



Lancaster General
College of Nursing
& Health Sciences

Student Handbook 2011-2012

Policy Statement

Policies contained herein were current at the time of publishing of this handbook and are subject to change without notice.

Non-Discrimination Statement

The Lancaster General College of Nursing & Health Sciences, and all schools or programs operating under its auspices, do not discriminate on the basis of age, race, religion, ancestry, gender, sexual orientation, physical ability, national origin, or other legally protected classifications.

***The Student Handbook is an overview of
Lancaster General College of
Nursing & Health Sciences
education policies and procedures.
Its purpose is to serve as a guide
for the student body.***

Table of Contents

1	Student Rights and Responsibilities	7
2	Academic Calendars	9
3	Student Services	12
3.1	College Administration Office Hours	12
3.2	Student Finance Department	13
3.3	Counseling	13
3.4	Core Performance Standards	13
3.5	Career Services	31
3.6	Academic Advising	32
3.7	Learning Resource Center	32
	• Learning Assessment	33
	• Learning Assistance	33
	• Complementary Programs	34
	• Instructional Media	34
3.8	Clinical Skills Lab	34
3.9	Simulation Learning	35
3.10	Information Systems	35
3.11	Health Sciences Library	36
	• Overview	36
	• Electronic Books	37
	• Assistance with the Use of Library Resources	37
	• Borrowing Materials	38
	• Library Hours	39
	• Memberships Held by the Library	39
3.12	Student Health	39
	• Location of Services	39
	• Healthcare Options	40
	• Physical Exam Requirements	40
	• Changes in Health Status	41
	• Injuries and Exposures	41
	• Financial Responsibility/Hospitalization	42
	• Release of Health Records	42
3.13	Food Services	42

3.14	ID Badges, Parking, and Transportation	43
	• ID Badges	43
	• Parking and Transportation	43
	• Shuttle Hours	43
	• Map of College	44
	• Directions to Parking at Burle Business Park	44
	• Directions to College	44
3.15	Mandatory Learning Requirements	45
3.16	Student Portfolio Guidelines	46
4	Campus Security and Emergency Preparedness	49
4.1	Overview	49
4.2	Key Contacts	50
4.3	Access to College Building	50
4.4	Accidents/Situations Affecting Student Health and Safety	50
4.5	Fire Alarm and Fire Safety	50
4.6	Inclement Weather	51
4.7	Mental Health & Behavioral Issues	51
4.8	Sexual Assault	52
4.9	Facilities Restrictions and/or Lock Down	52
4.10	Emergency Shelters	53
5	Campus Information	54
5.1	Communication with Students	54
5.2	Student Change of Status	54
5.3	Automated Teller Machine	54
5.4	Fundraising and Solicitation	55
5.5	Student Center	55
5.6	Smoke-Free Campus	55
6	Policies	55
6.1	Student Admission Status	55
6.2	Transfer Credits for Matriculated Students	56
6.3	Alternative Credit Acceptance	56
6.4	Course Auditing	59
6.5	Nondiscrimination	59
6.6	Section 504 and ADA Compliance	59

6.7	<u>Post Admission Requirements</u>	63
	• <u>Background Checks</u>	64
	• <u>Drug Screening</u>	64
	• <u>CPR</u>	65
	• <u>Physical Exam Requirements</u>	65
6.8	<u>Changing Majors</u>	65
6.9	<u>Ethical Standards</u>	65
	• <u>Academic Integrity</u>	65
	• <u>Code of Confidentiality</u>	68
	• <u>Code of Student Conduct</u>	69
6.10	<u>Educational Records and FERPA</u>	72
6.11	<u>Grading and Grade Point System</u>	74
6.12	<u>Academic Progression</u>	76
	<u>Associate Degree and Certificate Programs</u>	76
	• <u>Academic Probation</u>	76
	• <u>Failure to Meet Requirements for Progression</u>	76
	• <u>Course Failure</u>	77
	• <u>Program Completion</u>	77
	• <u>Requirements for Diploma/Certificate Grads</u>	77
	• <u>General Education Courses</u>	78
	• <u>Program Specific Academic Standards</u>	78
	<u>Accelerated Baccalaureate Degree</u>	85
	• <u>Academic Probation</u>	85
	• <u>Failure to Meet Requirements for Progression</u>	85
	• <u>Requirements for Graduation</u>	86
6.13	<u>Eligibility for Office</u>	86
6.14	<u>Events Affecting Attendance</u>	86
6.15	<u>Graduation</u>	86
6.16	<u>Withdrawal from College</u>	87
6.17	<u>Refund and Grading for Withdrawals and Non-attendance</u>	87
6.18	<u>Leave of Absence</u>	89
6.19	<u>College Orientation</u>	89

6.20	<u>Registration Process</u>	90
	• <u>Enrollment Status</u>	90
	• <u>Class Standing and Registration Schedule</u>	90
6.21	<u>Changes in Registration</u>	91
6.22	<u>Grievance Process</u>	91
6.23	<u>Credit Card Marketing</u>	96
6.24	<u>Drug Free School</u>	96
	• <u>Student Responsibilities</u>	97
	• <u>Identification/Validation of Chemical Impairment</u>	97
	• <u>Consequences for Inappropriate Substance Use</u>	98
	• <u>Legal Sanctions</u>	99
	• <u>Health Risks</u>	100
	• <u>Drug/Alcohol Counseling</u>	101
	• <u>Prevention</u>	101
	• <u>Rehabilitation</u>	101
	• <u>Self-Help Groups</u>	102
6.25	<u>Harassment</u>	102
6.26	<u>Electronic Media Services and Confidentiality</u>	105
6.27	<u>Student Dress Code</u>	106
6.28	<u>Personal Communication Devices</u>	107
6.29	<u>Non-student Participation in Academic Activities</u>	108
7	<u>Student Government Association By-laws</u>	108
8	<u>Signature Page</u>	112

1 Student Rights and Responsibilities

Student Bill of Rights and Responsibilities

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of age, race, religion, ancestry, gender, sexual orientation, physical ability, national origin, or other legally protected classification.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious theoretical or clinical evaluation. Students are responsible for maintaining standards of academic and clinical performance established for each course and the program in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise should be considered confidential and not released without the knowledge or consent of the student, or used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g. through a faculty-student council, student representation on faculty committees or other mechanisms within the institution.
13. The institution has an obligation to clearly define and publish standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations and to be able to readily access these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of the membership and should enjoy the same freedoms of citizenship and membership.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by programs to include, but not be limited to, adequate street lighting, locks, and other safety and security measures deemed necessary by the environment or the educational institution.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of faculty.

Source: National Student Nurse's Association Inc. (1991), 555 West 57th Street, New York, NY, 10019

2 Academic Calendars

2011-2012 Academic Year

Fall 2011	Fall Semester
Monday, August 1 to Wednesday, August 31	General College Orientation (Available Online)
Monday, August 8 to Friday, August 12	Accelerated Program Orientation
Monday, August 15 to Wednesday, August 17	Program Orientation for New Students
Thursday, August 18	Faculty Development
Friday, August 19	Last Day to Drop a Class with a 100% Refund
Saturday, August 20	Classes Begin; Late Registration Begins
Friday, August 26	Last Day to Drop a Class with a 90% Refund
Thursday, September 1	Last Day to Change Summer and Summer 2 Incomplete Grades
Friday, September 2	Last Day to Drop a Class without a “W” on Transcript; Last Day to Drop a Class with an 80% Refund
Monday, September 5	Labor Day Holiday – College Closed
Wednesday, September 7	Follow Monday Schedule
Friday, September 9	Last Day to Drop a Class with a 70% Refund
Friday, September 16	Last Day to Drop a Class with a 60% Refund; No Refunds After This Date
Monday, October 10 to Tuesday, October 11	Fall Break
Wednesday, October 12	College Assessment – Kick-Off Event
Friday, October 14	Mid-term Grades Posted
Friday, October 28	Last Day to Withdraw with a “W” from a 15-Week Class
Thursday, November 24 to Friday, November 25	Thanksgiving Holiday – College Closed
Friday, December 9	Classes End
Monday, December 12 to Friday, December 16	Final Exam Week
Friday, December 16	Final Day of the Semester
Wednesday, December 21	Final Grades Posted
Friday, December 23 to Monday, January 2	Winter Holiday – College Closed
Spring 2012	Spring Semester
Tuesday, January 3 to Thursday, January 5	Program Orientation for New Students
Friday, January 6	Last Day to Drop a Class with a 100% Refund; Last Day to Change Fall Incomplete Grades
Saturday, January 7	Classes Begin; Late Registration Begins
Friday, January 13	Last Day to Drop a Class with a 90% Refund
Friday, January 20	Last Day to Drop a Class without a “W” on Transcript; Last Day to Drop a Class with an 80% Refund
Friday, January 27	Last Day to Drop a Class with a 70% Refund
Friday, February 3	Last Day to Drop a Class with a 60% Refund; No Refunds After This Date
Friday, March 2	Mid-term Grades Posted
Monday, March 12 to Friday, March 16	Spring Break
Friday, March 23	Last Day to Withdraw with a “W” from a 15-Week Class
Saturday, April 14	<i>Dancing for Dreams</i> College Fundraising Event
Friday, April 27	Classes End
Monday, April 30 to Friday, May 4	Final Exam Week
Friday, May 4	Final Day of the Semester
Wednesday, May 9	Final Grades Posted
Friday, May 18	Commencement Ceremony

2011-2012 Academic Year

Summer 2012	Summer (12 Weeks)
Friday, May 11	Last Day to Drop a Class with a 100% Refund
Monday, May 14	Classes Begin; Late Registration Begins
Wednesday, May 16	Last Day to Drop a Class without a "W" on Transcript
Friday, May 18	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Monday, May 28	Memorial Day Holiday – College Closed
Monday, June 4	Last Day to Change Spring Incomplete Grades
Wednesday, July 4	Independence Day Holiday – College Closed
Friday, July 6	Last Day to Withdraw with a "W"
Friday, August 3	Summer Ends
Wednesday, August 8	Final Grades Posted
Summer 2012	Summer 1 (6 Weeks)
Friday, May 11	Last Day to Drop a Class with a 100% Refund
Monday, May 14	Classes Begin; Late Registration Begins
Wednesday, May 16	Last Day to Drop a Class without a "W" on Transcript
Friday, May 18	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Monday, May 28	Memorial Day Holiday – College Closed
Monday, June 4	Last Day to Change Spring Incomplete Grades
Friday, June 8	Last Day to Withdraw with a "W"
Friday, June 22	Summer 1 Ends
Wednesday, June 27	Final Grades Posted
Summer 2012	Summer 2 (6 Weeks)
Friday, June 22	Last Day to Drop a Class with a 100% Refund
Monday, June 25	Classes Begin; Late Registration Begins
Wednesday, June 27	Last Day to Drop a Class without a "W" on Transcript
Friday, June 29	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Wednesday, July 4	Independence Day Holiday – College Closed
Friday, July 20	Last Day to Withdraw with a "W"; Last Day to Change Summer 1 Incomplete Grades
Friday, August 3	Summer 2 Ends
Wednesday, August 8	Final Grades Posted

2012-2013 Academic Year (Tentative)

Fall 2012	Fall Semester
Wednesday, August 1 to Friday, August 31	General College Orientation (Available Online)
Monday, August 6 to Friday, August 10	Accelerated Program Orientation
Monday, August 13 to Wednesday, August 15	Program Orientation for New Students
Thursday, August 16	Faculty Development
Friday, August 17	Last Day to Drop a Class with a 100% Refund
Saturday, August 18	Classes Begin; Late Registration Begins
Friday, August 24	Last Day to Drop a Class with a 90% Refund
Friday, August 31	Last Day to Change Summer and Summer 2 Incomplete Grades
Friday, August 31	Last Day to Drop a Class without a "W" on Transcript; Last Day to Drop a Class with an 80% Refund
Monday, September 3	Labor Day Holiday – College Closed
Wednesday, September 5	Follow Monday Schedule
Friday, September 7	Last Day to Drop a Class with a 70% Refund
Friday, September 14	Last Day to Drop a Class with a 60% Refund; No Refunds After This Date
Monday, October 8 to Tuesday, October 9	Fall Break
Wednesday, October 10	College Assessment – Kick-Off Event
Friday, October 12	Mid-term Grades Posted
Friday, October 26	Last Day to Withdraw with a "W" from a 15-Week Class
Thursday, November 22 to Friday, November 23	Thanksgiving Holiday – College Closed
Friday, December 7	Classes End
Monday, December 10 to Friday, December 14	Final Exam Week
Friday, December 14	Final Day of the Semester
Wednesday, December 19	Final Grades Posted
Friday, December 21 to Tuesday, January 1	Winter Holiday – College Closed
Spring 2013	Spring Semester
Wednesday, January 2 to Friday, January 4	Program Orientation for New Students
Friday, January 4	Last Day to Drop a Class with a 100% Refund; Last Day to Change Fall Incomplete Grades
Saturday, January 5	Classes Begin; Late Registration Begins
Friday, January 11	Last Day to Drop a Class with a 90% Refund
Friday, January 18	Last Day to Drop a Class without a "W" on Transcript; Last Day to Drop a Class with an 80% Refund
Friday, January 25	Last Day to Drop a Class with a 70% Refund
Friday, February 1	Last Day to Drop a Class with a 60% Refund; No Refunds After This Date
Friday, March 1	Mid-term Grades Posted
Monday, March 11 to Friday, March 15	Spring Break
Friday, March 22	Last Day to Withdraw with a "W" from a 15-Week Class
Friday, April 26	Classes End
Monday, April 29 to Friday, May 3	Final Exam Week
Friday, May 3	Final Day of the Semester
Wednesday, May 8	Final Grades Posted
Friday, May 17	Commencement Ceremony

2012-2013 Academic Year (Tentative)

Summer 2013	Summer (12 Weeks)
Friday, May 10	Last Day to Drop a Class with a 100% Refund
Monday, May 13	Classes Begin; Late Registration Begins
Wednesday, May 15	Last Day to Drop a Class without a “W” on Transcript
Friday, May 17	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Monday, May 27	Memorial Day Holiday – College Closed
Monday, June 3	Last Day to Change Spring Incomplete Grades
Thursday, July 4	Independence Day Holiday – College Closed
Friday, July 5	Last Day to Withdraw with a “W”
Friday, August 2	Summer Ends
Wednesday, August 7	Final Grades Posted
Summer 2013	Summer 1 (6 Weeks)
Friday, May 10	Last Day to Drop a Class with a 100% Refund
Monday, May 13	Classes Begin; Late Registration Begins
Wednesday, May 15	Last Day to Drop a Class without a “W” on Transcript
Friday, May 17	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Monday, May 27	Memorial Day Holiday – College Closed
Monday, June 3	Last Day to Change Spring Incomplete Grades
Friday, June 7	Last Day to Withdraw with a “W”
Friday, June 21	Summer 1 Ends
Wednesday, June 26	Final Grades Posted
Summer 2013	Summer 2 (6 Weeks)
Friday, June 21	Last Day to Drop a Class with a 100% Refund
Monday, June 24	Classes Begin; Late Registration Begins
Wednesday, June 26	Last Day to Drop a Class without a “W” on Transcript
Friday, June 28	Last Day to Drop a Class with a 75% Refund; No Refunds After This Date
Thursday, July 4	Independence Day Holiday – College Closed
Friday, July 19	Last Day to Withdraw with a “W”; Last Day to Change Summer 1 Incomplete Grades
Friday, August 2	Summer 2 Ends
Wednesday, August 7	Final Grades Posted

**Students in accelerated programs should refer to their program specific calendar.*

The College reserves the right to adjust the calendar as conditions necessitate.

3 Student Services

3.1 College Administration Office Hours

The College Office hours are 8:00 a.m. to 4:30 p.m. Monday through Friday.

3.2 Student Finance Department

The Student Finance Department includes both the Financial Aid and Bursar offices. The Financial Aid Specialist assists students in applying for grants, scholarships, and loans. The Bursar will assist with any questions regarding billing and the posting of payments to a student's account/bill. Students are introduced to the staff from the Student Finance Department during financial aid workshops. Students with questions regarding financial aid and/or billing are encouraged to make an appointment with either office. The Financial Aid and Bursar offices are located at 410 North Lime Street on the lower level of the building.

3.3 Counseling

The Counseling Program is a free and confidential service for all students. It offers limited counseling and consultation for personal problems that may be having an impact on academic performance. Three free sessions are provided through Quest Behavioral Health by calling 800-364-6352. These problems may include:

- Stress or anxiety
- Depression
- Marital or family problems
- Domestic violence
- Parenting
- Drug or alcohol abuse
- Grief and loss
- Eating disorders
- Peer or faculty relationships

The goal of the program is to promote the student's academic, personal, and professional growth. Services can be initiated by the student or by referral from a faculty or staff member. Services are voluntary and are never a substitute for formal disciplinary proceedings. If a student desires or is in need of longer treatment, the counselor will refer him/her to appropriate community providers and resources.

Students may contact Employee and Student Health at 544-5984 for questions concerning this program.

For emergencies, students are encouraged to call Crisis Intervention of Lancaster at 394-2631.

3.4 Core Performance Standards*

Healthcare is a practice discipline, requiring abilities and skills in critical thinking and communication, as well as tasks involving the psychomotor, affective, sensory, and behavioral domains. The following Performance Standards identify essential eligibility requirements for participation in the LGCNHS programs. Candidates are expected to function in an independent manner; however, reasonable accommodations may be made for some disabilities. LGCNHS programs, on an individual basis, will determine reasonable accommodations for disabilities.

The following Performance Standards identify essential eligibility requirements for participation in the LGCNHS programs.

Issue	Standard	Examples of Activities (Not all inclusive)
Critical Thinking	Critical thinking ability adequate for clinical decision-making	The ability to make appropriate clinical decisions by evaluating available data, medication calculations, and care plans
Communications	Effectively interact with others via verbal and written form	The ability to collect data, initiate health teaching, perceive nonverbal communications, document and interpret actions and client responses
Affective	Interpersonal abilities sufficient to interact with individuals from a variety of social, emotional, cultural, and intellectual backgrounds	The ability to establish therapeutic rapport with clients and colleagues
Behavioral	Compassion, integrity, interpersonal skills, interest, and motivation, ability to function effectively in stressful situations	The ability to display flexibility, adapting to rapidly changing environments and interact appropriately with others

***Adapted from the Southern Council on Collegiate Education for Nursing (SCCEN), 1993.**

Program Specific Core Performance Standards

Definitions

Reaching: Extending out and retrieving objects outside immediate range

Pushing: To press against something with substantial steady force in order to thrust forward, downward, or outward

Pulling: To exert a considerable force in order to draw, drag, haul, or tug objects in a sustained motion

Lifting: To raise objects from a lower to a higher position or moving objects horizontally from position to position

End-range motion: To fully extend or retract a bodily part or joint to its maximum range in order to reach, push, pull, lift, or otherwise perform job functions

Stooping or crawling: To lower the body to floor level, and move about with agility

Sensing or feeling: To detect attributes of objects, such as size, shape, temperature, texture, tension, or force by tactile means

Key:

C = Constantly or Continuously, F = Frequently, O = Occasionally, S = Seldom, N/A = Not Addressed or Not Applicable

The following positions or movements are typical of the job.

