary Studies II	3 credits
<p>This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, problems, and hopes of ordinary people. (Prerequisites: ESL 110, ESL 111, ESL 113)</p>	
ESL 122 – English Conversation Practice II	2 credits
<p>This course creates opportunities for students to continue the development of speaking and listening skills that will aid in social and academic success. Students will gain confidence in their oral development by sharing ideas while discussing stimulating topics. A variety of conversation techniques such as classroom discussion, individual response, and large group and small group interaction will be used while discussing real life situations. (Prerequisites: ESL 110, ESL 111, ESL 113)</p>	
ESL 123 – Basic ESL Business Survival Skills II	3 credits
<p>This course emphasizes the vocabulary and survival skills needed for adults to aid in their acclimation to American culture. Adult life-skill competencies such as family, food, social services, and various occupations will be explored in everyday situations. (Prerequisites: ESL 110, ESL 111, ESL 113)</p> <p>LEVEL 2</p>	
ESL 130 – Intermediate English for ESL Health Professionals	3 credits
<p>This course is designed to develop the grammar structures needed in order to speak, read, and write English accurately, meaningfully, and appropriately at a high beginner level. Grammatical structures will be introduced and practiced through conversations, readings, role playing, listening exercises, and interaction activities as well as structured practice exercises. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)</p>	
ESL 131 – Reading and Writing Development	2 credits
<p>This course is designed to introduce students to reading passages on stimulating topics in order to reinforce comprehension, expand vocabulary, and develop critical thinking skills. The stories include a variety of moods, settings, and characters that portray real people in typical situations. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)</p>	
ESL 132 – Effective Communication Techniques	2 credits
<p>This course helps student build confidence by successfully communicating and participating in meaningful discussions, seminars, and presentations. Students will become familiar with work-related vocabulary as they participate in a variety of oral activities such as interviewing, following directions, and responding to comments and</p>	

telephone situations. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

ESL 133 – ESL English Composition II

3 credits

This course acquaints students with the process of writing basic sentences using proper spelling, grammar, punctuation, and structure. Students will be exposed to the beginning process of combining sentences into simple paragraphs. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

ESL 140 – Intermediate English for ESL Health Professionals II

3 credits

This course is designed to aid students in achieving grammatical correctness and building effective communication skills. Students will learn to refine and apply the mechanics of English grammar to succeed in American society. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

ESL 143 – ESL English Composition II

2 credits

This course further develops students' skills in paragraph writing. Students review paragraphs to identify spelling and punctuation errors. Students will progress to writing multi-paragraph essays with a clear introduction and development of ideas. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

ESL 144 – Written and Oral Communication for Health Care

3 credits

This course focuses on all aspects of written and oral communications in a health care setting and is intended to further develop a student's English proficiency. Students will be introduced to various forms of medical documentation including those related to recording patient histories, medical records and care plans. Practice in filling out various forms and working with electronic medical records will provide an opportunity for students to utilize their English language skills in a specific context while further mastering parts of speech commonly used in medical documentation. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

ESL 145 – ESL Medical Vocabulary

3 credits

This course is intended to familiarize non-native English speakers with common medical terms regularly used by health professionals. Students study word elements (prefixes, suffixes and roots) for terms in anatomy and physiology, selected diseases, symptoms, procedures, commonly used x-ray and lab tests, and commonly used abbreviations. Students will also study common terms and phrases specific to the medical field including equipment information and those used in routine activities such as taking medical histories, performing patient intakes and understanding care plans. Emphasis is placed on pronunciation, meaning and word elements. (Prerequisite: ESL 120, ESL 121, ESL 122, and ESL 123 or appropriate score on Placement Test)

FUN 101 – Fundamentals of Nursing

146 clock hours

Basic nursing skills and how to apply them to a client's ever-changing needs are presented in this Level I course. Maslow's hierarchical needs are reviewed along with therapeutic measures that progress from basic to complex skills: client's environment, communication skills, infection control, tube feedings, etc. Skills will be practiced in a controlled laboratory setting. The students will have the information needed to understand the concept of maintaining and promoting wellness as well as restorative and therapeutic care on the wellness/illness continuum. Students will apply theoretical knowledge learned here in Clinical I, and all subsequent clinical courses. (Prerequisite: None)

MAT 101 – Maternal/Newborn Nursing

24 clock hours

The concept of family-centered approach to maternal-newborn nursing is used in this

Level II course. The cultural diversity in the childbearing family is explored along with the basic physical, social, emotional, and spiritual needs. Content includes care of the family unit throughout the normal cycle of conception, pregnancy, delivery, and puerperium. Possible complications in each of these areas are also reviewed. The nursing process is utilized to allow the students, who care for the family, under the direction of an RN or APRN, to collect data, which will allow the RN or APRN to assess, plan, implement, and evaluate their care. Nutrition, pharmacotherapy, client teaching, and ethical-legal issues are integrated throughout the course. Clinical experiences will be provided in Clinical III in acute and non-acute settings. (Prerequisite: None)

MED 100 – Medical Terminology

3 credits

This course is designed to familiarize the students with the structure of medical language and provides effective strategies for building and learning medical terms using word parts. An introduction to word parts and human body structure is followed by learning medical terms associated with the individual body systems. The body systems that will be discussed include: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, nervous, eye and ear, integumentary, male and female reproductive, and endocrine. (Prerequisite: None)