	CEP and CIS	DMS	MLS	NMT	NUR	RAD	RCP	STS	EMT	Paramedic
Physical exertion	Moderate to Heavy	Light	Light to Moderate	Moderate	Heavy	Light to Moderate	Light to Moderate	Moderate to Heavy	Light to Moderate	Light to Moderate
Exerting to 175 pounds of force	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	O	O
Exerting 100 pounds of force	O	N/A	N/A	N/A	O	N/A	N/A	O	N/A	N/A
Exerting 50 pounds of force	F	N/A	N/A	O	N/A	N/A	N/A	F	N/A	N/A
Exerting 20 pounds of force	C	O	O	F	C	O	O	C	N/A	N/A

	CEP and CIS	DMS	MLS	NMT	NUR	RAD	RCP	STS	EMT	Paramedic
Physical exertion	Moderate to Heavy	Light	Light to Moderate	Moderate	Heavy	Light to Moderate	Light to Moderate	Moderate to Heavy	Light to Moderate	Light to Moderate
Exerting 10 pounds of force	N/A	F	F	C	N/A	F	F	N/A	N/A	N/A
Negligible amount of force	N/A	C	C	N/A	N/A	C	C	N/A	N/A	N/A
Driving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	F	F
Sitting	O	S	F	O	O	S	S	O	F	F
Walking	O	C	O	C	F	C	C	F	F	F
Standing	F	C	F	F	F	C	C	C	F	F
Climbing	O	S	S	O	S	S	S	S	F	F
Reaching	F	C	F	F	S	O	O	F	F	F
Pushing	F	F	S	F	O	F	O	F	F	F
Pulling	F	O	S	F	O	O	O	F	F	F
Lifting	F	F	F	F	F	F	O	F	F	F
End-range motion	F	N/A	N/A	N/A	S	F	O	F	F	F
Stooping or crawling	S	O	S	O	S	O	S	S	S	S
Sensing or feeling	N/A	F	F	C	N/A	N/A	N/A	N/A	N/A	N/A

Cardiac Electrophysiology and Cardiovascular Invasive Specialty

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a keen sense of vision (with or without correction) necessary for close inspection and attention to minute details and small objects. The job requires the ability to quickly detect and react to slight motions and/or the ability to accurately distinguish colors.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse, communicate
Telephone ringing	to answer incoming calls
Pager	to respond to calls
Alarms	to warn of an emergency
Monitors (pulse/beep)	to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires strong concentration skills. The individual must have the ability to voluntarily sustain concentration to a task over an extended period of time as a result of an effortful and usually deliberate heightened and focused state of attention.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- A large portion of this position requires reliance on verbal memory and new learning. Efficiency in processing of verbal information, either in written or spoken form, is a major requirement and prerequisite of the job. The individual must be able to attend to and process multiple bits of information simultaneously. The individual must be able to organize and categorize this information effectively so that later recall is feasible.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires much autonomy of thought and problem solving. The individual must be able to apply principles of logical or scientific thinking to define problems. The individual must be able to think abstractly, which is manifested in the ability to form concepts, use categories, generalize from single instances, apply procedural rules and general principles, and be aware of subtle or intrinsic aspects of a problem. The development of hypothesis and potential solutions to problems involves careful interpretation, analysis, and diagnosis. The individual must be able to collect data, establish facts, and draw valid conclusions. The individual must be

able to think creatively with a degree of inventiveness, experimentation, and intuition. They must be able to deal with a variety of concrete and abstract variables.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Leadership, control, and planning:** Ability to accept responsibility for leadership, direction, control, planning, negotiating, organizing, directing, supervising, formulating practices, or making final decisions.
- **Creativity, feelings, or ideas:** Ability to adapt to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint; to use creativity, self-expression, or imagination.
- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job; to be subject to danger or risk, or to tension as a regular, consistent part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Medical Lab Science

Visual Requirements: (Considerations include color, depth perception, and field of vision).

The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Machine "beeping"	to alert to malfunction
Timer	to time tests
Telephone ringing	to answer incoming calls
Alarms	to respond to emergency/codes

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- Job demands are only moderately routine and predictable. Minor changes may occur which require the individual to be able to understand and carry out detailed but uninvolved instructions.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position deals with issues or problems that often require thoughtful reasoning before arriving at approaches or solutions. Some independent thought, planning or origination of options and solutions is necessary. The individual must have the ability to apply principles of reasoning and problem solving to resolve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job; to be subject to danger or risk, or to tension as a regular, consistent part of the job.

- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Diagnostic Medical Sonography

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers of characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds which must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Patient's pulse	obtain patient condition
Bells/beeps	notify of problems
Voices	to converse/communicate (patient requests)

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- Job demands are only moderately routine and predictable. Minor changes may occur which require the individual to be able to understand and carry out detailed but uninvolved instructions.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires the ability to evaluate existing options to resolve a presenting problem. The resolutions or options are clearly defined, limited in number, and are altered infrequently. Selection of the most appropriate solution is based on well-established and defined guidelines.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job; to be subject to danger or risk, or to tension as a regular, consistent part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Nuclear Medicine

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a keen sense of vision (with or without correction) necessary for close inspection and attention to minute details and small objects. The job requires the ability to quickly detect and react to slight motions and/or the ability to accurately distinguish colors.

Auditory (Hearing) Requirements: Examples of the types of sounds which must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse/communicate
Telephone ring	to answer incoming calls
Intercom	to respond to requests
Buzzer	timers

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- The position requires that an individual be able to learn new tasks quickly and effectively. Job requirements change frequently. The ability to understand and carry out detailed, involved instructions is mandatory.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position deals with issues or problems that often require thoughtful reasoning before arriving at approaches or solutions. Some independent thought, planning, or origination of options and solutions is necessary. The individual must have the ability to apply principles of reasoning and problem solving to resolve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or when working speed and sustained attention are critical aspects of the job; to be subject to danger or risk, or to tension as a regular part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Nursing

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a keen sense of vision (with or without correction) necessary for close inspection and attention to minute details and small objects. The job requires the ability to quickly detect and react to slight motions and/or the ability to accurately distinguish colors.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse, communicate
Telephone ringing	to answer incoming calls
Alarms	to warn of an emergency
Monitors (pulse/beep)	to monitor condition of patient/equipment
Patient assessment sounds	to provide patient care

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- The position requires that an individual be able to learn new tasks quickly and effectively. Job requirements change frequently. The ability to understand and carry out detailed, involved instructions is mandatory.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires much autonomy of thought and problem solving. The individual must be able to apply principles of logical or scientific thinking to define problems. The individual must be able to think abstractly, which is manifested in the ability to form concepts, use categories, generalize from single instances, apply procedural rules and general principles, and be aware of subtle or intrinsic aspects of a problem. The development of hypothesis and potential solutions to problems involves careful interpretation, analysis, and diagnosis. The individual must be able to collect data, establish facts, and draw valid conclusions. The individual must be able to think creatively with a degree of inventiveness, experimentation, and intuition. They must be able to deal with a variety of concrete and abstract variables

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Leadership, control, and planning:** Ability to accept responsibility for leadership, direction, control, planning, negotiating, organizing, directing, supervising, formulating practices, or making final decisions.
- **Creativity, feelings, or ideas:** Ability to adapt to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint; to use creativity, self-expression, or imagination.

- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job; to be subject to danger or risk, or to tension as a regular, consistent part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Radiography

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds which must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse, communicate
Telephone ringing	to answer incoming calls
Alarms	to warn of an emergency
Monitors (pulse/beep)	to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- Job demands are only moderately routine and predictable. Minor changes may occur which require the individual to be able to understand and carry out detailed but uninvolved instructions.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires the ability to evaluate existing options to resolve a presenting problem. The resolutions or options are clearly defined, limited in number, and are altered infrequently. Selection of the most appropriate solution is based on well-established and defined guidelines.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job. Is subject to danger or risk, or to tension as a regular, consistent part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Respiratory Care

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

Sound

Voices
Telephone ringing
Pager
Alarms
Monitors (pulse/beep)

Purpose

to converse, communicate
to answer incoming calls
to respond to calls
to warn of an emergency
to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- The position requires that an individual be able to learn new tasks quickly and effectively. Job requirements change frequently. The ability to understand and carry out detailed, involved instructions is mandatory.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position deals with issues or problems that often require thoughtful reasoning before arriving at approaches or solutions. Some independent thought, planning, or origination of options and solutions is necessary. The individual must have the ability to apply principles of reasoning and problem solving to resolve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Creativity, feelings or ideas:** Ability to adapt to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint; to use creativity, self-expression, or imagination.
- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which

working speed and sustained attention are critical aspects of the job. Is subject to danger or risk, or to tension as a regular, consistent part of the job.

- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Surgical Technology

Visual Requirements: (Considerations include color, depth perception, and field of vision).

The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse, communicate
Telephone ringing	to answer incoming calls
Pager	to respond to calls
Alarms	to warn of an emergency
Monitors (pulse/beep)	to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires strong concentration skills. The individual must have the ability to voluntarily sustain concentration to a task over an extended period of time as a result of an effortful and usually deliberate heightened and focused state of attention.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- The position requires that an individual be able to learn new tasks quickly and effectively. Job requirements change frequently. The ability to understand and carry out detailed, involved instructions is mandatory.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires the ability to evaluate existing options to resolve a presenting problem. The resolutions or options are clearly defined, limited in number, and are altered infrequently. Selection of the most appropriate solution is based on well-established and defined guidelines.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform or act:

- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Repetitive work:** Ability to continuously perform the same type of work for extended periods of time, according to set procedures, sequence, or pace.
- **Working within tolerances, set limits, or standards:** Ability to adapt to situations requiring the precise attainment of set limits, tolerances, or standards; to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency, critical, unusual, or dangerous situations, or in situations in which working speed and sustained attention are critical aspects of the job. Is subject to danger or risk, or to tension as a regular, consistent part of the job.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

EMT

Visual Requirements: (Considerations include color, depth perception, and field of vision).

The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

Sound

Voices
Telephone ringing
Two-way radio
Alarms
Monitors (pulse/beep)

Purpose

to converse, communicate
to answer incoming calls
to converse, communicate
to warn of an emergency
to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- A large portion of this position requires reliance on verbal memory and new learning. Efficiency in processing of verbal information, either in written or spoken form, is a major requirement and prerequisite of the job. The individual must be able to attend to and process multiple bits of information simultaneously. The individual must be able to organize and categorize this information effectively so that later recall is feasible

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires much autonomy of thought and problem solving. The individual must be able to apply principles of logical or scientific thinking to define problems. The individual must be able to think abstractly, which is manifested in the ability to form concepts, use categories, generalize from single instances, apply procedural rules and general principles, and be aware of subtle or intrinsic aspects of a problem.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Leadership, control, and planning:** Ability to accept responsibility for direction, control, planning, organizing, directing, formulating practices, or making final decisions.
- **Creativity, feelings, or ideas:** Ability to adapt to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint; to use creativity, self-expression, or imagination.
- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency or unusual situations.

- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

Paramedic

Visual Requirements: (Considerations include color, depth perception, and field of vision). The job requires a good sense of vision (with or without correction) necessary to distinguish like objects from one another, to scan fields of data and select numbers or characters, and/or to detect and visually follow moving objects.

Auditory (Hearing) Requirements: Examples of the types of sounds that must be heard and the reason they must be heard are listed below:

<u>Sound</u>	<u>Purpose</u>
Voices	to converse, communicate
Telephone ringing	to answer incoming calls
Two-way radio	to converse, communicate
Alarms	to warn of an emergency
Monitors (pulse/beep)	to monitor condition of patient/equipment

Cognitive Requirements:

Attention/Concentration - The following level of ability is essential for the jobholder to focus on certain aspects of current experience and reject others:

- The position requires the ability to attend to more than one aspect of a situation simultaneously. It is highly likely that multiple task demands are going to be required of the individual at the same time.

New Learning and Memory - The following level of ability is essential for the jobholder to learn and retain material:

- A large portion of this position requires reliance on verbal memory and new learning. Efficiency in processing of verbal information, either in written or spoken form, is a major requirement and prerequisite of the job. The individual must be able to attend to and process multiple bits of information simultaneously. The individual must be able to organize and categorize this information effectively so that later recall is feasible.

Problem Solving, Reasoning, and Creative Thinking - The following level of ability that is essential for the jobholder to think (in order to solve a problem) by combining two or more elements from past experience or imaginative thought:

- The position requires much autonomy of thought and problem solving. The individual must be able to apply principles of logical or scientific thinking to define problems. The individual must be able to think abstractly, which is manifested in the ability to form concepts, use categories, generalize from single instances, apply procedural rules and general principles, and be aware of subtle or intrinsic aspects of a problem.

Temperaments: The following are essential requirements of the position in relation to job-worker situations. These items describe how a worker must adapt, adjust, conform, or act:

- **Leadership, control, and planning:** Ability to accept responsibility for direction, control, planning, organizing, directing, formulating practices, or making final decisions.
- **Creativity, feelings, or ideas:** Ability to adapt to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint; to use creativity, self-expression, or imagination.
- **Influencing others:** Ability to influence people in their opinions, attitudes, or judgments about ideas or things; to motivate, convince, or negotiate.
- **Performing under stressful conditions:** Ability to perform under stress when confronted with emergency or unusual situations.
- **Variety and change:** Ability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure involving significant differences in technologies, techniques, procedures, environmental factors, physical demands, or work situations.
- **Communication:** Ability to exchange information with others clearly and concisely; to present ideas, facts, and technical information.
- **Planning and control:** Ability to identify task requirements and monitor progress toward accomplishment.
- **Interpersonal relations:** Ability to maintain relationships that facilitate task accomplishment; to cooperate and resolve conflicts; to recognize needs and be sensitive of others.

3.5 Career Services

The College assists students with selection of a healthcare major that prepares them for a career. Academic major exploration focuses on the individual's interests, abilities, experiences, and values in order to develop an effective career plan.

The College's Academic Advisor and faculty work actively with students during their job search process and help further by making professional contacts and writing letters of recommendation.

Scheduled workshops are offered to students during the academic year to assist them in writing resumes, preparing for job interviews, developing portfolios, and acquiring job evaluation skills. Online resources also provide students with career planning assistance.

A Job Board is located on Blackboard in the Student Community. Job openings are also posted on the Career Services Bulletin Board in the Student Lounge. The Career Services link on the College website includes online job search information. The College hosts Career Fairs for all students, inviting regional healthcare employers from varied healthcare settings.

3.6 Academic Advising

The purpose of academic advising is to provide students with the information, counsel, and support needed to help them develop and implement a plan to achieve their educational and professional goals.

All students will be assigned an academic advisor. Students enrolled in a major are assigned a faculty advisor from their major. Students designated as pre-clinical or open studies are advised by the College's Academic Advisor. Advisors are responsible for providing their advisees with their contact information each semester. Students are responsible for scheduling a meeting with their advisor at least one time per semester to discuss their educational plan.

Advising outcomes are as follows:

- Students will develop an academic plan aligned with their educational and professional goals.
- Students will make informed decisions to realize their goals.
- Students will understand the preparatory course requirements and academic standards of their major.
- Students will be aware of available campus and community resources to assist them in successfully completing their educational and professional goals.
- Students will demonstrate an understanding of academic policies and procedures.
- Students in the associate and certificate programs will successfully complete the portfolio project required for graduation.

The Office of Academic Advising is located at 410 North Lime Street, Lower Level. Faculty advisors meet with students in their respective offices. Any questions about academic advising should be directed to the College's Academic Advisor at 717-544-4864.

3.7 Learning Resource Center

The Learning Resource Center provides a variety of services for the Lancaster General College of Nursing and Health Sciences community. The primary purpose of the Center is to help students reach their academic goals. The academic success strategies that students acquire will assist them to achieve outcomes in the collegiate setting and later in professional lives. The Center is administered by the Director, Learning Resources (DLR). Student learning assessment and evaluation, establishment of learning goals, and intervention are provided by Center staff. The Learning Resource department also has responsibility for organizing tutorial and remedial learning activities. In addition, the Center staff develop and present formal

academic success programs for students, faculty, and staff. The Learning Resource Center is located on the second floor of LGCNHS.

Learning Assessment

Student assessment serves as a guide for structuring an individual academic success plan. Student learning assessment helps to better understand individual learner preferences. Assessment tools, motivational analysis, use of current learning strategies, and time utilization investigation are employed to form a basis for each student. These assessment tools are explained to the student who completes and returns them to the Learning Resource Center staff. The completed tools are evaluated and reviewed with the student. The student and staff explore the student's learning styles and related strategies.

Learning Assistance

The Learning Resource Center provides two components of academic support: Learning Assistance and Complementary Programs. The Learning Assistance component is the remedial or tutorial program for all College students. The first step of the program is the identification of a student with an academic problem or need. The referral may come from a faculty member, academic advisor, counselor, or directly from a student with an expressed need for help. Students who require academic assistance because of a low grade point average or difficulty in specific course content are referred to their academic advisors and the Learning Resource Center. The purpose of the first meeting between the student and a representative of the Learning Resource Center is to review the assistance process, including the responsibilities of the student and the Learning Resource Center. Also, during the first appointment, the student's specific difficulty is discussed and individual learning styles and preferences are addressed. Detailed strengths, deficiencies, and preferences are pointed out and future meetings focus on learning techniques that reinforce strengths and reduce deficiencies.

The academic success plan is jointly developed by the student's academic advisor and/or course faculty member(s), the Learning Resource Center, and the student. Individualized, measurable achievement goals are identified and a plan is developed to assist the student in accomplishing goals. Aspects of the plan are varied and may include additional tutorial sessions with faculty, use of audiovisual and computer assisted learning, independent and/or group study, and frequently, additional sessions with faculty and/or the Learning Resource Center.

Tutorial sessions may include guided review of textbook information, application of comprehension and memory skills, or additional study techniques. The student's study notes are reviewed and suggestions are given related to note-taking style and methods of learning from notes. Students are taught how to prepare study aids depending on learning style and preference.

The Learning Resource Center and computer learning laboratories contain audio-visual and Computer Assisted Instruction (CAI) programs related to most curricular content areas that may be reviewed by any student.

Other student sessions focus on learning modules developed to assist students with various study skills. Those frequently include test-taking skills, note taking, time management, and other study methods. Students with deficiencies in clinical laboratory components are referred to the clinical arts or simulation laboratory for additional supervised practice. Those who require assistance with clinical preparation are guided through practice situations and computer applications.

Evaluation of student achievement after Learning Resource Center intervention indicates that students who meet weekly to work on improving study skills are more successful in meeting their achievement goals.

The learning modules available for students utilize a multimedia approach, including video and audiotapes, computer-assisted instruction, and independent study worksheets. Each modular area contains student activities to enhance and reinforce learning. Application of study techniques is always directly made to specific course content and assignments in consultation with course faculty. For example, test-taking skills include emphasis on application of test-taking strategies to a specific course's theoretical content and selected examinations. Examinations that students have completed are reviewed with the student on an individual basis, giving students the opportunity to evaluate the thinking processes necessary to reach a correct response and to analyze rationales for specific options.

When a contract has been completed with the student and no further need for intervention exists, a final Learning Resource Center Summary Report is completed and sent to the referring academic advisor and/or faculty member with a copy kept in the Learning Resource Center.

Complementary Programs

The complementary programs are specific presentations or workshops designed to meet the educational needs of a large group of students. Included currently in the complementary programs are the following activities: a study skills program, writing workshops, study group workshop, career planning seminar, digital photography seminar, patient education literature workshop, professional presentation seminar, and computer application education programs.

Instructional Media

The Learning Resources Department houses an extensive library of audio, video, and computer-based instructional aids that are available for students and faculty.

3.8 Clinical Skills Lab

The Clinical Skills Laboratory, which is located on the second floor of the main College building, is available to students as a hands-on learning environment for

practicing clinical skills in a supervised, safe, and relaxed setting. The Lab is equipped with hospital beds, a variety of patient care equipment items, and low-fidelity simulators. Students can attend scheduled practice labs for specific courses, as well as contact the Clinical Skills Lab Coordinator to schedule group or individual sessions. Students may seek assistance in reviewing previously learned skills prior to implementation in the clinical setting or in preparation for course evaluations. The Clinical Skills Lab Coordinator works closely with the Learning Resources and Simulation Learning departments in an effort to provide comprehensive learning support for students at the College.

3.9 Simulation Learning

The Simulation Learning Department (SLD) at Lancaster General College is responsible for the development and delivery of immersive simulation-based learning experiences to more than 1200 Nursing and Health Sciences students and more than 7000 employees at Lancaster General Health. A variety of simulation modalities and learning technologies are used to create experiences that measure skill performance, competency, and systematic reliability. In addition to human patient simulators, task trainers, and standardized patients, the SLD utilizes instructional technologies such as audience response systems, eLearning modules, and digital voice recorders to interact with learners, skill development prior to simulation experiences, and to archive trainings and events.

The Simulation Laboratory provides basic and advanced simulation learning. This lab can be equipped to duplicate clinical settings which support students' knowledge with hands-on practice and thinking. Students learn by using sophisticated computer-driven mannequins that display remarkable realism as they replicate human physiology, clinical symptoms, and responses. The simulation lab spaces are equipped with two-way mirrors for unobtrusive observation and three cameras for observation and digital recording for debriefing. Two lab spaces in addition to the high tech control room and two adjacent classrooms round out an established simulation center designed for experiential learning.

3.10 Information Systems

The College's Information Systems team is an integral part of the College, providing access to and facilitating the usage of all the College's technologies. Current students, faculty, and staff can visit the College IS and Student Services communities in Blackboard for internally-oriented IS materials, including contact information, phone numbers, tutorials, and other information.

The College is dedicated to using technology throughout the curriculum; computers are used extensively in class and clinical assignments. Using Windows-based workstations, all faculty and staff have connections to the College network, the Lancaster General network, and the Internet. Internet access is also available to students via wireless access throughout the College for use through their personal electronic equipment. The College's standard integrated software suite is Microsoft Office, which includes Word, Excel, and PowerPoint. Other College applications

include the Student Online Information System, and the Blackboard Course Content Management System. The College has a large Computing Center available for student and faculty use, and is connected to the Internet via high-speed fiber, with all computers capable of sending and receiving electronic mail. All students and faculty can access email and online resources at home through the Internet. The College has an extensive library of audio, video, and computer-based instructional aids that are available for students and faculty.

The College provides a state-of-the-art Computing Center for students to use in their academic work. The Computing Center consists of three Computer Labs: two 24-workstation labs and an 8-workstation lab. The labs are open 5:30 a.m. to 11:00 p.m. Monday through Friday and 6:00 a.m. to 5:00 p.m. Saturday and Sunday. The Computing Center is fully networked with access to the Internet, the LG Intranet, and LGH clinical software and patient information systems. Additionally, the Computing Center offers an extensive library of computer-assisted instructional software, and all computers include Microsoft Office 2007, the premier suite of software for email, word processing, spreadsheets, presentations, and database development. Finally, specialized machines are available with high-end graphics software and scanning capabilities in the Learning Resources Center.

3.11 Health Sciences Library

Overview

The Library and its learning resources contribute to the strength of the College. The Health Sciences Library at Lancaster General Hospital offers current resources which are accessible to all students. There are computers available to students that provide internet and intranet access. With password protected access, students can do research in the Library or from their home computers.

The Health Sciences Library is located on the first floor of Lancaster General Hospital near the James Street entrance. It has approximately 2800 square feet of space. Tables, study units, and a lounge area provide seating for approximately 42 people. There are 15 networked computer workstations for use by faculty, students, and staff. Wireless access is available as well.

The Library collection includes approximately 8000 books and subscriptions to over 350 print journals. Subjects covered include medicine, the basic sciences, nursing, allied health, health administration, general education, leadership and management, and consumer health. The Library staff collaborates with faculty members to ensure the resources are available to meet the students' information needs.

Networked computer workstations provide access to numerous online databases, including EBSCO's CINAHL Plus, Rehabilitation Reference Center, Medline, PsycInfo, Psychology and Behavioral Sciences, The Cochrane Library, DARE, Health Business Elite, Regional Business News, Academic Search Premier, ERIC, Education Resources Complete, SocINDEX, Health Technology Assessments,

Business Search Premier, and Newspaper Source. In addition, the Library subscribes to MD Consult, offering full-text of medical books, journals, clinical practice guidelines, patient education handouts, and medication information. Natural Standard is also available for searching topics relating to complementary and alternative medicine. The Library also provides access to Access Medicine and Access Surgery, Stat!Ref, UpToDate, PsychiatryOnline, and the Ovid search platform, which includes 45 premium nursing journals and 76 eBooks.

A complete list of databases and descriptions is available from the Library's website.

Access to all of the databases, online catalog, electronic books, internet resources, selected health topics, request forms, tutorials, and selected guides is available via VPN remote access.

Electronic Books

The Library provides access to a wide variety of electronic books available via the following:

- Access Medicine: Offers over 40 medical books online including Harrison's Principles of Internal Medicine and Current Medical Diagnosis and Treatment.
- MDConsult: Includes over 40 full text medical books, 40 full text medical journals, Medline database, patient handouts, practice guidelines, and drug information.
- Stat!Ref: Offers 24 medical and nursing books online including Davis's Drug Guide and Taber's Cyclopedic Medical Dictionary.
- PyschiatryOnline: A web-based portal that features DSM-IV-TR® and The American Journal of Psychiatry. Also includes the DSM Library, journals, textbooks, American Psychiatric Association Practice Guidelines, self-assessment tools, clinical and research news, and medication information handouts for patients.
- Ovid books include 41 titles from the American Nurses Association, and an additional 35 in Ovid's Extended Core Title Collection. The ANA books detail scope, standards of practice, and policies relating to numerous nursing specialties; Ovid's Lippincott collection provides access to relevant titles covering diagnosis, evaluation, treatment, practice, patient care — and more.

Consult the Library's eBooks link on the website for complete eBook information.

Assistance with the Use of Library Resources

New students and faculty are oriented to the Library by the Library staff. Librarians collaborate with faculty to provide information literacy instruction on a variety of topics. Interactive tutorials are also available via the Library's website. Contact

Cynthia McClellan, Library Director (cm057@lghealth.org), or Marie Fitzsimmons, Assistant Librarian (mf023@lghealth.org) for additional information at 717-544-5698.

Borrowing Materials

Hospital personnel, medical staff, LGCNHS students and faculty, and allied health professionals may use the Library and borrow materials. A valid LG identification badge is required to borrow materials.

- Circulating Materials

Books are loaned for a two-week period. Renewals are typically granted by contacting the Library (unless a hold has been placed on an item by another patron). Users may take out up to 10 items at one time, and not all from the same subject area.

Books may be recalled at any time, which could possibly shorten the due date.

Books may be returned to the Concierge Desk when the Library is closed.

- Course Reserves

The Library maintains copies of supplemental materials placed on Reserve by the faculty. These materials are for Library use only.

- Reference Books and Periodicals

Reference books and periodicals (bound and unbound) may not be removed from the Library.

- Interlibrary Loan

Students may use this service to request books and articles that are not available at the Health Sciences Library. Additional information on this service is available via the Library's website, as are appropriate request forms.

Failure to sign out Library materials or destruction thereof may result in the suspension of Library privileges. Any person who loses or damages Library material is liable for the cost of replacement, plus a \$25.00 processing fee. Failure to return Library materials at the end of each course will result in a student not being allowed to progress in the curriculum.

- Using Other Libraries

Through the Library's membership in the Associated College Libraries of Central Pennsylvania (ACLCP), LGC students may visit and borrow materials from 24 member libraries, including Franklin & Marshall, Harrisburg Area Community College, and Elizabethtown College. For more information, contact the Library.

Additional Service Information

Library Hours

- Regular Hours
Monday – Thursday 8:00 a.m. to 9:00 p.m.
Friday 8:00 a.m. to 5:00 p.m.
Saturday 12:00 p.m. to 5:00 p.m.
- Summer Hours (mid-May through Mid-August)
Monday – Friday 8:00 a.m. to 5:00 p.m.
Saturday & Sunday Closed

The Library is closed for major holidays.

- Food is not permitted in the Library. Drinks with lids are permitted.
- A black and white photocopy machine is available. Copies cost 10 cents per page.
- Each computer is connected to the printer. Printing is free; however, please consider the environment and print wisely.
- 1 GB flash drives are available for purchase at the Circulation Desk for \$7.00 (cash only).
- Anatomical models, charts, DVD and VHS players, and several sets of headphones are available for student use.
- For personalized assistance in retrieving books, making photocopies, or using other Library equipment, stop by the Circulation Desk or call 544-5698. For more information or to discuss any special needs, contact the Director at 544-5697.

Memberships Held by the Library

The Library holds membership in the Central Pennsylvania Health Sciences Library Association (CPHSLA), Associated College Libraries of Central Pennsylvania (ACLCP), the Basic Health Sciences Library Network (BHSL), the Medical Library Association (MLA), and Docline, the National Library of Medicine document delivery system.

3.12 Student Health

Location of Services

The Employee and Student Health Department is located on the first floor of the downtown Pavilion at 540 North Duke Street, across from Lancaster General Hospital, and can be accessed from an enclosed pedestrian bridge linking the Pavilion and Hospital. Additional medical facilities providing diagnosis and treatment are

available through the Lancaster General Health system. Students are responsible for the cost of the services.

Healthcare Options

Students requiring health services have the following options available:

1. Employee and Student Health services are available during posted office hours. Students with illnesses that are non-emergency in nature should be seen by Employee and Student Health when available.
2. Students may also use their own healthcare provider for non-emergencies.
3. If the student does not have a healthcare provider, they may contact Employee and Student Health at 717-544-5984 for assistance with obtaining a provider in their area. Students may also obtain services from LGHealth Express or Urgent Care of Lancaster General Health. To assist with billing, students are to take insurance information along with them to their appointment.
4. All emergencies should be referred to Lancaster General Emergency Services.
5. Prescriptions may be filled in the Lancaster General Hospital Pharmacy, located on the first floor of the Hospital. Students receive the employee discount rate.

1) **Physical Exam Requirements**

a) **Students entering initial clinical or capstone course**

All students enrolled in the College must complete the requirements listed below prior to beginning any course. These requirements must be resubmitted after any leave of absence in which more than 12 months have elapsed between the beginning of the LOA and the next clinical course.

Students are required to have a pre-entrance examination completed by their family physician, nurse practitioner, or physician's assistant and submitted to the Employee and Student Health or College office during student orientation. The physical must include the following immunization status information.

- i) Rubella Antibody screening by **lab testing**.
- ii) Varicella Antibody screening by **lab testing** or **documentation of 2 Varicella vaccinations**.
- iii) Mumps and Rubeola Antibody screening by **lab testing** or **documentation of 2 MMR vaccinations**.
- iv) Date of last Tetanus/diphtheria (Td) or preferably Tetanus/diphtheria/pertussis (Tdap). Date must be within the last ten (10) years.
- v) Hepatitis B Vaccine. The first of the three Hepatitis inoculations must be administered prior to the start of the semester. Students should arrange for the 2 subsequent inoculations with their physician and proof of completion of the series should be forwarded to Employee and Student Health. Any student who does not choose to receive the series must sign a waiver accepting responsibility for potential exposure to Hepatitis B. Students who cannot provide dates of Hepatitis B

vaccination must have a Hepatitis B Surface Antibody by **lab testing** as proof of immunity.

- vi) Tuberculosis skin tests will be provided during orientation. Two step testing is required. If you have had a previous TB skin test, bring proof of this to orientation and attach to your physical form. A chest x-ray within the past year is required if there is a past history of a positive TB skin test. Students who have had the BCG Vaccine are still required to have a TB skin test, unless they have tested positive in the past.
- vii) Drug testing, consisting of a ten-panel urine and alcohol screening, is mandatory and is provided free of charge through Employee and Student Health. Testing will be completed during orientation.

- b) **Subsequent years of enrollment in clinical or capstone courses**
Associate Nursing Students entering their second or any subsequent year are required to submit an annual completed physical examination to the Employee and Student Health or College office four (4) weeks prior to the start of their academic year. This means that students who originally started their clinical program in January must have an annual physical by January 1, and students entering in August should have the annual exam done by August 1 of each year:

All students are required to submit an annual current TB skin test if not completed by Employee and Student Health during annual screening.

It is the responsibility of the student to ensure that documentation is completed and returned to Employee and Student Health. Students without current completed requirements will not be permitted to attend clinical.

2) **Changes in Health Status**

It is the student's responsibility to notify Employee and Student Health and the Program Chair of any changes in health status.

3) **Injuries and Exposures**

In the event that an injury or exposure does occur during a clinical experience, it is critical that the student follow the proper procedure. The assigned clinical instructor must be notified immediately. The instructor will direct the student to Employee and Student Health or appropriate healthcare provider for treatment, if necessary. The instructor and student will complete an Employee and Student Injury/Illness/Exposure form, which is forwarded to Employee and Student Health.

Any person with a potential exposure to blood or body fluids or who experiences a contaminated needle stick injury must be directed to the Emergency Medicine Department as soon as possible. Forms go to Employee and Student Health. (Typically testing includes the student and the source of the needle stick.) Initial costs of needle stick injuries are frequently assumed by the facility. However, if a bill is sent to either the student or the College, the expense will be covered by the College. Neither the College nor the hospital will pay for any additional treatment required by the student due to the exposure.

Any student who sustains an alleged injury related to the academic/clinical environment must notify the Employee and Student Health Nurse. Costs associated with this injury are the students responsibility.

4) **Financial Responsibility/Hospitalization**

Services offered in the Employee and Student Health Department are provided at no charge to the student. All additional diagnostic tests, referrals to outside physicians, and hospitalization cost are the responsibility of the student. Students are encouraged to maintain health insurance coverage. Information regarding student health insurance is available from Employee and Student Health and from the College Health & Counseling web page.

If a student must be admitted to the hospital, the Program Chair and Employee and Student Health Nurse are to be notified. Parents, guardians, and/or significant others are notified with consent of the student. Students 18 years or older may sign admission papers and permission forms for surgery. Students and/or parents take financial responsibility for debts incurred from the hospitalization.

5) **Release of Health Records**

Health records are released to the student upon written and/or verbal request of the student.

3.13 Food Services

The Lancaster General Hospital cafeteria (Duke Street Café) is located on the ground floor of the main building of the hospital. Students wearing their LGCNHS identification badge will receive their meals at employee prices. Students eating in the Duke Street Café should be reasonably well dressed and well behaved so their appearance and conduct are not offensive to other students, hospital employees, or visitors. No short shorts, cut off jeans, or tank tops are allowed.

Hours of Meal Service

Monday – Friday	6:00 a.m. to 8:00 p.m.
Saturday & Sunday	6:00 a.m. to 7:00 p.m.

The James Street Café is located in the main lobby of Lancaster General Hospital and is open from 7:00 a.m. to 3:00 p.m. Monday through Friday. Students wearing their

ID badge will receive a 20% discount on food at the Café. Vending machines are also available in the College's Student Center and at various locations within Lancaster General Hospital.

The Outtakes Café is located by the pedestrian bridge on the first floor of the Downtown Pavilion and is open from 6:00 a.m. to 11:30 p.m. Monday through Friday and from 6:00 a.m. to 8:00 p.m. Saturday and Sunday. Students wearing their ID badge will receive a 20% discount on food at the Café.

Great Expectations Café/WBH Café is located on the main floor of the Women & Babies Hospital next to the gift shop. The Café is open from 7:00 a.m. to 7:30 p.m. 7 days a week. Students wearing their ID badge will receive a 20% discount on food at the Café. Vending machines are located right next to the Café.

Today's Taste Café is located at the Health Campus on the third floor. The main Café is open from 7:00 a.m. to 2:30 p.m. Monday through Friday. Evelyn's Corner kiosk is open from 7:00 a.m. to 4:30 p.m., Monday through Thursday, and 7:00 a.m. to 4:00 p.m. on Friday. Vending machines are located on the third floor in the seating area.

Menus for the Duke St. Café, James Street Café, Outtakes Café, Today's Taste Café, and WBH Café are available on the intranet at:
<http://starnet/Departments/FoodServices/Pages/Homepage.aspx>.

3.14 ID Badges, Parking, and Transportation

ID Badges: College identification badges are issued to all students. All currently enrolled College students, faculty, and staff are required to wear the College identification badge in a visible manner above the waist. It is the student's responsibility to replace lost badges by contacting the LGH Employee Service Center. A change of name requires that a new card be issued. All visitors entering the facility at any time will need to register at the Security Desk.

Parking and Transportation: All students must have their vehicle information registered through the LGH Employee Service Center. Students' vehicles are to be parked in the assigned parking lot. Students with health issues who may require special parking permission should contact Employee and Student Health. No student vehicles are to be parked on the streets surrounding Lancaster General Hospital or the College, or in patient/visitor parking lots. Any student who parks illegally may have his/her vehicle towed at the owner's expense.

Students are responsible for their own transportation and incidental expenses incurred during assignments in cooperating agencies and on field trips.

Shuttle Hours: The College shuttle service runs from 6:00 a.m. to midnight Monday through Friday. In the event that there is a need to change shuttle hours, changes will be posted on the College website and communicated to students via the College

weekly email. The shuttle does not run when the College is closed (inclement weather or holidays) or on weekends.

Map of the College and Immediate Surroundings

The map below should help you get to the College from anywhere in the Lancaster area. From any of the major routes around Lancaster (Routes 30, 283, 222, and 23), take the appropriate exit as indicated on the map. From south of town, come into town on 999 or 222 and then pick up Queen Street or Lime Street going north. More extensive directions from various locations are included below.



Directions to Student Parking at Burle Industries

We recommend using Mapquest.com to find a map to [1000 New Holland Ave, Lancaster PA](#), the address for Burle Industries.

Directions to the College

We recommend using Mapquest.com to find a map to [410 North Lime Street, Lancaster PA](#), the address for the main College building. You can also use Mapquest to find directions to the College Administrative Building located at [549 North Lime Street](#). To reach the Administration Building, after passing the College building at 410 North Lime, continue through the traffic light to the 500 block of North Lime Street. The College Office is on the right side of the street across from Lancaster General Hospital MRI Group building. To access the parking lot, take a right on Frederick Street, then a right into the alley, North Jefferson Street, and the first right into our parking lot. Visitor parking for the College is on the left. Enter from the rear of the building.

From Harrisburg (via 283 East) and PA Turnpike (via Exit 19)

After exiting toll booth, take a right onto Route 283 East. In Lancaster, Route 283 joins with Route 30 East. Exit Route 30 East at the Route 501 South Exit. Turn right onto 501 South and get into the left hand lane when possible. Travel through two traffic lights. After the second light, traffic goes up an incline onto a bridge over railroad tracks. As traffic comes down the bridge, all traffic must turn right. Immediately after this turn, take a left turn onto North Duke Street (Fulton Bank is on the corner). Travel six blocks to Lemon Street (one block after Lancaster General Hospital). Take a left onto Lemon Street and travel one block to Lime Street. Turn left on Lime and take the first left into the school parking lot via Spruce Street.

From York via Route 30 East

Follow Route 30 East to Lancaster. Exit at Harrisburg Pike Exit. At end of exit ramp, turn right onto Harrisburg Pike. Follow into Lancaster City past Franklin and Marshall College (F&M). At the next traffic light after F&M, turn right onto Prince Street. Go one block to Lemon Street. Take a left on Lemon and travel three traffic lights to Lime Street. Take a left on Lime and take the first left into the school parking lot via Spruce Street.

From Philadelphia (PA Turnpike Exit 21) and Reading

After exiting toll booth, turn left onto Route 222 South. In Lancaster, Route 222 joins with Route 30 West (stay in right lane). Exit Route 30 West at Route 501 South. Take a left at the exit ramp and get into the left lane when possible. Go straight through three traffic lights. After the third light, traffic goes up an incline onto a bridge over railroad tracks. As traffic comes down the bridge, all traffic must turn right. Immediately after this turn, take a left onto North Duke Street (Fulton Bank is on the corner). Travel six blocks to Lemon Street (one block after Lancaster General Hospital). Take a left onto Lemon Street and travel one block to Lime Street. Turn left on Lime and take the first left into the school parking lot via Spruce Street.