MED 102 – Medical Law and Ethics

3 credits

This course introduces the student to law as it relates to the practice of medicine. The topics covered will include medical ethics, medical practice acts, legal responsibilities of the health care professional, professional liability, the civic duties of the health care professional and medical records. Emphasis is placed on actual cases illustrating legal and ethical principles. (Prerequisite: None)

MED 104 – Medical Office Practice I

2 credits

This course uses a practical approach to train students in administrative medical office procedures. Students gain knowledge in patient scheduling, maintenance of medical records, telephone techniques, and filing. Emphasis is placed on developing administrative skills as well as judgment and independent action and coping with interruptions. (Prerequisite: OAD 101 and MED 100)

MED 105 – Dental Terminology, Charting and Procedures

2 credits

This course is designed to focus on the development of skills and knowledge used in the dental office. Students will learn dental terminology, dental anatomy, dental coding, dental charting, insurance form preparation, patient record keeping, and administrative dental procedures. (Prerequisite: None)

MED 106 – Medical Office Practice II

2 credits

This course uses a practical approach to train students in administrative medical office procedures. Students gain knowledge in manual bookkeeping methods, payroll, patient education, and electronic medical records. Emphasis is placed on developing administrative skills as well as judgment and independent action and coping with interruptions. (Prerequisite: MED 104)

MED 110 – Medical Insurance, Billing and Coding

2 credits

This course introduces the student to the different types of health care coverage, insurance terms, the national coding systems, and all of the major health insurance carriers. Students learn to abstract information from patients' records, assign the proper ICD and CPT codes, and complete claim forms with the accuracy needed for submission and acceptance without rejection. In addition, the principles of Managed Care and its effect on a medical facility are discussed. (Prerequisite: MED 100)

MED 120 – Clinical Procedures I **2 credits**

This course is designed to introduce the student to basic medical clinical procedures. During this course the student gains an understanding of the cycle of infection, medical asepsis, infection control, and the importance of Universal Precautions. The student will also learn how to accurately obtain and record vital signs, height, weight, and patient information. In addition, the student will learn how to establish and maintain an examination room and assist the physician during a physical examination. (Prerequisite: MED 100)

MED 121 – Clinical Procedures II **2 credits**

This course covers more complex procedures routinely performed in the physician's office such as use of the autoclave, minor office surgery, and assisting with specialty examinations such as gynecology, proctology, and pediatrics, including growth and development and childhood immunizations. (Prerequisite: MED 120)

MED 122 – Clinical Procedures III **2 credits**

Clinical Procedures III begins with an introduction to hematology. The student will learn to collect capillary blood and perform various tests such as hemoglobin, hematocrit, and glucose. The student will also be instructed in how to collect a specimen for a white blood cell count as well as prepare a blood smear. The course will also cover how to operate the electrocardiograph and obtain an adequate ECG strip. In addition the student will learn spirometry and pulse oximetry. (Prerequisite: MED 121)

MED 123 – Clinical Procedures IV **2 credits**

Clinical Procedures IV introduces the student to venous blood collection methods (vacutainer, syringe and butterfly) and analysis of blood components. The student will perform various serology tests such as ABO and Rh blood typing, Monospot and Erythrocyte Sedimentation Rates using the Westergren method. Also in this course the student will be introduced to basic principles of urinalysis and microbiology including instruction on how to obtain urine and throat cultures. The student will also be instructed in how to use a microscope. (Prerequisite: MED 122)

MED 204 – Medical Manager Software **2 credits**

This course will train the student to use the medical software package, *The Medical Manager*, in the doctor's office. The student will learn how to enter data, generate reports, edit, bill, file, schedule appointments, and process insurance forms utilizing this program. The student's ability to operate the *Medical Manager* will turn the microcomputer into a potent tool for running a medical office. (Prerequisite: OAD 101 and MED 100)

MED 210 – Pharmacology **3 credits**

Pharmacology introduces the student to the world of medication therapy. The course covers the nature and properties of drugs such as their classifications, actions, indications, contraindications, precautions, interactions, and adverse reactions. The need for patient awareness and patient education concerning medication therapy is stressed throughout the course. Strong emphasis is also placed on dosage calculation and medication administration. (Prerequisite: BIO 112 or enrolled in BIO 112 at the same time)

MED 211 – Medical Coding Applications **2 credits**

This course provides in depth instruction of the CPT-4 and ICD-9-CM coding systems. The student will master CPT-4 and ICD-9-CM coding systems by practical application. The student will also be introduced to HCPCS codes and third party reimbursement issues. (Prerequisite: MED 100)

MED 212 – Diagnostic Coding **2 credits**

This course is an in-depth instruction of ICD-10-CM coding systems. The student will master ICD-10-CD coding systems by practice application. The student will also be given an overview of the ICD-9-CM coding system. (Prerequisite: MED 100 and MED 110)

MED 213 – Procedure Coding **2 credits**

This course is an in-depth instruction of the CPT coding system. The student will master CPT coding by practical application. In addition, students will be taught how to assign HCPCS codes. There will also be a focus on abstracting information from various case studies to assign appropriate procedural and diagnostic codes. (Prerequisite: MED 100 and MED 110)

MED 298 – Medical Office Professional Externship **5 credits**

The 240-hour externship portion of the Medical Office Professional program is an integral part of the curriculum. During this externship, students are provided with hands-on training and career-related experience. This provides an extensive on-site experience, which utilizes previously studied subjects and related skills. It gives the student the opportunity to put his or her class knowledge to practical use and to enhance acquired skills. It provides the student with valuable employment experience, increasing his or her marketability. Forty hours of the 240-hour Medical Office Professional Externship course will include a seminar, which will be held at the school. The seminar is designed to develop career-planning skills and to prepare students for seeking employment. Students will formulate a portfolio that includes a resume, employment letters and references. Emphasis will also be placed on improving self-image by learning interviewing techniques by building interpersonal skills. There will be an ongoing evaluation of the student's performance. (Prerequisite: Student is current on all financial obligations to the school, has completed all courses, and has a cumulative GPA of 2.0.)