From Lebanon via Route 72

Route 72 South becomes Prince Street in the city. Turn left on Lemon Street. Go three traffic lights to Lime Street. Turn left on Lime Street and take the first left into the school parking lot via Spruce Street.

From Old Philadelphia Pike via Route 340

Route 340 West to Route 462 West into Lancaster. Turn right on Lime Street. Immediately after next traffic light, turn left into school parking lot via Spruce Street.

From Coatesville via Route 30

Route 30 East. Take Route 23 West/Walnut Street exit off bypass. Turn right on Lime (same as above).

3.15 Mandatory Learning Requirements

Each student is required to complete a series of computer-based learning activities as a prerequisite for clinical laboratory practice and campus life safety. These are to be

fulfilled on an annual basis and accomplished initially as directed by the Program Chair/Course Coordinator. The Program Chair/Course Coordinator will give notification of completed transcript due dates. A printed transcript is to be submitted to the Program Chair/Course Coordinator or designee. Students who are taking only General Education courses are not required to do these MyLearning modules. Students can find the list of required modules and guidelines in Blackboard. Students may have additional module requirements as specified by major and/or course.

If the above modules have been completed as an employee in another environment (healthcare institution), a printed transcript attesting to success and a comparison of content must be given to the Program Chair/Course Coordinator or designee. The student is then expected to complete any module(s) not included in the other institution's documents.

3.16 Student Portfolio Guidelines

What is a portfolio?

A portfolio is a collection and interpretation of student work that allows instructors, employers, and others to evaluate the knowledge, skills, and abilities obtained through the college experiences. This portfolio documents competency developed through coursework, internships, leadership, community service, and professional development opportunities. The portfolio demonstrates the student's competency in meeting the LGCNHS educational outcomes.

The LGCNHS Mission includes not only producing competent entry-level professionals to serve the community but also cultivating the student's ability to develop global perspectives on issues facing mankind by developing the student's civic, social, political, and professional commitments. Learning both inside the classroom and outside of the classroom is valuable and helps to serve the College's mission.

How does the portfolio benefit the student?

The portfolio provides students the opportunity to show competency in fulfilling the College's mission. As students progress through the College, the portfolio is where students define themselves as professionals and reflect on themselves as learners. As students progress in their career, the portfolio will assist them in advancing within their specialty. Portfolios are used in professional practice to document competencies, skills, and educational development of the clinician. Portfolios are being used by accrediting bodies, certification boards, and employers as a means to provide proof of professional credentialing and skills practice.

Portfolio Guidelines

- The Portfolio Project will be introduced to students during the first semester of their program.
- Each semester, students should seek out classwork and/or life experiences to include in their portfolio.

- Coursework that could be used in the portfolio will be noted in syllabi.
- Students who would like to use life experiences outside of LGCNHS coursework must gain approval from the appropriate LGCNHS faculty first and then submit required material to the appropriate instructor for approval.
- Students in a Diploma/Certificate Program will have one year to complete the Portfolio Project.
- Students may include activities performed one year prior to matriculation into the program major.
- Due Dates:
 - December graduates: Monday following Fall Break
 - May and June graduates: Monday following Spring Break
 - August graduates: Last day of Summer Session I
- Outstanding Portfolio Projects are recognized in December, May, and August.
 - Faculty Advisors nominate portfolios for consideration of the award.
 - The Portfolio Committee will review each submitted project and name a winner for the Outstanding Portfolio Project Award.
- The Portfolio is a graduation requirement. The Portfolio will not be graded; however, some components will be graded as part of a course assignment.
- Degrees and certificates will not be awarded until the Portfolio Project is complete.

Organizing the Portfolio

The Portfolio Project will be organized into eight categories: Written Communication, Oral Communication, Cultural Diversity, Productive Citizenship and Civic Responsibility, Ethical Principles and Decision Making, Quantitative Reasoning, Scientific Reasoning, and Professional Development. Each category requires proof of competency, which is evidenced by student work and instructor approval. As students gain proof of competency, they should submit both their work and instructor approval to their portfolio.

Category	Student Work	Rubric Completed by	Contact Person for Category:
Written Communication	Coursework from ENG 100 or other approved evidence of written communication competency	LGCNHS English instructor	Kristen Buchanan kdbuchan@lancastergeneralcollege.edu

Category	Student Work	Rubric Completed by	Contact Person for Category:
Oral Communication	Coursework from ENG 200 or other approved evidence of oral communication competency	LGCNHS English instructor	Paul Cullen pjcullen@lancastergeneralcollege.edu
Cultural Diversity	Coursework from SOC 200 or other approved evidence of cultural diversity	LGCNHS Sociology instructor	Rebecca Smith rsmith2@LancasterGeneralCollege.edu
Productive Citizenship and Civic Responsibility	Coursework from SOC 100, SOC 200, SOC 300, or other approved evidence of productive citizenship and civic responsibility	LGCNHS Sociology instructor	Rebecca Smith rsmith2@LancasterGeneralCollege.edu
Ethical Principles and Decision-Making	Coursework from PHI 210 or other approved evidence of ethical principles and decision-making	LGCNHS Philosophy instructor	Vickie Price vlprice@LancasterGeneralcollege.edu
Quantitative Reasoning	Coursework from MAT 150, MAT 160, MAT 260, or other approved evidence of quantitative reasoning	LGCNHS Math instructor	Mary Phillips mlphilli@lancastergeneralcollege.edu

Category	Student Work	Rubric Completed by	Contact Person for Category:
Scientific Reasoning	Coursework or other approved evidence of scientific reasoning	LGCNHS Science instructor	Amy Troyer astroyer@lancastergeneralcollege.edu
Professional Development	Exemplar (completed in class or through facilitation by academic advisor) Cover Letter, Resume, Mandatory Requirements, Professional Leadership	LGCNHS Academic Advisor or course instructor LGCNHS Academic Advisor	Varies per student

4 Campus Security and Emergency Preparedness

4.1 Overview

The Lancaster General College of Nursing & Health Sciences is committed to providing a safe and secure learning environment for all students. As part of this commitment, the College has developed procedures for dealing with existing and potential student and school crises. This list is not all inclusive, nor is it intended to be, as the dynamics of any situation vary greatly and no two incidents will be the same. In any emergency situation, circumstances change quickly. This check list should be used as a general guide, so that students understand what the College expects of them.

1. In any emergency situation involving your safety on campus, please contact campus security immediately.
2. We want you, the students, to act in a safe manner. Your safety is paramount in any endeavor that we take together. Although we will be making decisions based on overall safety for everyone, as adults there may be cases when you may have to make your own decision. Try to remain calm and keep a clear mind.
3. Follow the instructions given to you from staff and faculty. Understand that the Director of Facilities, Security personnel, the faculty/staff, and your College administration are working together to resolve the issue and get you back to your normal environment as quickly and safely as possible.

4. Assist each other and help those around you, to the best of your capabilities.
5. After any Emergency that you are directly involved in, you will be asked to attend a debriefing meeting to work on what went well and what did not. This may also help you to deal with any stress that this has caused you. Follow up with counseling if needed.
6. All communications with the news media will be through the President of the College or designee.

4.2 Key Contacts

LGCNHS Emergency Response Team		
	In-House Ext.	Outside Call
Campus Security Pager: 305-2018	41159	544-1159
Emergency Communication Center	45117	544-5117
Employee and Student Health Department	45354	544-5354

4.3 Access to College Building

Due to needing an accurate account of all persons in the building at all times, all visitors entering the facility at any time will need to register at the Security Desk. All currently enrolled College students, faculty, and staff are required to show their identification badges to the Security officer on duty.

The main entrance to the College is unlocked from 7:00 a.m. to 7:00 p.m. Monday through Friday. The entrance to the main campus building is accessible with ID card access from 5:00 a.m. to 7:00 a.m. and from 7:00 p.m. to 11:00 p.m. Saturday and Sunday access will be limited to card access only from 6:00 a.m. to 11:00 p.m. **The College will be closed to students at all other times.** Students with questions or concerns about building access should contact Scott Lokey, Facilities Coordinator at 544-1303 or email him at selokey@lancastergeneralcollege.edu.

4.4 Accidents/Situations Affecting Student Health and Safety

In the event that you witness an accident or other unusual event:

1. Remain calm
2. Report the situation to Security as soon as possible by contacting the LG Communications Center at extension 77911. Please give as much of the following information as possible:
 - Nature of the incident and if EMS is needed
 - Location of the incident
 - Description of person(s) involved
 - If anyone is injured and number of persons injured
 - Your name
 - Where you can be reached

4.5 Fire Alarm and Fire Safety

The College maintains a system of fire safety which includes a fire alarm system linked to the local fire department, strategically placed fire extinguishers, specialized

science laboratory equipment, illuminated exit signs, and exit doors on each building level. It is the responsibility of each student to note the evacuation route for each specific location and to become acquainted with the fire safety policies. Periodic fire alarm tests may occur during the course of the year.

4.6 Inclement Weather

- Only administration may declare a College closure due to weather conditions. When possible, this decision is made no later than 5:00 a.m.
- Students must decide if travel is unsafe and act accordingly before proceeding to classes and clinical sites.
- Students need to notify the designated individual of late arrival or absence during inclement weather.
- Information concerning the operational status of the College during severe weather or other emergency conditions will be made by 5:30 a.m. for closures and delays. Information will be available at:

www.wgal.com or WGAL – NBC Channel 8
College Main Number: 717-544-4912
www.lancastergeneralcollege.edu

4.7 Mental Health & Behavioral Issues

1. Any student who displays markedly atypical behavior should be referred to Employee and Student Health for evaluation. If at all possible, faculty should ascertain the nature of the behavior and attempt to determine if the student is at risk for harming self or others.
2. Any student who displays aggressive, violent, or self-destructive behavior should be immediately removed from the clinical or classroom area by a faculty member or clinical preceptor.
 - a. If the student cannot be removed, other students and staff should move to a safe area away from the student until help arrives.
 - b. If at the College: Contact College Security and LG Security, as well as Employee and Student Health.
 - c. If at another LG facility: Contact LG Security, as well as Employee and Student Health.
 - d. If at a non-LG location: Contact the respective site security.
3. Employee and Student Health will determine if the student is safe to return to the classroom or clinical area and will arrange for appropriate follow-up.

A student considered at risk will be placed on a mandatory LOA and not permitted to return to class, clinical, or the LGCNHS campus until evaluated by an outside mental health provider. Employee and Student Health must receive a copy of the outside evaluation and clearance to return before the student will be permitted to continue their program. Failure to provide this documentation will result in dismissal from the College.

4.8 Sexual Assault

If you are a Sexual Assault Victim, you are encouraged to:

1. Get yourself to a safe place
2. Report the crime to someone right away, before you do anything else.
3. **Sexual Assault is a crime of violence.** For the sexual assault survivor, it often is an experience of fear, loss of control, humiliation, and violent behavior. Sexual assault survivors may experience a full range of emotional reactions. It is extremely beneficial for survivors to seek emotional and medical support following the assault.

Students are advised that when the building administration is notified that a sexual assault has occurred on or at College property or any of its functions, the administration will comply with all Federal, State, and Local laws.

The individual's identity, and his/her right to privacy, as well as that of the alleged perpetrator, will be protected following the laws set forth by Federal, State, and Local government.

Services provided to the victim and his/her family will be kept confidential. Sexual assault needs intervention by the College only when one or more of the following conditions exist:

- A sexual assault occurs on campus or in a clinical environment where the College has placed the student, faculty member, or staff.
- A member of the sexual assault survivor's family requests the school's intervention. (If the student/victim gives consent.)
- A victim reports the sexual assault to a staff member.

When one or more of the above conditions exist, the following should be implemented:

- Direct the person reporting the information to the appropriate responding personnel such as Security, Police, or Employee and Student Health.

If the sexual assault occurred on campus, notify Security who will contact the appropriate law enforcement office, Employee and Student Health, and/or local sexual assault crisis center.

4.9 Facilities Restrictions and/or Lock Down

There may be times where movement within the building may be restricted or a “lock down” is needed. Security will make a determination of what areas of the building need to be closed down or evacuated. The College Administration will do everything possible to keep the students informed of the nature of the event and when normal operations can resume. The overall safety of the students, visitors, and employees will dictate what needs to be done.

In cases of an emergency requiring **Complete Lockdown** of the facility, the following procedures will be placed into service:

1. An announcement will be made that a complete lockdown is in effect.
2. Secure the room you are in or go to a room that can be secured.
3. Students in the hall should report immediately to their assigned room.
4. No one is to leave the classroom until an "all clear" announcement has been made by Security or Facility Manager.
5. Please ignore any fire alarms you may hear.
6. If it is necessary to evacuate the building, faculty and/or Security will advise you.
7. Students should take a seat on the floor at the inside corner of the room away from the door. Cell phones should be placed in vibrate mode or turned off. Students, faculty, and staff should remain as quiet as possible.
8. Students should remain there until an "all clear" announcement has been made. Members of the administration will update you as appropriate.

In cases of an emergency requiring **External Lockdown** of the facility, the following procedures will be placed into service:

1. An announcement will be made that an external lockdown is in effect.
2. No one will leave the building or be allowed in until an "all clear" announcement has been made by Security or Director, Facilities.
3. Members of the administration will update you as appropriate.

4.10 Emergency Shelters

Lancaster General College of Nursing & Health Sciences has been designated as an emergency shelter and may be opened to the public during hurricanes and other emergencies. Decisions as to which buildings will be opened depend on specific conditions and the type of emergency. The decision to open a school is made at the request of the County's Coordinator of Emergency Management along with the American Red Cross.

In extreme emergencies, other College facilities and grounds other than those listed may be opened.

Sheltering in Place

If you are advised to shelter in place, all students should immediately come inside the building and report to their classroom. Students are to remain indoors until instructed to evacuate or leave the building.

1. All windows and outside doors should remain tightly closed during any declared shelter in place emergency.
2. Close window shades, blinds, or curtains to help decrease air flow.
3. Seal cracks in windows or exterior doors with tape if needed. The goal is to decrease as much air flow from the outside as possible. Wet towels may be jammed into large cracks under doors, around windows, or into vent openings.
4. All students should stay in above ground classrooms unless directed to move to underground areas.

5. Keep away from the windows.
6. Be prepared for evacuation.

These precautions are suggested to keep students and staff members as safe as possible while remaining in their classrooms.

5 Campus Information

5.1 **Communication with Students**

The College endeavors to provide students with current and important information on an ongoing basis. To achieve this goal, all students will receive a bi-weekly email from the Marketing Manager, sent to their College email address, that includes important information about events, activities, policy changes, and other communication from staff, faculty, and administration. This bi-weekly email is sent to all students on Monday mornings of every other week. Students should check their email accounts by 9:00 a.m. every other Monday for this email entitled: [THE 410 CONNECTION] with that Monday's date. **Please do not delete this email!** Open it and read it carefully so you know what is going on in the College. If you want to contribute information to the email, please send the information to Wendell Esbenshade, Marketing Manager at we001@lancastergeneralcollege.edu. Contributions are welcome and will be included in the next email if appropriate.

Other methods of communication with students occur through the website, portal, student information system, and through Blackboard (Course and Content Management Program). Please be sure you know how to access these systems and that you check them on a regular basis for information and to complete College requirements.

5.2 **Student Change of Status**

Students who, for any reason, change their address and/or phone number or other biographic data must enter the new data in the student information system, Colleague, or notify the Registrar Office via email at registrar@lancastergeneralcollege.edu within fifteen (15) days of the change.

All changes of name must be done in the Registrar's Office and supporting documentation (court order or marriage license and social security card and driver's license) must be provided. Questions should be emailed to registrar@lancastergeneralcollege.edu.

5.3 **Automated Teller Machine**

An automated teller machine (ATM) that does not have a fee is available on the ground floor near the Lancaster General Hospital cafeteria.

5.4 Fundraising and Solicitation

Lancaster General Health policy prohibits solicitation by students and employees. Exceptions are made for student community service projects. All fundraising and community service activities must be approved by the Senior Development Officer and communicated to the College community through the bi-weekly email.

5.5 Student Center

The Student Center, in the lower level of the Haupt Building, is the main place for student gatherings. The Center has a room for eating and conversation that has beverage, snack, and sandwich vending machines, and tables for students to enjoy a break between classes or to eat a meal. There is also a refrigerator with ice and microwave ovens to heat food. Items placed in the refrigerator are the student's responsibility. Another room, the Student Lounge, has comfortable and attractive furniture arranged for student conversation and study. Please keep your feet and food off the furniture so it can remain clean and in good condition for all of you to enjoy.

5.6 Smoke-Free Campus

Smoking and tobacco use are not permitted on properties owned and/or leased by Lancaster General Health. This includes Lancaster General Hospital, Women & Babies Hospital, the Health Campus, and **Lancaster General College of Nursing & Health Sciences**. In addition, there is a "no smoking zone" that surrounds all LGH properties that extends 500 feet in all directions. Students who are found smoking by security personnel will receive citations and their names submitted to the appropriate division Dean or Vice President, Academic Affairs for disciplinary procedures.

6 Policies

6.1 Student Admission Status

All students enter the College with one of three designations: Major, Pre-clinical, or Open Studies. Pre-clinical and Major students are matriculated into the College and are considered regular students in compliance with federal financial aid guidelines.

Major Students

Students enrolled in the major are matriculated into the College and are eligible to enroll in program specific courses (courses beginning with prefixes such as NUR, STS, DMS, etc.) as defined by the program's planned schedule of study.

Pre-clinical Students

Students who are admitted to the College but cannot enroll in clinical courses will be defined as pre-clinical students. Pre-clinical students must obtain a grade point average and course grades as required by the major as per the academic progression policy.

Open Studies Students

Open Studies students may register for courses but are not formally accepted into either the College or any program of study. These students are not eligible for financial aid.

6.2 Transfer Credits for Matriculated Students

1. Prior to registering for a course at an institution other than LGCNHS, the student must complete the appropriate form found on the College website (under Registrar) in order to assure compliance with the proper method for having the course approved and the credits accepted.
2. After matriculation, students may not transfer more than 6 credits from other institutions for lower division courses (100 and 200 level courses) and an additional 3 credits for upper division courses (300 and 400 level courses). This is over and above credits earned by alternative methods (see Policy 1.0.3).

6.3 Alternative Credit Acceptance

1. Students must submit a written request to the Registrar's Office indicating that they wish to earn credit through one of the alternative methods below. The student is responsible for any fees associated with the assessment.
2. The following systems are acceptable for alternative credit:
 - a. **CLEP (College Level Examination Program)** official transcripts must be sent to the Registrar's Office directly from the Test Service for evaluation to be completed.

LGC Course	CLEP Exam	Minimum Score	Credits Awarded
CHE 100 General Chemistry	Chemistry	60	3
MAT 160 College Algebra	College Algebra	60	3
PSY 100 General Psychology	Introductory Psychology	60	3
ECO 150 Survey of Economics	Principles of Microeconomics & Principles of Macroeconomics	60	3
SPA 101 Elementary Spanish	Spanish Language (level 1)	60	3
Elective	Any exam not listed above for courses not offered at college	50	3

- b. AP exam (Advanced Placement Exam) official transcripts must be sent to the Registrar's Office directly from the Test Service for evaluation to be completed.