MED 299 – Medical Assisting Externship **5 credits**

The 240-hour externship portion of the Medical Assisting program is an integral part of the curriculum. The student will have a 200-hour practical experience in a physician's office or clinic. It will include an opportunity to perform clinical, laboratory, and administrative procedures under supervision. Forty hours of the 240-hour Medical Assisting Externship course will include a seminar, which will be held at the school. The seminar is designed to develop career-planning skills and to prepare students for seeking employment. Students will formulate a portfolio that includes a resume, employment letters and references. Emphasis will also be placed on improving self-image by learning interviewing techniques by building interpersonal skills. There will be an ongoing evaluation of the student's performance. All students must pass Standard First Aid Progression (6 hours) and Professional CPR (4 hours) before the student enters the externship experience. (Prerequisite: Student is current on all financial obligations to the school, has completed all courses, and has a cumulative GPA of 2.0.)

MTH 101 – Practical Mathematics for Health Care Professionals **60 clock hours**

This course provides a comprehensive review of general mathematics including arithmetic, algebra, problem-solving, word problems, equations, fractions, graphs, charts, and conversions using real-life examples. Proficiency in the material in this course is required to prepare students for the application of mathematics in theory and in practice. This course will provide students with examples of mathematical problems that may be encountered in a practical setting. After completing this course, students will have a strong foundation in mathematics, terminology, and abbreviations used in health science careers. (Prerequisite: None)

MTH 201 – Mathematical Calculations for Health Care Professionals **60 clock hours**

Medical professionals use mathematics and problem solving daily to provide care for their patients. This course is designed to equip students with the mathematical skills

commonly applied by health care professionals in the field. Students will be given instruction designed to help them think logically and analytically. Subject matter covered in this course will provide students the foundations and instruction needed to convert units of measure, as well as calculate dosages to administer medication. (Prerequisite: MTH 101)

NUR 101 – Nursing and Health

27 clock hours

This beginning, Level I course looks at the concepts of the wellness/illness continuum throughout the lifespan. The implementation of holistic health care is explored by obtaining information about the evolution of nursing, legal and ethical issues and interpersonal skills. Discussion focuses on the Practical Nurse's role in a variety of health care delivery and nursing care delivery systems. The nursing process uses a problem-solving approach to promote and maintain wellness in a multicultural society. The students will observe the nursing process being utilized when they attend Clinical I/ Geriatrics. (Prerequisite: None)

OAD 101 – Keyboarding I

2 credits

This course develops touch keyboarding skills and efficiency using Microsoft Word software. Students begin to apply these skills to the keying of basic business documents, including letters, envelopes, centering tasks, memos, and reports. They also proofread copy for errors. Software and computer terminology is emphasized throughout the course. (Prerequisite: None)

OAD 102 – Microsoft Word I

2 credits

This course acquaints the students with the process of using word processing software to create, edit, format, save, retrieve, and print a variety of documents. Students will learn to effectively use the following features: help, tabs, headers, footers, find and replace, tables, envelopes, labels, merging, and graphic elements. The individualized approach leads students at their own pace through guided step-by-step instructions and exercises on the operation of the software. Students then apply their knowledge of functions and commands by completing assignments without step-by-step instructions. (Prerequisite: OAD 101)

OAD 103 – Microsoft Excel I

2 credits

This course introduces the student to the capabilities of Microsoft Excel. This course covers creation of spreadsheets, applications of simple and complex formulas, and creation of graphs and formatting. Theory and the most efficient utilization of the spreadsheet will also be discussed. (Prerequisite: None)

OAD 110 – Keyboarding II

2 credits

This course continues to develop keyboarding skills and efficiency using Microsoft Word software to format documents. Students are introduced to the preparation of tables and enumerations as well as the advanced formatting of letters, memos, and reports. Continued emphasis is placed on improving speed, developing accuracy, and proofreading documents. Software and computer terminology is discussed throughout the course. (Prerequisite: OAD 101)

OAD 112 – Microsoft Word II

2 credits

This course acquaints the student with the advanced word processing features of Microsoft Word. Students will learn to use the following features: AutoText, Borders and Shading, Footnotes and Endnotes, Bookmarks, Cross-Reference, Merging and Sorting, Tables and Indexes, Macros, Fill-In Forms as well as adding visual appeal to documents. The individualized approach leads students at their own pace through guided step-by-step instructions and exercises on the operation of the software. Students then apply their knowledge of functions and commands by completing assignments without step-by-step instructions. (Prerequisite: OAD 102)

OAD 201 – Advanced Computer Applications	2 credits
<p>This course is designed to teach students how to effectively use database and presentation software. Students will learn the basic features of Microsoft Access and Microsoft PowerPoint. Students will utilize their knowledge of these features to create presentations and to create and maintain databases. (Prerequisite: OAD 101)</p>	
OAD 203 – Keyboarding III	2 credits
<p>This course continues to develop keyboarding skills and efficiency using Microsoft Word software to format documents. Students are introduced to specialized documents used in business and/or medical offices. Emphasis is placed on prioritizing as well as improving speed, developing accuracy, and proofreading. (Prerequisite: OAD 110)</p>	
PCS 102 – Home Care Techniques	4 credits
<p>This course provides students the information they need to care for people who need skilled, professional health care in the home. Students will learn how to be efficient, caring members of the health care team, which includes nurses, doctors, and technicians; speech, physical, and occupational therapists; and nutritionists. (Prerequisite: None)</p>	
PCS 103 – Advanced Patient Care	2.5 credits
<p>This course is designed to expose students to advanced care functions administered by Recreational Therapy and Physical Therapy Aides. Both are vital components of many residential and rehabilitative care environments and serve in treating patient's symptoms and thereby improving their physical and mental well-being. In preparing for these roles, students will learn the non-technical duties associated with physical therapy along with the skills to schedule activities and observe and report patients progress through the course of their therapeutic recreational activities. (Prerequisite: None)</p>	
PCS 104 – Professional Development	2 credits
<p>This course is designed to help students improve their attitudes and human relation skills to be successful in their personal lives and their careers. Students take an active role in defining what is right for them by using self-awareness and critical thinking strategies to examine their dreams, values, interests, skill, needs, identity, self-esteem, and relationships to help them see and achieve goals that are in harmony with their personal vision of success. Students assess who they are and what special qualities they possess, which will help them develop self-awareness and clarify their goals. Also, students learn about self-esteem, positive thinking, self-discipline, and self-motivation and their importance to a satisfying life and keeping on track toward goals. In addition, fundamentals of time and money management, communication, positive relationships, and job-seeking skills are stressed. (Prerequisite: None)</p>	
PCS 107 – Quality of Life	5 credits
<p>This course will provide the students with a general understanding of rehabilitation and restorative care, the equipment used, and the role of the home care aide or nursing assistant in returning the client/resident to the highest possible level of function. Caring for clients/patients with dementia, Alzheimer's disease, developmental disabilities, mental illnesses, cancer and HIV/Aides will be covered. In addition, the students will learn how to help a dying client/resident and his/her family in the time leading to the client's/resident's death to make it as peaceful as possible. Emotions that a client/resident and family may experience during end-of-life period, resources available to help ensure the clients/residents comfort, dignity, and best quality of life as death approaches will be discussed. (Prerequisite: None)</p>	
PCS 108 – Anatomy and Physiology	3.5 credits
<p>This course will provide the students with a general understanding of the human body.</p>	

The body systems that will be studied include: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, nervous, sensory, integumentary, male and female reproductive, and endocrine. Body structures and functions as well as diseases pertaining to the systems including diagnosis and treatment will be studied.

Prerequisite: None)

PCS 110 – Nursing Assistant Skills

6 credits

This course is designed to provide the students with the fundamental knowledge and skills that are needed to function safely and competently as a nursing assistant under the supervision of a Registered Nurse in agencies and institutions providing care to the consumer. During this course, the students will become certified in CPR and First Aid. (Prerequisite: PCA 102)

PHA 101 – Pharmacology

51 clock hours

This basic, Level I pharmacology course introduces the students to the basic knowledge of drugs and their implications for use in the therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Basic concepts of pharmacology, dosages and medication administration techniques are integrated with the nursing process. This allows the students to safely participate in the maintenance and promotion of health on the wellness/illness continuum. (Prerequisite: None)

PSY 101 – Professional Development

3 credits

This course is designed to develop career-planning skills and to prepare students for seeking employment. Students will formulate a portfolio that includes a resume, employment letters, and references. Emphasis is placed on improving self-image by learning interviewing techniques and by building interpersonal skills. Guest speakers and videos are used in the areas of professionalism on the job, personal grooming, business etiquette, and other relevant topics. (Prerequisite: None)

PSY 110 – Introduction to Psychology

3 credits

This course introduces the student to the major concepts and principles of psychology while providing a broad overview that reflects psychology's diversity. Special emphasis is placed on relating psychology to common experiences and to practical problems of everyday life. The course is designed to promote an interest in human behavior, to facilitate learning, and to encourage critical thinking. (Prerequisite: None)

SCI 101 – Life Science I

60 clock hours

This Level I basic anatomy and physiology course of various body systems will also provide a survey of chemistry and microbiology. This basic knowledge will help the students understand the structure and function of the human body in wellness. This is important so that the students will be able to participate in their role in the maintenance and promotion of health. It will provide an understanding of the mechanisms involved in illness and the restorative and therapeutic care. The nursing process is incorporated throughout the presentation as well as how optimum health needs the balance of mind, body, and spirit. Students will apply theoretical knowledge learned here in Clinical I and all subsequent clinical courses. (Prerequisite: None)

SCI 102 – Life Sciences II

45 clock hours

This Level II basic anatomy and physiology course continues to expand upon the knowledge of the structure and function of the human body in wellness. This is important for the students to be able to participate in their role in the maintenance and promotion of health. The course will provide an understanding of the mechanisms involved in illness and then restorative and therapeutic care. The nursing process is incorporated throughout the presentation as well as how optimum health needs the balance of mind, body, and spirit. (Prerequisite: SCI 101)