LGC Course	AP Exam	Minimum Score	Credits Awarded
CHE 100 General Chemistry	Chemistry	4	3
ECO 150 Survey of Economics	Microeconomics & Macroeconomics	4	3
MAT 260 Statistics	Statistics	4	3
PHY 150 Physics	Physics B (Algebra based)	4	3
PHY 150 Physics	Physics C (Calculus based)	3	3
PSY 100 General Psychology	Psychology	3	3
SPA 101 Elementary Spanish	Spanish Language	3	3
Elective	Any exam not listed above for courses not offered at college	3	3

- c. Credit may be granted for the following general education courses through the Excelsior College Examinations; official transcripts must be sent to the Registrar's Office directly from the Test Service for evaluation to be completed.

LGC Course	Dept.	#	Excelsior College Examinations Title	Minimum Grade	Credits Awarded
BIO175 & 176	BIOX	210	Anatomy and Physiology	C (Note: Student must already have A&P course on transcript successfully completed greater than 10 years prior to enrollment)	8
BIO 185	BIOX	220	Microbiology	C (Note: Student must already have a Microbiology course successfully completed greater than 5 years prior to enrollment)	3
PHY 150	PHYX	140	Physics	C	3
PSY 100	PSYX	101	Introduction to Psychology	C	3
Elective	Any exam not listed above for courses not offered at college			C	3

- d. **Application Review:** An application review may be requested to look for evidence that a student has had recent experience using the course content that would warrant a waiver of the time limits on course transfers. Faculty in the discipline will be consulted as necessary to verify whether the experience warrants a waiver of the requirement. Examples of evidence that will be considered include the following:

Course	Recent Experience
BIO175/176 Anatomy and Physiology I and II	Teaching biology or related research or graduate degree
BIO185 Microbiology	Working in a microbiology lab or related research or graduate degree
BIO250 Nutrition for Life	Working as a dietician or related research or graduate degree
MAT160 College Algebra	Teaching math or related research or graduate degree

- e. **Transcript Review:** A transcript review may be requested to look for evidence that a student has the required learning in the absence of a course-to-course transfer. Faculty in the discipline will be consulted as necessary to verify whether the experience warrants a waiver of the requirement. Examples of evidence that will be considered include the following:

- Students who have a baccalaureate degree in which the coursework was completed at an institution of higher education in the United States of America will receive credit for ENG 100 English Composition.
- Students who have successfully completed a college math course for which college algebra is the prerequisite will receive credit for MAT 160 College Algebra.
- Students who have a baccalaureate degree with the following majors will be awarded credit in the corresponding course:

Major	Course
Economics	ECO 150 Survey of Economics
Psychology	PSY 100 General Psychology
Sociology	SOC 100 Introduction to Sociology
Spanish	SPA 101 Elementary Spanish

- Students who have completed a diploma in nursing or health sciences will be reviewed on a case-by-case basis in order to maximize the transfer credit and credit equivalency for the 100 and 200-level requirements of the baccalaureate degree programs.
- f. **Assessment of Prior Learning:** A student who believes course content has been mastered through previous education or experience may be eligible to apply for a course challenge. A course-specific challenge assessment must be completed to document how prior learning enabled the student to meet

the course outcomes. The College retains the right to determine which courses may be challenged and the method of assessment. The Registrar is the point of contact for information about course challenges. A student must be currently enrolled at LGCNHS to be eligible for College course challenges and the course challenge must be completed prior to the start of the course. A challenge assessment for credit may be taken only once and a grade of “C” or better is required. Students not meeting required standard scores on an assessment must take the course as required by their program. A per credit fee will be assessed for reviewing all College course challenge assessments.

- g. No more than 15 credits may be earned by “Alternative Credit” sources.

6.4 Course Auditing

1. A person may elect to audit a course without receiving a grade in the class.
2. Approval to audit a course must be obtained from the course instructor and the Registrar on a space available basis.
3. An auditor may not attend a clinical/lab component of a course. Any auditor electing to audit a course will be charged half the tuition for the didactic portion of the course.
4. An auditor may not change from credit to audit status or from audit to credit status after the beginning of the course.
5. Auditors are not required to prepare lessons or papers, or take examinations, nor do they receive any credit for the course.
6. No more than one course may be audited per semester.

6.5 Nondiscrimination

The Lancaster General College of Nursing & Health Sciences does not discriminate on the basis of age, race, religion, ancestry, gender, sexual orientation, physical ability, national origin, or other legally protected classifications.

6.6 Section 504 and ADA Compliance

Employee and Student Health provides services that create full access and provide appropriate accommodation for all students with disabilities. Employee and Student Health must be contacted to request consideration for specific accommodations or to address compliance with the American Disabilities Act. Notification enables the Employee and Student Health nurse, who serves as the ADA/504 Coordinator, to begin the development of an educational plan with services that help assure student success and satisfaction with the college experience. Some of the resources available to students include: counseling and advising; note-taking; writing; reading and taping support; test-taking; using adaptive equipment; and referral for tutorial assistance.

1. Individuals applying for admission to any LGCNHS program must meet the physical and psychosocial requirements of that academic program, as detailed in the “Core Performance Standards” stated in this handbook, with or without

reasonable accommodation. Reasonable accommodations for disabilities will be determined on an individual basis.

2. No questions regarding disabilities will appear on any program admission forms. Students are encouraged, following enrollment, to disclose any disability requiring accommodation. Faculty members approached by students claiming a disability will refer the student to the LGCNHS ADA/504 Coordinator.
3. To verify and address the needs of a student reporting a disability, the following procedures will be followed:
 - a. Proper documentation of a disability must be submitted typed on official letterhead and signed by the appropriate healthcare provider according to the procedures outlined below. Initial documentation must be current (within the previous 12 months). Periodic updates may be required.
 - 1) **Physical Disabilities:** Letter from a physician describing the disability, associated functional limitations, and recommendations for reasonable, effective accommodations for the classroom and clinical setting. Specific requirements for additional documentation regarding visual, hearing, and mobility impairments follow.
 - a) **Visual impairment:** Include a statement about the medical condition explaining the extent of the visual fields, the degree of visual acuity, whether the condition is stable or progressive, and recommended visual aids.
 - b) **Hearing impairment:** Include an audiologist's report with results of an audiogram, type of hearing loss (conductive, sensory, or neural), and the degree of hearing loss.
 - c) **Mobility impairment:** Include the expected duration of the functional limitations (i.e., distance limitation) and whether the condition is stable or progressive.
 - 2) **Health related disabilities:** Letter from a physician including the functional limitations, whether the condition is stable or progressive, and any anticipated side effects from medication. Additional information should be provided regarding situations that may exacerbate the condition.
 - 3) **Psychological disabilities:** Report or letter from a licensed psychologist or psychiatrist including the following information:
 - a) Statement of DSM-IV-TR diagnosis

- b) Summary of assessment procedures used to make the diagnosis
 - c) Description of present symptoms and related fluctuating conditions/symptoms
 - d) Current medications including side effects
 - e) Description of functional limitations and recommended reasonable, effective accommodations relevant to the diagnosis
- 4) **Learning disabilities:** There must be clear and specific evidence and identification of a learning disability. Individual “learning styles” and “learning differences” do not constitute a learning disability. The professional conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists may be involved in the process of assessment. Experience working with an adult population is essential. Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.

The following guidelines are provided to assure that evaluation reports are appropriate to document eligibility and support requests for reasonable accommodations and appropriate academic adjustments.

- a) **Diagnostic interview:** By a qualified evaluator that includes historical information of learning difficulties in elementary, secondary, and post secondary education. The evaluation report must also include a comprehensive diagnostic interview that addresses relevant background information supporting the diagnosis. This information includes:
 - (1) Developmental history
 - (2) Academic history including reports of classroom performance and behavior and noticeable trends in academic performance
 - (3) Family history
 - (4) Psychosocial history
 - (5) Medical history including the absence of a medical basis for present symptoms

- (a) History of prior psychotherapy and pharmacotherapy
 - (b) Discussion of any dual diagnosis or alternative or coexisting mood, behavioral, neurological and/or personality disorders
 - (c) A description of the presenting problem
- b) Testing: Testing must be current (within past 3 years) or after age 18. Because the provision of reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on academic performance, it is in a student's best interest to provide recent and appropriate documentation. Test scores/data should be included in the documentation and must be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include (but are not limited to):
- (1) Aptitude: The Wechsler Adult Intelligence Scale (Revised) (WAIS-III) with subtest scores is the preferred instrument. The Woodcock-Johnson-Psycho-Educational Battery-Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition are acceptable.
 - (2) Achievement: Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Woodcock-Johnson Psycho Educational Battery-Revised: Tests of Achievement; Stanford Tests of Academic Skills; Scholastic Ability Test for Adults, or specific achievement tests such as the Test of Written Language-2, Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test is NOT a comprehensive measure of achievement and therefore is not suitable as the sole measure of achievement.
 - (3) Information Processing: Specific areas of information processing (e.g. short and long term memory; sequential memory, auditory and visual perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-III or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent areas such as vocational interests and aptitudes.

- b. If documentation of a disability is determined to be inadequate, the ADA/504 Coordinator will notify the student regarding needed clarification and/or further documentation.
- c. If the student desires that accommodations be made, a *Release of Information* form must be submitted to the ADA/504 Coordinator, who will then communicate this information to the Vice President, Academic Affairs.
- d. The ADA/504 Coordinator shall notify the Vice President, Academic Affairs regarding necessary accommodations.
- e. The Vice President, Academic Affairs will determine what accommodations can be reasonably offered and notify the ADA/504 Coordinator in writing of this decision.
- f. The student will be provided with a form, signed by the Vice President, Academic Affairs listing the accommodations to which the student is entitled. It is the student's responsibility to distribute copies of this form to faculty and/or staff, who have the obligation to provide the accommodations.
- g. If an issue arises concerning the provision of the approved accommodations, the student will sign a release form permitting intervention and mediation on the part of the Vice President, Academic Affairs.
- h. If the "Core Performance Standards" cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty reserves the right to dismiss the student from the course.
- i. If a student determines that the actions of the ADA/504 Coordinator, Vice President, Academic Affairs, and/or faculty/staff are not adequate, the student has the right to follow LGCNHS's internal grievance policy and/or file an ADA or 504 complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education.

6.7 Post Admission Requirements

All associate degree, baccalaureate degree, and academic certificate students enrolled in the College must complete the requirements listed below prior to beginning any course with a clinical component or prior to enrolling in the following courses: HSC

302, HCA 302, and NUR 302. These requirements must be resubmitted after any leave of absence in which more than 12 months has elapsed. Students enrolled in baccalaureate courses through a letter of intent do not need to repeat the background checks or drug screening requirements.

1. **Background Checks**

Students must submit a Pennsylvania Criminal History Record Information Report (CHRI) and Pennsylvania Child Abuse History Clearance, as well as a Department of Public Welfare Clearance. Additionally, students who have out of state residency must complete a PA Department of Aging Clearance. The reports must be completed within 6 months of the start date of the course (as specified above).

Applicants who have been convicted of offenses or listed as a perpetrator of a founded or indicated report of child abuse may not be eligible for clinical, internship, service learning placement, or credentialing exams. Specific information related to the applicant's discipline is available through the admissions department.

All forms shall be kept in a locked, confidential file for a minimum of 2 years after graduation or College withdrawal. Access to reports is limited to the Director of Admissions, Program Chair, and appropriate school officials on a need-to-know basis.

2. **Drug Screening**

All testing is to be performed at Lancaster General Hospital, Employee and Student Health Department. The drug screening must be completed within 60 days prior to the start date of the course.

All test results will remain confidential with access only by the Employee and Student Health Department and the Vice President, Academic Affairs.

Drug tests may produce a "false positive" result. Some substances, including over-the-counter medications or prescription medications, may produce a positive reading. Consequently, the individual submitting to testing must disclose to the Employee and Student Health Department any information regarding over-the-counter or prescription medications used. Positive results will be evaluated on an individual basis. Individuals who fail to provide verification of current medication use and test positive will be subject to the consequences specified for positive test results.

A positive drug screening will result in the student being prohibited from placement in a clinical, internship, or capstone course, thus making the student unable to meet program requirements. LGCNHS has no responsibility to arrange alternate clinical, service learning, or internship placements for a student with a positive drug screening result.

Students who refuse to submit to a drug screening or who falsify the test will be treated in the same manner as those with positive drug screening results.

3. **CPR (Cardiopulmonary Resuscitation)**

The required course is the American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. CPR certification must remain current throughout subsequent clinical, internships, or service learning experiences.

4. **Physical Exam Requirements**

Refer to the Student Health section of this handbook. It is the responsibility of the student to ensure that all physical examination documentation is completed and returned to the Employee and Student Health Department. A student without current physical examination requirements completed will not be permitted to attend class, clinical, internship, or a service learning experience.

6.8 Changing Majors

1. Students requesting a change of major must complete a form available from the Office of Academic Advising. Students should understand that changing a major could extend their education time and could have financial aid implications.
2. Students must notify the Chair of the new program of their intent to transfer. The Program Chair in collaboration with Director, Admissions will review the student's admission file and current transcripts to determine the student's eligibility for transfer. If the transfer is approved, students are responsible for completing any requirements prior to entering the new program.

6.9 Ethical Standards (Academic Integrity, Code of Confidentiality, Code of Student Conduct)

Ethical standards have been developed for all members of the College community which promote an optimal learning environment, foster the scholarly and civic development of students, support the mission and values of the College, and identify a process for addressing violations of these standards. These standards focus on Academic Integrity, the Code of Confidentiality, and the Code of Student Conduct. Members of the College community are expected to uphold these standards.

I. **Academic Integrity**

The promotion of academic integrity, which is the pursuit of scholarly activity free from fraud and deception, is essential to the establishment of an optimal learning environment. The concept of academic integrity extends beyond the classroom setting to encompass all aspects of student and faculty activities and academic endeavors. Members of the College community are responsible for promoting academic integrity as follows:

A. **Responsibilities**

Faculty and Student:

- Model and promote behavior consistent with this policy
- Support members of the College community in their responsibilities consistent with this policy
- Create a culture of academic integrity within the College
- Promptly report any known or suspected violation of academic integrity

Additional Faculty Responsibilities:

- Educate and advise members of the College community regarding their responsibilities to uphold this policy

Additional Student Responsibilities:

- Respond promptly to requests for information regarding known or suspected violations of academic integrity

B. **Academic Dishonesty**

Violations of academic integrity may be referred to as academic dishonesty. Academic dishonesty includes, but is not limited to, cheating, fabricating, plagiarizing, and facilitating academic dishonesty, which are further described below.

Cheating is the use or distribution of unauthorized assistance or material in completing an academic assignment.

Examples of cheating may include, but are not limited to:

- Possessing examinations without the faculty member's permission
- Using unapproved materials or assistance during an exam, including personal notes or viewing another student's work
- Continuing to work on an exam after time is called
- Submitting a purchased paper or work (from a service or otherwise)
- Receiving unauthorized assistance on any submitted work
- Using resources not approved by the instructor
- Copying questions from an exam during exam review
- Using or sharing information gained via unauthorized computer access
- Interfering with the use or availability of computer systems' information
- Submitting any part of a work that has been submitted in another course without the consent of the instructor assigning the work
- Working collaboratively on an academic assignment for which the student is individually responsible
- Failing to report grade errors

Fabricating is the act of falsifying, inventing, or using in a deliberately misleading manner any information or data.

Examples of fabricating may include, but are not limited to:

- Altering grades, transcripts, or other documents
- Falsifying a signature, title, or credential
- Lying
- Changing an assignment after grading is completed
- Changing data or results
- Relying on another person's data in an experiment or lab assignment
- Using a false excuse when requesting an extension
- Making up information
- Making up a reference or citation
- Misrepresenting self
- Taking or attempting to take an examination for another student
- Completing another student's assignment

Plagiarizing is presenting the written, published, or creative work of another as one's own work.

Examples of plagiarizing may include, but are not limited to:

- Copying from any source without properly crediting the author
- Failing to give credit for another's ideas
- Submitting another person's work as your own
- Copying another student's work and submitting it as your own

Facilitating academic dishonesty includes assisting another with respect to academic dishonesty or failing to report a known or suspected violation of academic integrity.

Examples of facilitating academic dishonesty may include, but are not limited to:

- Allowing a student to copy your work
- Tampering with the academic work of another student
- Failing to report students who are cheating
- Failing to report students who work collaboratively on an assignment when directions were given to work independently
- Providing your work to another student

C. **Addressing Violations of Academic Integrity**

Process:

1. Discovery
 - a. Promptly meet with the student to discuss concerns
 - b. If concern is validated:
 - i. Assign **Level 1 Sanction** - Instructor determined sanction (may collaborate with respective Dean). **Level I Sanctions** may include:
 1. Verbal warning or remediation

2. Repeat assignment
 3. Assignment or exam grade penalty
 4. Assignment or exam failure
 - ii. Immediately report incident to Division Dean
2. Initiate *Academic Integrity Violation Report Form* and allow student three business days to submit a written response. Send copies of form and student response to:
 - a. Division Dean
 - b. Student
 - c. Academic advisor
 - d. Vice President, Academic Affairs
3. Division Dean and Vice President, Academic Affairs, in conjunction with the instructor, will determine if **Level 2 Sanctions** are warranted and update the *Academic Integrity Violation Report Form* (consider the type and number of offenses, intent of actions, and seriousness of violation).
 - a. Level 2 Sanctions may include:
 - i. Administrative written warning
 - ii. Course failure
 - iii. Dismissal from the Program or College
 - b. Send final copies of *Academic Integrity Violation Report Form* to:
 - i. Faculty originator
 - ii. Division Dean
 - iii. Vice President, Academic Affairs
 - iv. Student
 - v. Student file
 - vi. Academic advisor
4. Student recourse – as per Grievance Policy

II. **Code of Confidentiality**

Students are expected to maintain confidentiality with respect to clients, other students, and faculty. The requirement to maintain the confidentiality of client information stems from an expressed or implied agreement that the healthcare provider will not disclose information received from a client or any communication source to anyone not directly involved in the client's care and treatment. Federal and State laws prohibit the release and sharing of clients' confidential medical information, as well as students' academic information. The Code of Confidentiality applies to client and student records, information, and documents. Confidentiality is extended to include protected information about other members of the student body or applicants to the College, as well as personal information shared in the academic setting.

A. **Responsibilities**

- Information pertinent to a client's treatment and welfare may only be discussed with those directly involved in the client's care as per

healthcare institution policies and HIPAA regulations. Professional judgment should be used in determining what information is relevant or essential to others. Non-essential conversations concerning clients or their care must be avoided. Students must maintain client confidentiality when completing assignments. Information sharing regarding clients is appropriate only within the context of a clinical conference or class discussion.

- Students and College employees must protect the confidentiality of students' personal and academic records.
- Confidentiality will be maintained regarding students' or faculty members' personal information, which may be shared during academic discussions (i.e., classroom discussions, clinical post-conference discussions, etc.).

B. Violations of Confidentiality

Violations of confidentiality may include, but are not limited to:

- Printing information from client records
- Using client's or family member's names when completing clinical assignments
- Discussing client information with others who are not directly involved in the client's care
- Accessing information about clients to whom the student has not been assigned
- Disclosing other students' personal or academic information without their permission

C. Addressing Violations of Confidentiality

Failure to abide by any aspect of these standards may result in disciplinary action, which is viewed as a part of the educational process. Sanctions may range from a verbal warning to dismissal from the College depending on the severity, intention, and improper use or disclosure. Any student charged with violating the standards will be given written notice of the charge. If a student believes they have been falsely accused, they may initiate the Grievance Process (see relevant policy).

III. Code of Student Conduct

The intent of the Code of Student Conduct (as stated below) is to inspire positive behavior, foster a safe and secure community, and promote respect for individual differences. Additionally, the Code provides a framework which facilitates personal growth and limits behaviors that may violate the spirit of the academic community.