SEM 101 – Nursing Seminar I**28 clock hours**

This introductory, Level I seminar course focuses on the students in the nursing program. Emphasis is on students as adult learners in the health care field. The goal of learners is to actualize their potential. They can reach this goal if they enhance their ability to learn, grow, and function effectively. This course will help provide the tools students need to reach their goal. (Prerequisite: ENG 103/201; MTH 101/201 or passing scores in Accuplacer)

SEM 102 – Nursing Seminar II**45 clock hours**

This final, pass/fail, advanced Level IV seminar course focuses on the transition of the students to that of graduate practical nurses. Emphasis is on making the transition into the professional health care field successfully. The goal of the graduates is to successfully pass the NCLEX-PN exam and to be successful in their chosen position. (Prerequisite: SEM 101)

SUR 101 – Medical Surgical Nursing Across the Lifespan I**60 clock hours**

This Level II course introduces the students to principles of the interaction of adults with their environment that produce alterations in health status related to basic physical and psychological function. Factors that influence the client's response to illness are explored. Emphasis is on care of clients across the lifespan with alterations in health status related to preoperative care, pain, infection, shock, mental illness, and oncological disorders. These areas are explored and integrated with the nursing process to enable students to assume their roles in the restorative and therapeutic care of the client in illness. Clinical experiences are provided in Clinical II in a subacute setting. (Prerequisite: None)

SUR 102 – Medical Surgical Nursing Across the Lifespan II**71 clock hours**

This medical surgical nursing Level III course focuses on the therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Emphasis is on care of clients across the lifespan with alterations in health status related to their integumentary, cardiovascular, and respiratory system. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the nursing process. Communication and interactive techniques in health counseling of clients and families are explored. Clinical experiences will be provided in the nursing skills laboratory and Clinical IV in an acute setting. (Prerequisite: SUR 101)

SUR 103 – Medical Surgical Nursing Across the Lifespan III**103 clock hours**

This medical surgical nursing Level IV course continues to focus and build on therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Emphasis is on care of clients across the lifespan with alterations in health status related to their musculoskeletal, endocrine, gastrointestinal and/or hematological systems. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the nursing process and further development of critical thinking skills. Communication and interactive techniques in health counseling of clients and families are explored. Clinical experiences are provided in the nursing skills laboratory and a variety of care settings in Clinical V/ Acute II. (Prerequisite: SUR 102)

SUR 104 – Medical Surgical Nursing Across the Lifespan IV**77 clock hours**

This Level IV course continues to focus on therapeutic and restorative care of clients where there has been an alteration in the wellness continuum. Emphasis is on care of clients across the lifespan with alterations in health status related to their nervous, genitourinary, reproductive, and/or sensory system. Each system will be explored in

relation to anatomy and physiology, diet therapy, pharmacology and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the nursing process, which promotes care for the client. Communication and interactive techniques in health counseling of clients and families are explored. Students will apply theoretical knowledge learned in Clinical IV in an acute setting. (Prerequisite: SUR 103)

WEL 101 – Wellness Promotion Across the Lifespan I

36 clock hours

In this first semester Level I course, a survey of personality development theories is explored to provide the students with the basic knowledge of human growth and development. It focuses upon the concept that every person has biological, psychological, social and spiritual qualities and that they have inherent dignity and worth. These qualities create a culturally diverse population. Maslow's hierarchy is used as a framework for an introduction to understanding human needs. Basic nutritional components are introduced. The components include definitions, current trends, cultural implications and the nurse's role in helping to maintain and promote wellness. The nursing process is the framework in which the nurse will meet the ever-changing needs of individuals from multicultural backgrounds. Students will apply this theoretical knowledge in Clinical I and all subsequent clinicals. (Prerequisite: None)

WEL 102 – Wellness Promotion Across the Lifespan II

36 clock hours

This Level II wellness promotion course expands upon the students' knowledge of human growth and development. It focuses upon the concept that every person has biological, psychological, social, and spiritual qualities and that they have inherent dignity and worth. These qualities create a culturally diverse population. It looks at a variety of age groups. A component of this course includes the principles of nutrients and energy requirements across a lifespan. The nursing process is the framework in which the nurse will meet the ever-changing needs of individuals from multicultural backgrounds. (Prerequisite: WEL 101)

STONE ACADEMY STAFF AND FACULTY

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M.S.N., Sacred Heart University
- Christine Howard, LPN.....Instructor in Patient Care Specialist Program
Diploma, Lincoln Technical Institute
- Deborah Hughes Instructor in One-to-One Program
Certificate, Stone Academy
- Marianne Jelley Instructor in One-to-One Training
B.S., Southern Connecticut State University
A.A., Immaculata College of Washington

Peter Keast..... Instructor in Licensed Practical Nursing Program
M.S.C., University of Salford
B.S.N., Villanova University

Ann Marie Levis, RN Instructor in Licensed Practical Nursing Program
M.A.N., Teachers College Columbia University
B.S.N., Western Connecticut State University

Wendy Madore, RN..... Instructor in Licensed Practical Nursing Program
M.S., B.S.N., Quinnipiac University

Filomena Minelli Instructor in Medical Programs
M.S., B.S., Southern Connecticut State University