The *Code* is consistent with the College's mission and philosophy and reinforces the concept that students have rights as outlined in the *Student Bill of Rights* located in the College handbook. The Code complements the Harassment Policy and the Drug-Free School Policy, as well as the previously

addressed principles of Academic Integrity and Confidentiality. The *Code* applies to the conduct of all students enrolled at the College and all guests, and is consistent with a high degree of personal integrity in a broader sense.

Lancaster General College of Nursing and Health Sciences
Code of Student Conduct

Students are responsible for their own conduct and are expected to behave in a manner that reflects positively upon themselves and the College. In doing so, students are expected to:

1. Treat all people with respect and dignity;
2. Honor the welfare, health, and safety of others by acting responsibly and considerately;
3. Maintain an atmosphere conducive to academic study and personal development;
4. Assist others in need of support or guidance;
5. Respect the rights of others, including freedom of expression and open inquiry;
6. Respect others' personal property and College property;
7. Respect authorities established by the College.
8. Uphold all Federal, State, and Local laws and ordinances;
9. Uphold all policies and standards of the College.

A. **Responsibilities**

Students are expected to demonstrate commitment to the Code of Student Conduct by maintaining the highest standards of personal and academic integrity, and by encouraging and supporting an atmosphere in which violations are reported.

If a student suspects or has knowledge of any type of non-academic misconduct, the student is expected to report their concerns to an appropriate College employee, such as a faculty member or a security officer, who will then inform a Vice President of the College.

B. **Violations of the Code of Student Conduct**

Non-academic misconduct is prohibited on or off College premises, at College sponsored activities, and during the execution of College-related business. Students will be held accountable if they act in a manner which violates the Code, attempt to act in a manner which violates the Code, or encourage or assist others in Code violations.

Examples of *Code* violations may include, but are not limited to:

1. Obstruction, disruption, or interference with College or College-sponsored activities.
2. Physical and/or psychological abuse, threat, or harassment of any member of the College community or visitor, or conduct which

- threatens or endangers the health or safety of any such person. This includes verbal, written, and electronic communications.
3. Hazing, bullying, or acting in a manner which recklessly or intentionally endangers another's mental health, physical health, or safety.
 4. Possessing, using, or threatening others with firearms, explosives, hazardous materials, or weapons on College property or at College-sponsored activities. Certified law enforcement officers either on duty or otherwise acting in accordance with the requirements of their position must notify security. "Weapon" shall include any object or substance that is designed to, or used to, or reasonably can be used to, inflict physical harm, cause injury, or permanently incapacitate someone. Exceptions to this can only be granted by the security department.
 5. Causing or initiating a false report, warning, or threat of fire, explosion, or other emergency.
 6. Violating fire regulations, including the misuse or damage of fire safety equipment.
 7. Littering, damaging, defacing, or destroying College property or property under the College's jurisdiction.
 8. Removing, using, occupying, or entering College property without authorization.
 9. Unauthorized or fraudulent use of College facilities and/or equipment.
 10. Theft or attempted theft of College property or services, or personal property, or knowingly possessing such stolen property.
 11. Misusing own or other's employee/student badge, keys, or computer passwords.
 12. Gambling or holding a raffle or lottery at the College without proper College approval.
 13. Disorderly, lewd, or obscene conduct or expression.
 14. Infringing upon the rights of other students to fair and equal access to College resources.
 15. Failing to comply with the lawful direction of a faculty member, College official or law enforcement officer acting in performance of his/her duties, and/or failing to identify oneself to these persons when requested to do so.
 16. Permitting privately owned animals on College premises, except as authorized for individuals with documented disabilities who may need assistance, to fulfill a class assignment, or as necessary to participate in a College-sponsored program or activity.
 17. Violation of the terms of any disciplinary action imposed by the College.

C. **Addressing Violations of the Code of Student Conduct**

The College reserves the right to discipline any student who violates the Code, whether on or off campus, and to exercise discretion regarding disciplinary action against students involved in Code violations off campus. Failure to abide by any aspect of these standards may result in disciplinary action, which is viewed as a part of the educational process. Sanctions may range from a verbal warning to dismissal from the College. Legal violations will be reported to the proper authorities. Any student charged with violating the standards will be given written notice of the charge. If the student believes he/she has been falsely accused, he/she may initiate the Grievance Process.

6.10 Educational Records and FERPA

Annually, Lancaster General College of Nursing and Health Sciences informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This Act, with which the College intends to comply fully, was designed to protect the privacy of student educational records.

I. **Student Rights**

FERPA affords students certain rights with respect to their education records. These rights include:

- A. The right to inspect and review the student's education records within 45 days from the day the College receives a request for access.

Students should submit to the Registrar, Dean, head of the academic department, Student Financial Services Director, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- B. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- C. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); an agent may include a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent) to provide a service that the College would otherwise perform and may include a communication and data service; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the College may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

- D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LGCNHS 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

II. **Directory Information**

LGCNHS has designated certain information in the education records of its students as directory information for the purposes of FERPA. Directory Information may be released at the discretion of the College and without the consent of the student unless the student informs the Registrar in writing that all such directory information about him or her is not to be made public without his or her consent.

The following is considered directory information at LGCNHS:

- the student's name, address, email address, telephone number,
- day and month of birth,
- major field of study,
- participation in officially recognized activities and sports,
- dates of attendance, enrollment status,
- photographs,
- degrees and awards received and
- names of previously attended educational institutions.

III. Disclosure of Protected Information to Others

Information will be made available to the parents of a student only when written permission is received from the student for release of any official information from his or her records.

Other than directory information, information in a student's education record will not be released to anyone without the prior written consent of the student concerned or upon presentation of a court order or subpoena, except as stipulated by the provisions of the Family Educational Rights and Privacy Act.

Copies of a more detailed policy statement and procedures may be obtained at the Registrar's Office.

6.11 **Grading and Grade Point System**

I. Grading and Grade Point System

Grades describe the student's level of academic achievement and are reported at the end of each term. The grade point average (GPA) is a comprehensive evaluation of a student's academic standing. Grade points are calculated by multiplying the number of credits earned in a class by the numeric equivalent of the letter grade. The GPA is calculated by dividing the sum of grade points earned by the total number of credits attempted.

Grade	Grade Point	Percentage
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
D+	1.3	67-69
D	1.0	64-66
D-	0.7	60-63
F	0.0	<60
AU (Audit)	NA	
I (Incomplete)	NA	
M (Progression)	NA	
NP (No Pass)	NA	
P (Pass)	NA	
W (Withdraw)	NA	
Z (Failure to Attend)	0.0	

Definitions of grading terms:

A. **Audit (AU)**

A person may elect to audit a course without receiving a grade in the class. Refer to policy 1.0.4 Course Auditing for additional information.

B. **Incomplete Grades (I)**

A temporary grade of Incomplete (I) is given at the end of the course to a student who, for a reason judged acceptable by the instructor and Vice President, Academic Affairs, has not been able to complete the required coursework by the end of the course. Prior to the end of the course, the student, instructor, and Vice President, Academic Affairs must complete the appropriate form and file it with the Registrar. The course instructor will determine the length of time a student has to complete the coursework. This time limit shall not exceed four weeks past the last day of the course as printed on the academic calendar or accelerated program schedule. Coursework that is not completed in this period will automatically be converted to an "F".

C. **Progression (M)**

The "M" grade is used in yearlong courses to denote adequate academic progress at the conclusion of the first semester. Upon completion of the second semester, the final grade will be recorded for both semesters replacing the "M" grade.

D. **Pass/No Pass (P/NP)**

A few specific courses are designed to be graded as Pass/No Pass (P/NP); students may not elect to take any other course as P/NP. If a student successfully completes the course requirements as specified in the course syllabus, the grade "Pass (P)" and the appropriate credit will be recorded on the transcript. For students who do not successfully complete course requirements as specified in the course syllabus, the grade "No Pass (NP)" will be recorded and the student will earn no credit toward the program of study. Neither P nor NP will be computed into the grade point average.

E. **Withdrawal from a Course (W)**

During a specific timeframe, a student may withdraw from a class and have a "W" recorded on the transcript. Withdrawal from a course has both academic and financial implications. Refer to the Withdrawal Policy 2.2.2 for specific information.

F. **Failure to Withdraw/Failure to Attend (Z)**

Non-attendance does not represent withdrawal from the course roster. The "Z" grade carries quality points of zero and will calculate into the student's GPA. Refer to Policy 2.2.2 for specific information on failure to attend.

II. **Grade Changes**

Students are responsible for reviewing the official grade report as soon as it is available. Changes may only be made by the course faculty issuing the grade. Changes must be in writing and submitted within four weeks of the end of the course.

III. **Dean's List**

Matriculated students who are taking at least 6 credits per semester are eligible for Dean's List recognition if they achieve a grade point average of 3.5 with no grade lower than a "B-".

6.12 Academic Progression

I. **Associate Degree, Academic and Technical Certificate Programs**

A. **Academic Probation**

Warning letters will be sent to any student who is not meeting the required passing grade in a course at the mid-point of the fall and the spring semesters only. For any course in which a passing grade is required to continue in a clinical program, the mid-term warning letter serves to place the student on academic probation.

Additionally, at the end of a semester, any student with a GPA below 2.0 will be placed on academic probation. Probationary status for two consecutive semesters will result in a review of progress and may result in dismissal from the College.

Students on academic probation are not eligible to progress into program specific courses (NUR, DMS, NMT, etc.). This status will remain until the student achieves a GPA of 2.0 or above.

B. **Failure to Meet Requirements for Progression**

1. **General Education Courses**

Unless otherwise indicated, if a required course is completed with a grade below the required level, the student may progress in the program curriculum, recognizing the necessity of repeating that course, if the overall GPA meets program requirements.

2. **Health Sciences**

A passing grade as defined by the program must be earned in any program specific course (i.e., RAD, DMS, or STS) before progressing to the next program specific course. Any student not receiving a passing grade in any program specific courses will be

dismissed from the program. In order to resume enrollment in the program, students must reapply and be accepted into the program.

3. Nursing

Required nursing courses must be repeated if the student earns a grade below a **C**; under no circumstances may a student progress in the curriculum until a grade of **C** or better is achieved in a required course. **Nursing students are permitted to repeat a maximum of two required nursing courses. For students entering the curriculum in the second year, no more than one required course may be repeated.** The program faculty reserves the right to assign placement in the curriculum and to require remedial activities prior to re-entry into the curriculum.

C. **Course Failure**

Students who have taken a course at LGCNHS and earned a grade less than that which is required must repeat the course at LGCNHS and achieve a minimum of the required grade in order to earn course credit toward graduation. **No course with a grade less than that which is required may be repeated more than once.** The newly earned grade will become the grade of record for the purposes of transcripts, GPA computations, and determination of academic progression. CLEP or course challenges are not acceptable replacements for repeating courses completed without a required passing grade.

D. **Program Completion (Quantitative Academic Progress)**

Regular students (as described in Policy 1.1 Student Admission Status) are required to meet quantitative academic progress as outlined below.

1. Maximum credits: Regular students must complete their program of study having taken no more than 150% of the total credits required to complete the program of study.
2. Minimum credits: During an academic year, regular students must complete a minimum of 10% of the total credits required to complete their program of study.
3. Changing majors: Regular students who change majors must complete their new program of study having taken no more than 150% of the total credit hours of whichever program of study had the highest total required credits.

E. **Diploma/Certificate Graduates Seeking a Degree**

Students who have graduated from this institution with a diploma or certificate may re-enroll to pursue a degree. Credits from courses taken at the College, transfer credits accepted upon matriculation into a

diploma/certificate program, and up to six (6) transfer credits taken after matriculation into the degree program will be considered for acceptance toward the degree. If the six transfer credits were completed after graduation, acceptance of transfer will be based upon applicability toward the requirements for the degree, as stated in the current catalog.

F. General Education Courses

Prior to beginning a new course, students must achieve a **D-** or better in any prerequisite courses. Additionally, students must meet program specific minimum requirements for each course.

G. Program Specific Academic Standards

1. Cardiac Electrophysiology

Students in the Cardiac Electrophysiology program must complete the following courses with a grade of **C** or higher and achieve an overall GPA of 2.0 to be eligible for progression into the second year clinical coursework (exceptions may be made with the permission of the CIS Program Coordinator):

- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- MAT 150 Clinical Mathematics for the Health Sciences

- BIO 185 Microbiology
- ENG 100 English Composition
- HSC 100 Medical Terminology
- HSC 101 Methods of Patient Care I

Students must complete the following additional courses with a grade of **C** or higher:

- All Cardiac Electrophysiology (CEP) Theory courses
- All required Cardiovascular Invasive Specialty (CIS) courses
- PHI 210 Ethics/Legal Dimensions in Health Sciences

Students must complete the following courses with a grade of **B** or higher:

- CEP clinical courses (CEP 230, 240, 250)

Prior to graduation, students must complete all other general education requirements with a passing grade (**D-** or higher). In addition, a minimum overall GPA of 2.0 is required for academic progression and graduation.

2. **Cardiovascular Invasive Specialty**

Students in the Cardiovascular Invasive Specialty program must complete the following courses with a grade of **C** or higher and achieve an overall GPA of 2.0 to be eligible for progression into the second year clinical coursework (exceptions may be made with the permission of the CIS Program Coordinator):

- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- MAT 150 Clinical Mathematics for the Health Sciences

- BIO 185 Microbiology
- ENG 100 English Composition
- HSC 100 Medical Terminology
- HSC 101 Methods of Patient Care I

Students must complete the following additional courses with a grade of **C** or higher:

- CIS Theory courses All Cardiovascular Invasive Specialty
- PHI 210 Ethics/Legal Dimensions in Health Sciences

Students must complete the following courses with a grade of **B** or higher:

- CIS clinical courses (CIS 210, 211 and 212)

Prior to graduation, students must complete all other general education requirements with a passing grade (**D-** or higher). In addition, a minimum overall GPA of 2.0 is required for academic progression and graduation.

3. **Diagnostic Medical Sonography**

Diagnostic Medical Sonography students must complete the following courses with a grade of **C** or higher and achieve a minimum overall GPA of 2.5 to be eligible for progression into the second year clinical coursework:

- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- HSC 100 Medical Terminology
- HSC 101 Methods of Patient Care I
- ENG 100 English Composition
- PHY 150 Physics
- MAT 160 College Algebra
- DMS 100 Ultrasound Imaging I
- DMS 110 Ultrasound Imaging II

The following courses must be completed with a grade of **C** or higher:

- DMS All remaining DMS prefix courses
- PHI 210 Ethical/Legal Dimensions of Health Sciences

A passing grade (**D-** or higher) is required for all other general education requirements. In addition, a minimum overall GPA of 2.0 is required for academic progression within the second year of the program and graduation.

4. **EMT**

To meet requirements for successful completion of the EMT 101 program, students must:

- Earn a cumulative course grade of 80% or better
- Complete 40 hours of clinical

5. **Medical Laboratory Science**

Applicants must have satisfactorily completed a minimum of three years of study in an accredited college prior to entering the clinical year at LGCNHS. Candidates who have earned a baccalaureate degree may be eligible for entry into the program. The following are minimum requirements for admission:

- 16 semester hours in chemistry including organic and/or biochemistry (biochemistry is strongly recommended)
- 16 semester hours in biology including microbiology, immunology, genetics and/or molecular biology
- 3 semester hours in college level statistics
- Anatomy and physiology, computer science, and management courses are desirable electives

Prior to program completion, students must complete all Medical Laboratory Science (MLS) courses with a grade of **C** or higher. In addition, a minimum overall GPA of 2.0 is required for academic progression and graduation.

6. **Nuclear Medicine Technology**

Associate Degree Nuclear Medicine Technology students must complete the following courses with a grade of **C** or higher to be eligible for progression into the second year clinical coursework:

- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- CHE 100 General Chemistry
- ENG 100 English Composition
- ENG 200 Public Speaking
- MAT 160 College Algebra

- PHY 150 Physics
 - BIO 185 Microbiology
- OR
- BIO 230 Immunology

Academic Certificate Program: Prerequisites for the Nuclear Medicine Technology certificate program include a grade of **C** or higher in the following: A&P I, A&P II, Chemistry, Physics, Mathematics (at least College Algebra), English Composition, and Speech. A minimum GPA of 2.3 is required to be eligible for the clinical year.

All Nuclear Medicine Technology students must complete the following courses with a grade of **C** or higher:

- NMT 201, 202, 203 Nuclear Medicine Theory Courses
- BIO 195 Cross-Sectional Anatomy
- HSC 100 Medical Terminology
- HSC 101 Methods of Patient Care
- PHI 210 Ethical and Legal Dimensions in the Health Sciences

All students must complete the following courses with a B or higher:

- NMT 211, 212, 213 Nuclear Medicine Clinical Courses

A passing grade (**D-** or higher) is required for all other general education courses. In addition, a minimum overall GPA of 2.0 is required for academic progression and graduation.

7. **Nursing**

Nursing students must complete the following courses with a grade of C or higher:

- NUR courses All required nursing theory and clinical courses
- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- MAT 150 Clinical Mathematics for Health Sciences
- ENG 100 English Composition
- PHI 210 Ethical/Legal Dimensions of Health Sciences

Prior to beginning the second level of the nursing program, BIO 175, BIO 176, and MAT 150 must be satisfactorily completed as specified above. Prior to graduation, a passing grade (**D-** or higher) is required for all other general education courses. A minimum overall GPA of 2.0 is required for graduation.

1. **Guidelines for Course Progression**
 - a. Theory courses are pre or co-requisites for corresponding clinical courses.
 - b. Clinical courses may not be continued if the co-requisite theory course is dropped; however, theory courses may be continued if the co-requisite clinical course is dropped.

2. **ATI Testing**

Assessment Technologies Incorporated (ATI) tests for content mastery are administered to students at various times throughout the curriculum as indicated in the appropriate course syllabi. Failure to achieve the required score will result in an incomplete grade (I) in the respective course. Remedial study and successful retesting must be completed as specified in the course syllabi or the incomplete (I) will convert to a failing grade (F). For additional details, please refer to the Division of Nursing Associate Degree Student Handbook.

3. **Movement between Nursing Programs**

Students may not move between the evening/weekend program and the day program without permission of the Dean, Division of Nursing. Transfer may be considered if space is available. No transfers may occur once the semester has begun.

4. **Evening/Weekend Program Progression**

In the first year of the curriculum, successful completion of the nursing courses in the fall and the spring are required to progress to the next nursing course.

In the second and third years of the curriculum, the nursing courses 201A, 211A, 202A, and 212A will be graded as M at the conclusion of the fall semester. This grade indicates that the student is progressing in the course. This grade does not calculate into the GPA and the credits are held until the corresponding course designated as “B” (201B, 211B, 202B, and 212B) is completed in the spring semester. At the conclusion of 201B and 211B, the student must have a grade of C or better for progression into the third year. At the conclusion of 202B and 212B, the student must have a C or better for graduation. The grade will be compiled from all evaluative activities from both “A” and “B” courses and will be applied to both the “A” and “B” courses. Failure to achieve a grade of C or better at the conclusion of any “B” course requires that both “A” and “B” segments be repeated.

A student withdrawing or taking a leave of absence between the “A” and “B” portions of the course will be required to repeat the entire course beginning in a subsequent fall semester. The grading procedure described above will apply.

8. Paramedic

Students enrolled in EMS 201 must:

- Earn a cumulative course grade of 80% or better,
- Complete Field Clinical Phase 1 and a minimum of 50 hours of Field Clinical hours,
- Complete 100 hours of Emergency Room clinical,
- And complete 30 hours of Specialty Clinical hours as defined in the course syllabus in order to progress to EMS 202.

Students enrolled in EMS 202 must:

- Earn a cumulative course grade of 80% or better,
- Complete Field Clinical Phase 2 and a minimum of 200 hours of Field Clinical hours,
- Complete a minimum of 50 hours of Emergency Room clinical,
- And complete a minimum of 30 hours of Specialty Clinical in order to progress to EMS 203.

Students enrolled in EMS 203 must:

- Earn a cumulative course grade of 80% or better,
- Complete a minimum of 25 hours of Emergency Room clinical,
- And complete a minimum of 20 Specialty Clinical hours and a minimum of 50 Field Clinical hours in order to progress to EMS 204.

Students enrolled in EMS 204 must:

- Earn a cumulative course grade of 80% or better,
- Complete a minimum of 25 hours of Emergency Room clinical,
- Complete a minimum of 20 Specialty Clinical hours and a minimum of 50 Field Clinical hours,
- And complete Field Clinical Phase 3 in order to meet requirements for graduation.

9. Radiography

Radiography students must complete the following courses with a grade of C or higher prior to entering the second year of the program:

- All 100 level Radiography courses
- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- HSC 100 Medical Terminology

- BIO 175 Human Anatomy and Physiology I
- BIO 176 Human Anatomy and Physiology II
- BIO 185 Microbiology
- HSC 100 Medical Terminology
- MAT 150 Clinical Math

It is preferred that HSC 100 and BIO 185 be taken prior to the clinical year, but they may be taken concurrently with the permission of the Surgical Technology Program Chair.

Prior to graduation, Surgical Technology students must achieve a minimum overall GPA of 2.0, complete the NBSTSA certification exam, and complete the following courses with a grade of “C” or higher:

- HSC 101 Methods of Patient Care I
- CMP 101 Introduction to Computers
- PHI 210 Ethical/Legal Dimensions in Health Sciences
- All STS courses All Surgical Technology prefix courses

A passing grade (**D-** or higher) is required for all other required general education courses.

II. Baccalaureate Degrees

A. **Academic Probation**

Any student with a GPA below 2.0 at the end of a semester will be placed on Academic Probation. This status will remain until the student achieves a GPA of 2.0 or above. Probationary status for two semesters will result in a review of progress and may result in dismissal from the College.

B. **Failure to Meet Requirements for Progression**

A grade of **C** is required to pass all RN to BS Nursing, BS Health Science, and BS Healthcare Administration courses (courses with a prefix of NUR, HSC, HCA, etc.). A grade below a **C** in any course requires that the course be repeated. Students may continue with the prescribed curriculum unless the course is a prerequisite for another course; however, the course must be repeated and the required grade earned prior to graduation. Students may only repeat a course once.

Baccalaureate students may not fail more than 4 courses in the major (NUR, HSC, HCA, etc.). With a 5th failure, the student will be dismissed from the program.

Students who have taken a course at LGCNHS and earned a grade less than that which is required must repeat the course at LGCNHS and

achieve a minimum of the required grade in order to earn course credit toward graduation. The newly earned grade will become the grade of record for the purposes of transcripts, GPA computations, determination of academic progression, etc. No course with a grade less than that which is required may be repeated more than once under any circumstance. CLEP or course challenges are not acceptable replacements for repeating courses completed without a required passing grade.

C. Requirements for Graduation

Students must complete 120 credits in any baccalaureate program. Of that, a minimum of 34 credits must be completed at LGCNHS. A minimum overall GPA of 2.0 is required to meet the requirements for graduation.

6.13 Eligibility for Office

Students must maintain a grade of “C” or better in all courses for election to and retention of any office or committee appointment. If an office is vacant for any reason, the position will be filled according to the specific committee’s or organization’s by-laws.

Applicable positions include:

- Student representatives to faculty committees
- Leadership roles in various College sponsored organizations
- Student Government Association officers

6.14 Events Affecting Attendance

The College recognizes that students must miss class/lab/clinical time due to public service or College service.

Public service includes mandatory civil service including jury duty, court ordered appearance, and military service. The total time absent from class/lab/clinical cannot exceed 20% of the course. These allowances are in addition to any class/lab/clinical course policies on illness. Students must work with course faculty to schedule any required make-up work to meet course objectives. Absence in excess of 20% will necessitate withdrawal from the course without penalty.

College service includes participation in any outside activity or function (e.g. NSNA/PSNA convention, Society of Nuclear Medicine symposiums, Association of Surgical Technology National Convention, etc.). Students will be excused from the class/lab/clinical area if prior arrangements have been approved by the course faculty.

6.15 Graduation

Graduation Requirements

All academic certificate and associate degree students must satisfactorily complete the portfolio project prior to graduation.

A student who has not completed all of the graduation requirements, as identified on the Application for Graduation form, will have one year following the expected graduation date to do so. During that period, the student will be placed on inactive status. Remediation may be required if a student fails to meet graduation requirements within one year following the expected graduation date. The student's graduation date of record will be the next scheduled graduation date after the requirements are met.

Graduation Honors

Students who have earned consistently superior grades in their course work are recognized for their achievements at graduation with the designation of graduation honors. The student's diploma and College record carry the appropriate honors designation:

- Cum Laude for a cumulative grade point average between 3.50 and 3.74
- Magna Cum Laude for a cumulative grade point average between 3.75 and 3.94
- Summa Cum Laude for a cumulative grade point average between 3.95 and 4.00

6.16 *Withdrawal from College*

Withdrawal from the College is a serious action. The student should seek advisement regarding the academic implications of the withdrawal action. It is therefore expected that the student will first contact his/her Academic Advisor or Program Chair regarding the intent to withdraw. Official notification of withdrawal from the College occurs when a student notifies the Registrar's Office. Acceptable official notification includes notification by a student via telephone, in writing, or verbally.

A student may request to withdraw from the College at any time. At the time of withdrawal, we request that the student complete an official withdrawal form available in the Registrar's Office and schedule an exit interview with the Program Chair/Division Dean, the Financial Aid Officer, and the Bursar.

The faculty reserves the right at any time to recommend the withdrawal of a student whose physical and/or mental health, conduct, scholastic achievement, or personal behavior is considered detrimental to LGCNHS; or does not meet the professional standards as established by the appropriate program.

6.17 *Refund and Grading Policy for Withdrawals and Non-Attendance*

Recording Drops and Withdrawals

A grade of Withdraw (W) does not carry any quality points and will not calculate into the student's GPA. Withdrawal from a course will be considered a course attempt as per academic progression (Policy 2.2.1). Refer to the table below for information impact of drops and withdrawals on transcript.

Refund Policy

When a student drops classes or withdraws from the College, tuition and fee charges are based on the date of withdrawal. Refer to the table below for information impact of drops and withdrawals on eligibility for a refund.

Impact of Drops/Withdrawals on Transcript and Refund		
Courses 13 Weeks or Longer		
Drop/Withdrawal Notice Received by Office of the Registrar	Transcribed as:	Refund
Before 1 st day of semester	Not recorded	100%
1 st week of semester	Not recorded	90%
2 nd week of semester	Not recorded	80%
3 rd week of semester	W	70%
4 th week of semester	W	60%
5 th – 10 th week of semester	W	0%
After the 10 th week of semester	Grade earned based on total course requirements	0%
Courses 5-12 Weeks in Length		
Drop/Withdrawal Notice Received by Office of the Registrar	Transcribed as:	Refund
Before 1 st day of class	Not recorded	100%
1 st week of semester or term	Not recorded	75%
2 nd – 4 th week for a 5 to 6-week course 2 nd – 5 th week for a 7 to 8-week course 2 nd – 7 th week for a 9 to 11-week course 2 nd – 8 th week for a 12-week course	W	0%
After the 4 th week for a 5 to 6-week course After the 5 th week for 7 to 8-week course After the 7 th week for a 9 to 11-week course After the 8 th week for a 12-week course	Grade earned based on total course requirements	0%
Courses with 4 or Fewer Meetings		
Drop/Withdrawal Notice Received by Office of the Registrar	Transcribed as:	Refund
Before 1 st class	Not recorded	100%
After 1 st class but before 2 nd or last class	W	0%
After 2 nd class	Grade earned based on total course requirements	0%

Non-attendance

- Any student who has failed to attend class or log onto an online course **and** who has not participated in class activities such as exams, submission of assignments, and/or class participatory activities will be reported to the Registrar. The Registrar will then withdraw the student from the course, assign the “Z” grade, and inform the Bursar that the student should be charged an administrative fee. This grade carries quality points of zero and will calculate as an “F” into the student’s GPA.

- Any student whose attendance pattern indicates a lack of intention to complete the course will be requested by mail to initiate the prescribed withdrawal procedure.

Federal Financial Aid

When a student who receives Federal Title IV financial aid withdraws from the College prior to 60% completion of the payment period of enrollment, the unearned portion of these awards may be returned to the Federal financial aid programs. A pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. Federal Title IV aid includes the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal Stafford Loan, and the Federal Parent Loan (PLUS).

Lancaster General College returns any unearned portion of the financial aid in accordance with federal guidelines. Students should note that the requirement to return Federal Title IV Funds may result in a balance due to Lancaster General College.

6.18 Leave of Absence

It is expected that students will pursue their studies according to a systematic plan. If it becomes necessary to interrupt the student's academic progression in their major, a leave of absence must be requested in writing and may not exceed one year. The request must have the approval of the Program Chair.

A student must be in good academic standing in order to be eligible for a Leave of Absence. Students may not enroll in or continue to take other courses at LGCNHS while on a Leave of Absence.

A student may reenter the program based upon seat availability. If a seat is not available, or a student fails to return from a leave of absence, the student is considered withdrawn from the program.

6.19 College Orientation

All students are scheduled to participate in orientation prior to the start of classes at LGCNHS. The following topics are included:

1. Campus Layout
2. Handbook/Policies
3. Student Services
 - a. Advising
 - b. Registrar
 - c. Financial aid
 - d. Student health and counseling
 - e. Student organizations
 - f. Activities (social, recreational, community service)
 - g. Learning Resources
 - h. Parking/Security
 - i. College store

4. Computer/Library Resources
 - a. Access and account setup
 - b. Internet
 - c. Email
 - d. Intranet/Internet websites
 - e. Library databases
 - f. Blackboard
 - g. Mandatory Computer Based Learning Modules (CBL's)
 - h. Electronic Student Information System
5. Clinical Program Activities (provided by specific clinical program)

Students enrolled for the first time at LGCNHS must attend general College orientation during their first semester. During subsequent years of enrollment, students should review the student handbook for any changes. Students returning to the College after a break of more than a year may be required to participate in orientation activities at the discretion of the appropriate Program Chair.

6.20 Registration Process

Enrollment Status

Students taking 12 or more credits per semester at LGCNHS are considered full-time students. Course loads of fewer than 12 credits are considered part-time. Students taking less than 12 credits may choose to take additional courses to maintain full-time status; however, these courses may not be covered by financial aid if they do not fall within the outlined curriculum.

Class Standing and Registration Schedule

The registration schedule is based upon class standing which is determined by the total number of credits earned, including those transferred from other colleges and those earned through alternative credit as outlined in the Alternative Credit Acceptance LGCNHS Policy. Students enrolled in academic certificate programs are defined as sophomores.

Class standing is defined by credits earned using the following scale:

0–29	Freshman
30–59	Sophomore
60–89	Junior
90 or more	Senior

The order of registration is as follows:

- #1 Seniors
- #2 Juniors
- #3 Sophomores who are beginning clinical classes during the upcoming semester
- #4 All other Sophomores
- #5 Freshmen who are beginning clinical classes during the upcoming semester
- #6 All other Freshmen
- #7 Open studies students

6.21 Changes in Registration

Adding a Course

A student requesting to add a course after the semester has begun may do so by contacting the Registrar and completing the appropriate form. Admission into the requested course will be granted on a first come basis if a seat is available, and if no more than 2 class sessions have been conducted for courses meeting 9-15 weeks or 1 class session for courses meeting 8 weeks or less.

Dropping/Withdrawing from a Course

Once registered for a course, a student assumes academic and financial responsibility. Drops/withdrawals are subject to the refund policy as well as the grading policy. A refund schedule will be available in the student handbook, in the catalog, and on the website. If a registered student wishes to be removed from the list of registered students, a request to drop or withdraw from a course should be made to the Registrar's office.

6.22 Grievance Process

Definition: Grievance: A student issue related to perceived academic or nonacademic injustice whereby a student believes an academic or nonacademic disadvantage exists. Violation of the Student Bill of Rights, administrative policies, or nonacademic policies may constitute a grievance. Every effort should be made to resolve issues in a professional manner.

Informal Resolution

Any student suspecting an injustice should discuss the concern with the faculty/staff member involved within five (5) business days of the specified occurrence. A mutually initiated meeting should be held between the involved student and faculty/staff member at their earliest convenience. Should this process fail to address the issue to both party's satisfaction, the student may then proceed to Step I of the grievance process following selection of an ombudsman (see page 3 of the policy). It is the responsibility of the faculty/staff to notify the President, LGCNHS that a Grievance Committee needs to be appointed.

Formal Resolution

Step I

A student suspecting academic or nonacademic injustice and desiring to initiate the formal grievance process will, under the guidance of the ombudsman, present the grievance in writing to the faculty or staff member(s) involved within three (3) business days following attempts at informal resolution. The faculty or staff member(s) must respond to the student, in writing, within (3) business days after receipt of the written grievance. If the student is not satisfied with the response of the faculty member, the student may proceed to **Step II**.

Step II

In the case of an academic grievance, the student will present the grievance in writing to the appropriate Program Chair or Dean, General Education within three (3) business days of receiving the faculty member's written decision. If the Program Chair or Dean of General Education is involved in the grievance, the grievance, in writing, is presented to the Vice President, Academic Affairs. If the student desires, the Program Chair or Dean of General Education will meet with the student to discuss the grievance.

The Program Chair/Dean, General Education/Vice President must respond to the student, in writing, within three (3) business days of receipt of the written grievance.

If the student is not satisfied with the decision, the student may proceed to **Step III**.

In the case of a nonacademic grievance, the student will present the grievance, in writing, to the Dean, Enrollment Management within three (3) business days of receiving the faculty or staff member's written decision. If the student desires, the Dean, Enrollment Management will meet with the student to discuss the grievance. The Dean, Enrollment Management must respond to the student, in writing, within three (3) business days of receipt of the written grievance. If the student is not satisfied with the decision, the student may proceed to **Step III**.

Step III

The student may request review of the grievance by the Grievance Committee. A student seeking review by the Grievance Committee will submit the grievance, in writing, to the Grievance Committee Chair within three (3) business days after receiving the written decision of the Program Chair/Dean of General Education/Vice President, Academic Affairs, or the Dean, Enrollment Management.

The Grievance Committee Chair will invite the student and the ombudsman, as well as the faculty or staff member, to meet with the Grievance Committee. Both parties (student and faculty/staff) are free to introduce any witnesses or documents they desire. However, all aspects of the presentation may only involve the issue before the Committee. The Committee may ask questions of both parties. Finally, both parties have the option of making a closing statement, if they so desire. The student and faculty/staff member involved in the grievance shall not be present during any deliberations of the Committee.

Following the presentation, the committee will review all aspects of the presentation. Following deliberation, the committee will render a written decision and forward it to the student and faculty member involved in the grievance within three (3) business days.

If the student is not satisfied with the decision of the Grievance Committee, the student may appeal the decision to the President, (LGCNHS), as outlined in **Step IV**.

Step IV

The student shall submit the grievance in writing within three (3) business days to the President, LGCNHS. The President will review the grievance documents and meet with the student or the Grievance Committee Chair as necessary. The President or designee must respond to the student within three (3) business days of receipt of the written grievance.

Definitions and Processes

Selection of an Ombudsman

Prior to proceeding to Step I of the Grievance Process, the student shall select a faculty member to serve as ombudsman during the Grievance Procedure. The faculty member, hereinafter referred to as the ombudsman, may be the student's academic advisor or another faculty member who agrees to serve in this role. A student who is unsuccessful in selecting an ombudsman may request one be appointed by the President, LGCNHS. This must occur within the three days allowed between the informal resolution and Step I of the formal resolution. It is the duty of the ombudsman to notify the President, LGCNHS that he/she has accepted this position.

Role of the Ombudsman

The ombudsman provides counseling and direction to the student throughout the Grievance Process but does not represent the student. During the Grievance Process, the ombudsman may not be an active participant at any formal meetings related to the grievance. It is the ombudsman's responsibility to document the student's progression through the steps of the Grievance Process on the grievance tracking form.

Grievance Committee Membership

The President, LGCNHS shall appoint three (3) faculty members and a committee chair to serve as members of the Grievance Committee. A faculty member having an actual or potential conflict of interest with regard to the student's grievance shall not serve on the Grievance Committee.

The President, LGCNHS will appoint three (3) students to serve on the Grievance Committee. At least one (1) of these students will be selected from the program in which the grieving student is enrolled and one (1) student will be selected from a program in which the grieving student is not enrolled. No student may be appointed who has an actual or potential conflict of interest with regard to the grievance. Decisions of the committee are by simple majority, with the Dean deciding any tie votes.

Time Extensions

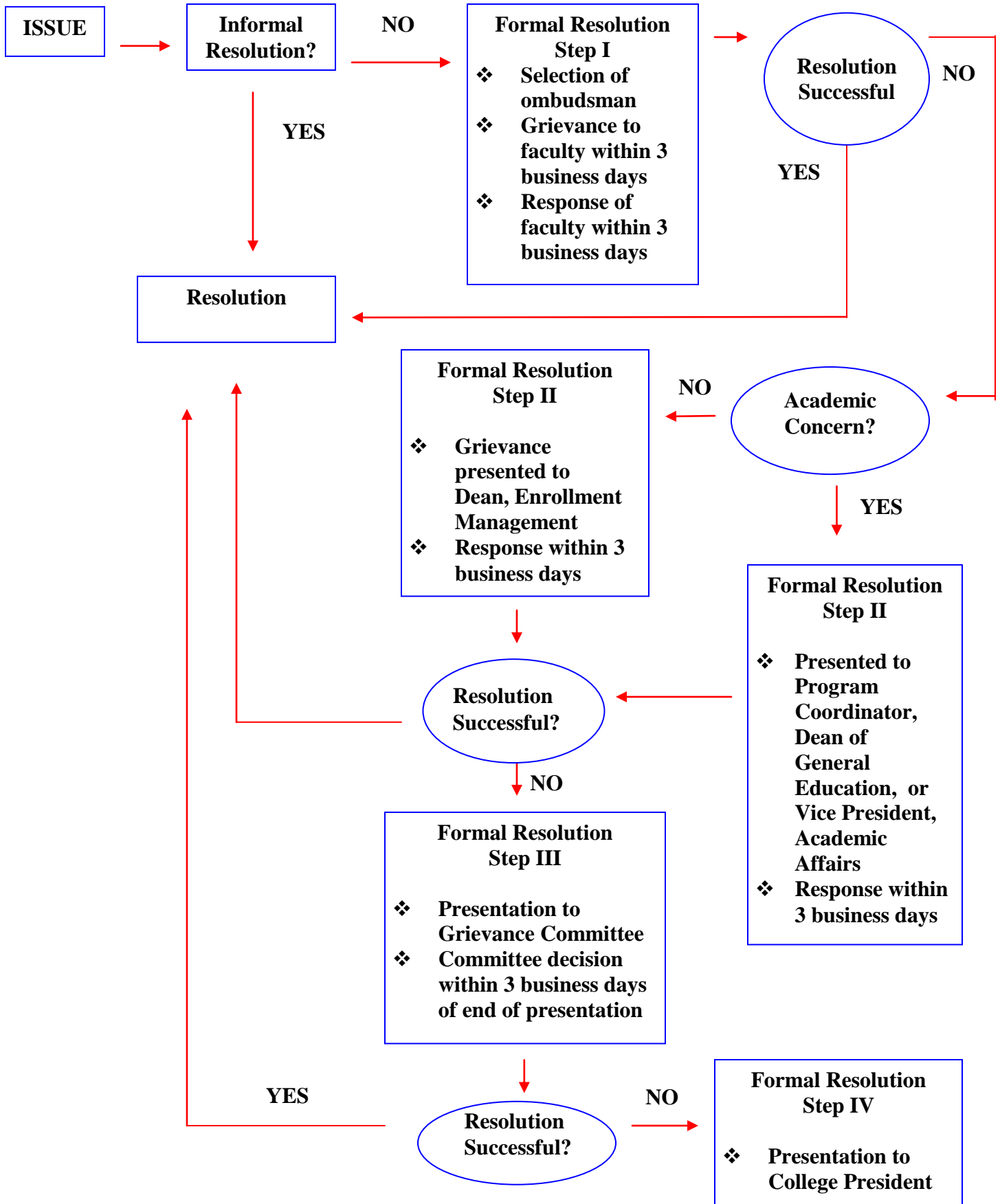
Time extensions may be requested, in writing, at any step of the Grievance Process. The request must be submitted to the Vice President, Academic Affairs in the case of an academic grievance, or the Dean, Enrollment Management in the case of a nonacademic grievance. If a student fails to meet the timeline and does not file for an

extension, the grievance is considered null and void. If a faculty/staff/administrator fails to meet the timeline or file for an extension, the grievance process moves to the next level in the process.