Marianne Miranda, RN Instructor in Licensed Practical Nursing Program
M.S.N., American Sentinel University
B.S.N., University of Connecticut

Bola Mobolaji, RN Instructor in Licensed Practical Nursing Program
B.S.N., Western Connecticut State University
A.S.N., Capital Community College

Sonia S. Morais, RN..... Instructor in Licensed Practical Nursing Program
B.S.N., Grand Canyon University
A.S., Gateway Community College

Nonyelum Nwachukwa, RN Instructor in Licensed Practical Nursing Program
B.S.N, Southern Connecticut State University

Samuel Osei, RN Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford

Olivia Roberts..... English Instructor
M.A., University of New Haven
M.A., Southern Connecticut State University
B.A., Regis College

Mirta Rosa, RN..... Instructor in Licensed Practical Nursing Program
M.S.N., University of Phoenix
B.S.N., Universidad Adventista

Joan Sagalski..... Instructor in Medical Programs
B.S., A.S., Albertus Magnus College

Samuel Senanu..... Mathematics Instructor
M.S., B.S., Southern Connecticut State University

Kabera Senzoga, RN Instructor in Licensed Practical Nursing Program
B.S.N., Western Connecticut State University

Danielle Simpkins, RN Instructor in Licensed Practical Nursing Program
M.S.N., Western Governors University
B.S.N., Sacred Heart University

Linda Taylor, RN Instructor in Licensed Practical Nursing Program
B.S.N., Grand Canyon

Naomi Trofort, RN Instructor in Licensed Practical Nursing Program
M.S.N, Western Governors University
M.S., University of Bridgeport
A.S.N., St. Vincent's College

Cecrystal Umeugo, RN Instructor in Licensed Practical Nursing Program
M.S.N, Sacred Heart University
B.S.N., Quinnipiac University

Daniel Zweeres, RN Instructor in Licensed Practical Nursing Program
B.S.N., University of Phoenix
A.S.N., St, Vincent's College

WATERBURY CAMPUS

ADMINISTRATION AND STAFF

Demian G. Scalici..... School Director
M.B.A., B.S., Albertus Magnus College

Lori Beucar, C.M.A, (AAMA)..... Medical Programs Director
A.S., Mattatuck Community College
Diploma, New England Technical Institute

Elizabeth James..... Registrar
Diploma, Data Institute Business School

Denise M. Parizo..... Financial Aid Officer
A.S., Goodwin College

Judy Kelliher..... Placement Director

Loren Bienkowski.....Admissions Representative

Lourdes M. Tuquinahui..... Admissions Representative
B.S., Mercy College

Rose-Marie Mastroianni..... Administrative Assistant
Diploma, Data Institute

Jessica Clifford..... Administrative Assistant

Claudette Neland..... Administrative Assistant
B.S, Southern Connecticut State University

Joyce Brown..... Evening Supervisor
M.S., Springfield College
B.S., Springfield College

FULL-TIME FACULTY

Pamela Borselle, MA, ST, CPT..... Instructor in Medical Programs
Diploma, Branford Hall

Certificate, Hartford Hospital

Kimberly A. Duffany, RMA, CPC, CMAS..... Instructor in Medical Programs
Diploma, Stone School

Virginia Fareira, LPN, CMA (AAMA).....Instructor in Patient Care Specialist Program
Diplomas in Medical Assisting and LPN, Stone Academy

Amie Markoski, RMA, CMLA, CPT..... Instructor in Medical Programs
Diploma, Branford Hall

Barbara Morrisroe, LPN.....Instructor in Patient Care Specialist Program
Diploma, Bullard-Havens Technical High School

Meloney Thompson, LPN.....Instructor in Patient Care Associate Program
Diploma, W.F. Kaynor Technical High School
Diploma, Porter and Chester Institute

Martha A. Tillow.....Instructor in Business Programs
B.S., Pennsylvania State University

Todd Zaino.....Instructor in Medical Programs
B.A., Southern Connecticut State University

PART-TIME FACULTY

Nadocia Canzius, LPN.....Instructor in Patient Care Specialist Program
Diploma, New England Technical Institute

Vito Catalanotto.....Instructor in Medical Programs
B.A., Siena College

Veronica DiLullo.....Instructor in Medical Programs
M.A., B.A., Sacred Heart University

Linda Ellsbury.....Instructor in Medical Programs
B.A., University of Connecticut
5th Year Certificate, Central Connecticut State University

Mary Erdmann, RN.....Instructor in Patient Care Specialist Program
A.S., Mattatuck Community College
Diploma, Briarwood College

Terri Grier, RMA, CPT.....Instructor in Medical Programs
Diploma, Stone Academy

Shane Heckstall.....Instructor in Medical Programs
M.S., Central Connecticut State University
B.A., Wesleyan University

Deborah Hughes.....Instructor in One-to-One Training
Certificate, One 2 One Components Training

Charles Huneke, VI.....Instructor in Medical Programs
B.S., University of Connecticut
Diploma, Stone Academy

Certificate, American Academy of Professional Coding

- Marianne Jelley.....Instructor in One-to-One Training
M.S., Southern Connecticut State University
B.S., Southern Connecticut State University
A.A., Immaculata College of Washington
- Julia Kendrick.....Instructor in Medical Programs
Diploma, Stone Academy
- Rhode Obas.....Primary Training Instructor in Patient Care Specialist Program
B.S.N., Pensacola Christian College
- Lindsey O’ConnellInstructor in One-to-One Training
A.S., Northwestern Connecticut Community College
- Donna Perazella, CT, PBT(ASCP).....Instructor in Medical Programs
A.S., Quinnipiac University
B.S., University of Connecticut
- Julie SampaioInstructor in Business Programs
Diploma, Northwestern Community College
- Jill Seely.....Instructor in Medical Programs
Diploma, Branford Hall Career Institute
- Barbara Solla.....Instructor in ESL Program
B.A., Charter Oak College
A.A., Nagatuck Valley Community College
TESOL Certification, Oxford Seminars
Certificate, Porter and Chester Institute
- Armonda Valeriano.....Instructor in ESL Program
B.S., Southern Connecticut State University
A.S., University of New Haven
- Laurie Winek.....Instructor in ESL Program
M.A.E.D., University of Phoenix
B.S., Idaho State University
ESL Certification, Gateway Community College

EAST HARTFORD CAMPUS

ADMINISTRATION AND STAFF

- Linda Ciarleglio School Director
M.S., St. Joseph College
B.S., Post University
A.S., Naugatuck Valley Community College
- Karyn Therrin, MSN, RN.....Program Manager, Licensed Practical Nursing Program
RMA, American Registry of Medical Assistants.
Associates Degree, Charter Oak State College.
Radiographer, Connecticut Dept. Of Public Health
- Ann Smith..... Medical Programs Director

B.S.R.N., Goodwin College
 Christopher Stone Emergency Medical Technician Program Manager

Ingrid Francis.....Evening Supervisor
 M.Ed., Cambridge College

Jessica Sorensen.....Corporate Administrative Assistant
 B.S., Eastern Connecticut State University

Chanda Cato..... Financial Aid Officer
 M.S., South University
 B.S., University of Phoenix

Keonna Mathis.....Financial Aid Officer
 B.A., Eastern Connecticut State University

Desiree James.....Placement Director
 B.S., Bay Path College

Joanne Malta Salmon.....Admissions Representative

Regina Burch Admissions Representative

Jim Prosper.....Admissions Representative

Michael Walker.....Admissions Representative

Patrice Morris.....Evening Administrative Assistant

Alena Baker.....Evening Administrative Assistant

Kate Ricci.....Administrative Assistant
 Diploma, Penn Foster Career School

Francesca Alexander.....LPN Administrative Assistant

FULL-TIME FACULTY

Mercella Bingham.....Instructor in Medical Assisting & Medical Office Professional Program
 B.S., Concordia College

Cherylann Buckley..... Instructor in Medical Assisting Program
 CCMA, National Healthcareer Association
 CNA, Greater Hartford Community College
 EMS Instructor, Capital Community College

Diane Cook.....Instructor in Medical Office Professional Program
 CEHRS, National Healthcareer Association

Susan Grabowski, RN..... Instructor in Licensed Practical Nursing Program
 B.S.N., Sacred Heart University
 M.S.Nc, University of Hartford

Karen Krueger, RN..... Instructor in Licensed Practical Nursing Program
 B.S.N., University of Hartford

Kevin Mooney, RN..... Instructor in Licensed Practical Nursing Program

B.S.N., University of Massachusetts
M.S.Nc, Sacred Heart University

Kimberly Sharp, EMT..... Instructor in Patient Care Specialist Program
EMT, Department of Public Health

Anne Sullivan, RN.....Lead Instructor, Licensed Practical Nursing Program
B.S.N., Elms College
M.S.Nc, University of Hartford

Tanya Ward, LPN.....Instructor in Patient Care Specialist Program
LPN, Stone Academy

PART-TIME FACULTY

Deborah Archambeault, RN..... Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., Central Connecticut State University

Brenda Barnes.....Instructor in Licensed Practical Nursing Program
M.S., College of Saint Joseph
B.A., Empire State College

Sharon Binowski, RNInstructor in Licensed Practical Nursing Program
B.S.N., Pace University
M.S.Nc, University of Hartford

Anndria Black, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Thomas Jefferson University

Dianne Butler, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., University of Hartford

Maureen Cloonan, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Malloy College

Andrea Cronin, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., St. Joseph College
B.S.N., St. Joseph College

Charlene D'Angelo, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., Central Connecticut State University

Fabiana Dos Santos MalavaesInstructor in Licensed Practical Nursing Program
B.S., Ferlagos University
M.Sc, Central Connecticut State University

Sharon Forrest, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Phoenix
B.S.N., St. Joseph College

Jeffrey GerentInstructor in Licensed Practical Nursing Program
M.S., Central Connecticut State University
B.S., Central Connecticut State University

Laura Ginn, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Central Connecticut State University

M.S.Nc, Southern Connecticut State University

- Shanta Griffiths, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., University of Hartford
- Senica Hallene, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Becker College
M.S.Nc, University of Hartford
- Michele Harovas, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Massachusetts
B.S.N., University of Massachusetts
- Alaina Harris, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Renesslaer at Hartford
B.S.N., Pace University
- Kathleen Heim, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Phoenix
B.S.N., University of Connecticut
- Christina Hoover, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Chamberlain College of Nursing
- Darlene Johnson, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Virginia Commonwealth University/Medical Colleges
B.S.N., University of North Carolina
- Debra King, RNInstructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., Central Connecticut State University
- Carrie Kocher, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Connecticut
B.S.N., University of Connecticut
- Wanda Lanham, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., University of Connecticut
- Michele Marek, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Connecticut
B.S.N., Southern Connecticut State University
- Maureen Markure, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., University of Hartford
- Diana Martin, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., University of Hartford
B.S.N., Central Connecticut State University
- Kim McKinnon, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Sacred Heart University
B.A., Albertus Magnus College
- Charles Mischel.....Instructor in Licensed Practical Nursing Program
M.B.A., University of Connecticut

B.S., Plymouth State University

Janet Mule, RNInstructor in Licensed Practical Nursing Program
B.S.N., Sacred Heart University
M.S.N., Frontier Nursing University

Elizabeth Normand, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., Southern Connecticut State University
M.S.N., Southern Connecticut State University
D.N.Pc, Quinnipiac University

Doris Patterson, LPN.....Clinical Instructor, Patient Care Specialist Program
Diploma, Pensacola Junior College

Karen Ricketts, RN.....Instructor in Licensed Practical Nursing Program
B.S.N. University of Massachusetts
M.S.Nc, Grand Canyon University

Angela Roberts, RN.....Instructor in Licensed Practical Nursing Program
B.S.N., University of Hartford

Leonile Scott, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Quinnipiac University
B.S.N., University of the Virgin Islands

Sharon Shenberg, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Mercy College
B.S., SUNY, Plattsburg

Sharon Smith.....Instructor in Licensed Practical Nursing Program
M. Ed., Western Maryland College
B.S., Boston University

Denise Travers, RN.....Instructor in Licensed Practical Nursing Program
M.S.N. and Post-Baccalaureate Certificate in Nursing, University of Connecticut
B.A., Regis College

Erica Vasquez, RN.....Instructor in Licensed Practical Nursing Program
M.S.N., Kaplan University
B.S.N., Goodwin College

Roberta Wynter, RNInstructor in Licensed Practical Nursing Program
B.S.N., Saint Joseph University



East Hartford , West Haven, Waterbury Calendar 2016

DAY DIVISION

<u>TERM DATE</u>	<u>PCS DAY</u>	<u>END DATE</u>	<u>SEMESTER DATE</u>	<u>VOCATIONAL DAY</u>	<u>END DATE</u>
January 4, 2016		February 27, 2016	January 4, 2016		April 23, 2016
February 29, 2016		April 23, 2016	February 29, 2016		June 18, 2016
April 25, 2016		June 18, 2016	April 25, 2016		August 13, 2016
June 20, 2016		August 13, 2016	June 20, 2016		October 22, 2016
August 29, 2016		October 22, 2016	August 29, 2016		December 24, 2016
October 31, 2016		December 24, 2016	October 31, 2016		March 4, 2017

<u>SEMESTER DATE</u>	<u>END DATE</u>	<u>SEMESTER DATE</u>	<u>START DATE</u>	<u>END DATE</u>
January 4, 2016	April 23, 2016	February 29, 2016	1/5/2015	April 16, 2016
June 20, 2016	October 22, 2016	August 29, 2016	6/22/2015	October 15, 2016

EVENING DIVISION

<u>SEMESTER DATE</u>	<u>PCS EVENING</u>	<u>END DATE</u>	<u>SEMESTER DATE</u>	<u>VOCATIONAL EVENING</u>	<u>END DATE</u>
February 1, 2016		March 26, 2016	January 4, 2016		April 23, 2016
March 28, 2016		May 21, 2016	February 29, 2016		June 18, 2016
May 23, 2016		July 16, 2016	April 25, 2016		August 13, 2016
July 18, 2016		September 24, 2016	June 20, 2016		October 22, 2016
September 26, 2016		November 26, 2016	August 29, 2016		December 24, 2016
November 28, 2016		February 4, 2017	October 31, 2016		March 4, 2017

<u>SEMESTER DATE</u>	<u>END DATE</u>	<u>SEMESTER DATE</u>	<u>START DATE</u>	<u>END DATE</u>
April 25, 2016	August 13, 2016	October 26, 2015	3/3/2014*	February 6, 2016
October 31, 2016	March 4, 2017	April 25, 2016	4/28/2014	July 23, 2016

VACATIONS

August 14, 2016 – August 27, 2016 October 23, 2016 – October 29, 2016 December 25, 2016 – January 8, 2017

LPN HOLIDAYS

Martin Luther King Day	Mon, January 18, 2016	Labor Day	Sat & Mon, Sept 3 & 5, 2016
Good Friday	Fri, March 25, 2016	Columbus Day	Mon, October 10, 2016
Memorial Day	Sat & Mon, May 28 & 30, 2016	Thanksgiving	Thurs - Sat, November 24-26, 2016
Fourth of July	Sat & Mon, July 2 & 4, 2016		

HOLIDAYS

Martin Luther King Day	Mon, January 18, 2016	Labor Day	Sat & Mon, Sept 3 & 5, 2016
Presidents' Day	Mon, February 15, 2016	Columbus Day	Mon, October 10, 2016
Good Friday	Fri, March 25, 2016	Veteran's Day	Fri, Nov 11, 2016
Memorial Day	Sat & Mon, May 28 & 30, 2016	Thanksgiving	Thurs - Sat, November 24-26, 2016
Fourth of July	Sat & Mon, July 2 & 4, 2016		

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