Grievance Tracking Form

The Grievance Tracking Form documents the steps of the grievance process. It is designed to attest that the grievance process proceeded within the specified time limits and to provide information for future statistical data. Following resolution of the grievance, this form is filed in the office of the Administrative Assistant to the President.

GRIEVANCE PROCESS FLOW



6.23 Credit Card Marketing

Purpose: To regulate the advertising, marketing, and/or merchandising of credit cards to students.

1. **Prohibition.** The advertising, marketing, or merchandising of credit cards to students on the College campus is strictly prohibited, except as provided in sections 2 and 3.
2. **Restrictions.** The following restrictions shall be imposed on any individual wishing to advertise, market, or merchandise credit cards:
 - a. The marketer shall register with the Vice President, Finance and Administration and receive express written authorization to be on campus property for the purpose of advertising, marketing, or merchandising of credit cards.
 - b. The marketer shall be restricted to the locations and hours specified by the Vice President, Finance and Administration.
 - c. There shall be no posting of flyers, posters, or other forms of information on any College property for the purpose of advertising, marketing, or merchandising of credit cards, except on the day the marketer is on the campus, provided that it is limited to the immediate vicinity where the marketer has permission to operate.
 - d. There shall be no inducement or gifts provided to the student in exchange for completing a credit card application.
3. **Exemptions.** This policy does not apply to any advertising, marketing, or merchandising of credit cards by either the College or an agent of the College to non-students, nor does it prohibit the advertising, marketing, or merchandising of credit cards to students through direct mail, newspaper, or magazines, or of any affinity-based credit card program to which the College is a party.
4. **Penalty.** Any individual visitor, licensee, or invitee on said campus found violating this policy shall be banned from the campus for a period of two years and any credit card issuer represented by said visitor, licensee, or invitee shall be banned from the campus for a period of one year. Any student, faculty, or other staff found violating this policy shall receive a warning and be subject to disciplinary action as outlined by appropriate College policies.

6.24 Drug Free School

The Lancaster General College of Nursing & Health Sciences (LGCNHS) strives to promote professional competence and social responsibility and to provide quality education and quality client care in a safe environment. Impairment due to drug or alcohol use, and the resulting inability to perform adequately in the classroom or clinical environment, is not consistent with the mission and educational outcomes of the College.

Student Responsibilities

Students are expected to exhibit conduct consistent with professional values, thereby refraining from the use of drugs or alcohol in any inappropriate manner. Students will refrain from the use of alcoholic beverages or illegal drugs at all College functions.

Prior to any clinical experience, any student who is using a medication or chemical that may result in impaired performance must: 1) report to the clinical instructor the use of the substance and 2) provide documentation from the student's primary care provider that the student can perform the essential functions of the student role safely.

Procedure for Identification/Validation of Student Chemical Impairment

A. Employee/Faculty Responsibility

If a student who is participating in College activities exhibits behavior such that there is reasonable suspicion of impairment related to the use of drugs or alcohol, the College employee will:

1. Arrange, if practical, for another professional to observe and document the impaired performance or suspicious behavior. Notify the Vice President, Academic Affairs promptly regarding the observed behavior.
2. Immediately conduct a private meeting with the student to discuss and document the observed behavior and to determine if further action is warranted.
3. Complete a written record of the student-faculty meeting or conference documenting the observed behavior and any additional relevant information. Both the student and the faculty member must sign this record, and a copy will be forwarded immediately to the Vice President, Academic Affairs.
4. If further action is determined to be warranted, additional evaluation and substance abuse testing will occur at the nearest appropriate facility (LGH Employee and Student Health, the respective clinical site, LGH emergency department, etc.). The Vice President, Academic Affairs and personnel at Employee and Student Health at Lancaster General Hospital will be notified that this process is being initiated and will provide direction. If the incident occurs after hours, the Lancaster General telephone operator will contact the Coordinator of Employee and Student Health.

B. Substance Abuse Testing

1. LGCNHS reserves the right to request substance abuse testing when reasonable suspicion of impairment exists. The student will be asked to

sign a consent form authorizing LGCNHS to perform blood alcohol and drug testing and to release the test results to the Vice President, Academic Affairs or their designee. A student's refusal to consent to testing or permit access to these results will result in immediate suspension. Pending full investigation, the student may be expelled or authorized to resume academic study.

2. Following evaluation, arrangements will be made to safely transport the student home. The student will be instructed not to return to school until contacted by the Vice President, Academic Affairs. Receipt of test results may take up to 72 hours.
3. The Vice President, Academic Affairs will inform the student that the incident was documented, fully investigated, and added to the student's educational file. All test results will be included in the documentation.
4. If test results are negative, the student will be permitted to make-up any missed academic or clinical requirements without penalty.

Consequences for Inappropriate Substance Use or Abuse

A student's use of alcohol, illegal drugs, or misuse of drugs in the classroom and/or clinical environment on or off the College campus will result in appropriate discipline, up to and including immediate suspension or expulsion from the College as follows:

- A. A student found to have a positive blood alcohol level while participating in any College-related activity shall receive an immediate three-day suspension. The student must make an appointment with Quest Counseling Services within the three-day period for relevant counseling. Additionally, the student shall be subject to random alcohol or drug testing for one year. Any student who subsequently tests positive for alcohol and/or drugs will be expelled from the College.
- B. A student found to have any detectable concentration of illegal or non-prescribed drugs, including but not limited to, marijuana, amphetamines, barbiturates, benzodiazepines, methadone, cocaine or cocaine metabolites, metaqualone, opiates, phencyclidine, or propoxyphene, may be subject to expulsion on the first offense depending upon the circumstances of the situation. If not expelled, the student must make an appointment with Quest Counseling Services within the three-day period for relevant counseling. Additionally, the student shall be subject to random alcohol or drug testing for one year. Any student who subsequently tests positive for alcohol and/or drugs will be expelled from the College.
- C. If substance abuse testing results are positive, and the student is permitted to remain enrolled in the College, the student will be required to consult with

Employee and Student Health regarding prescribed treatment. The College will work cooperatively with the student in the rehabilitation process, which may include counseling and/or admittance to an approved rehabilitation facility. Documentation must be provided to the Vice President, Academic Affairs verifying successful completion of sessions with the designated drug and/or alcohol counselor or successful completion of a chemical dependency rehabilitation program, as recommended. Failure to follow the prescribed course of treatment during or following the rehabilitation program may result in expulsion from the College.

- D. The illegal possession, use, sale, or purchase of drugs (including alcohol), drug paraphernalia, or controlled substances while on any LGCNHS campus or educational setting may result in expulsion from LGCNHS and in the filing of criminal charges. A student who is arrested for or convicted of a drug offense which involves the sale, possession, or purchase of illegal drugs must promptly inform the Vice President, Academic Affairs of the arrest, the nature of the charges, and the ultimate disposition of the charges. Failure to do so is grounds for disciplinary action, up to and including expulsion from LGCNHS. Such arrest/conviction may subject the student to discipline, including expulsion from LGCNHS, depending upon the charge.

Legal Sanctions

According to the Crimes Code of Pennsylvania, a person commits a summary offense if he/she, being less than 21 years of age, attempts to purchase, purchases, consumes, possesses, or transports any alcohol, liquor, or malt or brewed beverages. This will result in a fine and the loss of his/her driver's license for 90 days. A fee is charged when the license is returned, and automobile insurance rates are usually increased or insurance may be discontinued.

According to the Controlled Substance, Drug, Device, and Cosmetic Act of 1972, a misdemeanor committed by a person is identified as follows:

- A. The manufacture, sale or delivery, holding, offering for sale, or possession of any controlled substance, other drug, device or cosmetic that is adulterated or misbranded.
- B. The intentional purchase or knowing receipt in commerce by any person of any controlled substance, other drug or device from any person not authorized by law to sell, distribute, dispense or otherwise deal in such controlled substance, other drug or device.
- C. The use in the course of the manufacture or distribution of a controlled substance of a registration number which is fictitious, revoked, suspended, or issued to another person.

- D. The possession of a small amount of marijuana (30 grams) only for personal use; the possession of a small amount of marijuana with the intent to distribute it, but not to sell it; or the distribution of a small amount of marijuana, but not for sale.
- E. The use of or possession with intent to use, or the delivery of drug paraphernalia.

Upon conviction, the person shall be sentenced to imprisonment not exceeding one to three years or to pay a fine not exceeding \$5,000.00, or both.

A student who is arrested for or convicted of a drug offense which involves the sale, possession, or purchase of illegal drugs must promptly inform the Administration of the nature of the charges and the ultimate disposition of the charges. Failure to do so is grounds for disciplinary action.

A student is required within five (5) days of a conviction involving a controlled substance(s) to report that conviction to the LGCNHS Administration.

Health Risks

Health is viewed from a biopsychosocial perspective and chemical dependence can impact on any/all of these dimensions. The health of healthcare providers, as well as the patients in their care, can be affected by chemical use/abuse. The problem with drug and alcohol (chemical substances) use, even experimental, is that it can lead to dependence. Chemical addiction is a preventable and treatable disease. Physical effects can be both sporadic and long term and can affect virtually any/every body system. Continuous use of chemical substances can account for chronic debilitating conditions.

The following list, while not inclusive, gives some examples of physical impairment resulting from continuous chemical substance use: hepatic, endocrine, cardiovascular, gastrointestinal, respiratory, and central nervous system disorders. Biological responses resulting from episodic patterns of chemical substance use can include:

- A. Altered levels of central nervous system responsiveness (hyperactivity; sleep disorders; seizures; decreased concentration, memory, and recall).
- B. Altered psychomotor responses (tremors, decreased reflexes).
- C. Altered autonomic nervous system responsiveness (alteration in vital signs).
- D. Altered immune system (pneumonia, potential development of AIDS).
- E. Altered musculoskeletal system responses (pain, fatigue, frequent trauma).

- F. Altered cardiovascular system responses (endocarditis, arrhythmias, hypertension).

Chemical abuse affects the social health of the individual as it impacts on the family and other important sociocultural aspects of life.

There are individuals who are at more risk than others for chemical use/addiction, i.e., children of alcoholics, individuals who have been involved in a wide range of drug experimentation, and children of two generations of female depression. Education, prevention, and coping strategies to avoid physical and mental health risks of chemicals need to be utilized in order to secure a healthy lifestyle in the cognitive, spiritual, biological, and psychosocial dimensions.

Drug/Alcohol Counseling

The Lancaster County area has numerous facilities available for the treatment of individuals experiencing a chemical abuse disorder. Those identified as among the most appropriate sources to utilize for the rehabilitation process of students can be categorized under three general designations: prevention, rehabilitation, and self-help groups. The Lancaster County Drug and Alcohol Information Center has online resources available at: <http://www.dainfo.org/links.cfm>. The following is a partial list of available resources and is subject to change:

Prevention

The Council on Alcoholism and Drug Abuse and the Drug and Alcohol Program of Lancaster County are organizations which emphasize prevention of substance abuse by providing information in the form of books, films, and volunteer speakers.

Rehabilitation

- | | |
|---|--|
| 1. Alcohol Impaired Driver Program
50 North Duke Street
Lancaster, PA 17603
717-299-8016 | D&A Driving While Intoxicated |
| 2. Drug & Alcohol Prevention Unit
50 North Duke Street, PO Box 3480
Lancaster, PA 17602 | D&A Education Information
D&A Occupational Programs |
| 3. Family Service
630 Janet Avenue
Lancaster, PA 17601
717-397-5241 | D&A Outpatient/Drug-Free
D&A Occupational Programs |
| 4. MA Approved
Lancaster Guidance Center
211 Granite Run Drive
Lancaster, PA 17601
717-560-2971 | D&A Outpatient/Drug Free |

- | | |
|--|--|
| <p>5. MA Approved
Lancaster Guidance Center
630 Janet Avenue
Lancaster, PA 17601
717-393-0421</p> | <p>D&A Outpatient/Drug Free</p> |
| <p>6. The Lancaster Freedom Center Inc.
Lancaster, PA 17603
717-397-9118</p> | <p>D&A Outpatient/Drug Free
D&A Partial Hospital/Drug Free</p> |
| <p>7. Vantage House Gaudenzia
212-212½ East King Street
Lancaster, PA 17602
717-291-1020</p> | <p>D&A Education Information
D&A Inpatient Non-Hosp/Drug
Free for Women and Children</p> |
| <p>8. White Dear Run
53-55 North West End Avenue
Lancaster, PA 17602
717-396-0650
Multiple PA Locations
1-800-255-2335</p> | <p>D&A Inpatient Residential
D&A Partial Hospital/Halfway House
D&A Intensive Outpatient</p> |

Self-Help Groups

1. Alcoholics Anonymous (AA) is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problem and help others to recover from alcoholism.
2. Narcotics Anonymous (NA) provides a support group much the same as AA, but with a primary emphasis on sharing experience and hope for attaining a drug-free life.
3. Al-Anon offers a support group for families, relatives, and friends whose lives have been affected by someone else's drinking problem.
4. Ala-Teen is a fellowship of young people whose lives have been affected by alcoholism in a family member or close friend.
5. Adult Child of an Alcoholic (ACOA) is an adult support group that shares experiences, strengths, and hope with each other in order to solve problems relating to growing up in a home in which a parent was an alcoholic or drug addicted.

6.25 Harassment

Lancaster General College of Nursing & Health Sciences is committed to preventing or eradicating harassment for all students and employees.

I. Statement of Harassment

Lancaster General College of Nursing & Health Sciences is committed to an academic and working environment free from harassment. Harassment of any nature is prohibited whether based on an individual's race, color, creed, ethnicity, national origin, gender, sexual orientation, age, religion, marital status, veteran status, or disability. Harassment threatens the legitimate expectation of all members of the College community that the campus environment will be conducive to work and study.

Many forms of harassment are a violation of Title VII of the 1964 Civil Rights Act (for employees) and Title IX of the Education Amendments of 1972 (for students) and are thus illegal as well as a violation of College policy. Preventing harassment is the responsibility of the entire College. Accordingly, the Lancaster General College of Nursing & Health Sciences encourages all students who believe they are being subjected to harassment to follow the outlined complaint procedures. The College will take prompt disciplinary action against individuals, including third parties, who engage in actions that violate this policy.

II. Prevention

Lancaster General College of Nursing & Health Sciences further recognizes that prevention is the best tool for the elimination of sexual harassment and any types of harassment or discrimination. Therefore, the College will take necessary steps to prevent and eliminate all forms of harassment or discrimination including, but not limited to:

1. Publishing this policy for present and future employees and students.
2. Ensuring that training on the prevention of harassment or discrimination is established and offered to full and part-time employees.
3. Publishing harassment or discrimination materials where appropriate.
4. Including an explanation of the College's harassment policy including sexual harassment during student and employee orientation.

III. Scope of Policy

This policy applies to all full-time, part-time, and temporary employees, including administrators, faculty, staff, all applicants for admission, and all members of the student body.

IV. Definitions

Harassment is defined as any unwelcome sexual conduct or request for sexual favors or verbal or physical conduct or any action based on an individual's race, color, creed, ethnicity, national origin, gender, sexual orientation, age, religion, marital status, veteran status, or disability that adversely affects an individual's educational or employment opportunities.

Harassment may include, but is not limited to, repeated remarks of a demeaning nature, implied or explicit threats, slurs, innuendoes or gestures, demeaning

jokes, stories, pictures, objects or activities directed at an individual based on any of the above categories or groups. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, such as unwelcome physical contact, including unnecessary touching, patting, hugging or brushing against a person's body, unwelcome flirtations, or sexual assault, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program, or activity;
2. Submission to, or rejection of such conduct by a student is used as a basis for academic or other decisions affecting a student; or,
3. Such conduct has the purpose or effect of unreasonably interfering with the student's educational experience or academic progression by creating an intimidating, hostile, or offensive academic environment.

Harassment may occur within any relationship. It may occur between instructor and student or it may be directed by students towards a student, faculty, or staff. It may occur among peers. It may occur where no relationship exists between the parties other than being co-students. Sexual harassment may occur between persons of the same or different genders.

V. Complaint Procedures for Sexual Harassment or Any Other Types of Harassment or Discrimination

If a student feels that he/she has been the subject of sexual harassment or any other type of harassment, it should be reported within 60 days to the Vice President, Academic Affairs and the Dean, Enrollment Management.

If a faculty or staff member is informed by a student of a situation involving students and/or employees of the College that could be considered harassment, including sexual harassment, the employee has a duty to inform the Vice President, Academic Affairs and the Dean, Enrollment Management, who will take prompt action to investigate the complaint.

VI. Complaint Investigation

1. In order to initiate the investigation process, the complainant must document in writing the details of the conduct that is the subject of the complaint or relay the information to the Vice President, Academic Affairs and the Dean, Enrollment Management who will complete the incident form which must be reviewed and signed by the complainant. Complaints will be investigated by the Vice President, Academic Affairs and the Dean, Enrollment Management. To the extent possible, complaints will remain confidential and information about them will be provided only to those persons who need to know in order to achieve a timely resolution of the complaint. Similarly, both the complainant and accused party shall be treated respectfully and sensitively at all times.

2. The Vice President, Academic Affairs and the Dean, Enrollment Management will interview the accused regarding the nature of the complaint and will provide the accused with a copy of the complainant's written complaint within 15 working days. If so desired, the accused may have five (5) working days to respond in writing to the complaint.
3. Any persons thought to have information relevant to the complaint shall be interviewed and such interviews shall be appropriately documented. It is expected that employees would cooperate in providing requested information. Other acceptable methods for gathering information include, but are not limited to, visual inspection of offensive materials and follow-up interviews as necessary.
4. Upon completion of the investigation, the Vice President, Academic Affairs and the Dean, Enrollment Management will prepare a written report of the investigation. The report shall include: a summary of the findings, a recommendation as to whether disciplinary action should or should not be pursued against the accused individual, a proposed disciplinary penalty, and the basis for the recommended action.
5. If either the complainant or the accused party disagrees with the determination, an appeal may be made following the College Grievance Policy in the student handbook.

VII. Retaliation

Retaliation against individuals who have filed a charge or participated in an investigation or opposed any unlawful practice is prohibited and will subject the person who retaliates to disciplinary action.

VIII. False or Malicious Complaints

Complainants found to have been dishonest in making the allegations or to have made them maliciously are subject to disciplinary action.

6.26 Electronic Media Services and Confidentiality

Unless specifically superseded or modified by a College Information Services (IS) policy, all computing policies arising from LG IS shall be considered in effect at the College. This policy applies to any individual/company provided access to College IS hardware including workstations, servers, applications, and services. All persons accessing College IS workstations, servers, applications, and services fall within the scope of LG's IS policies unless a College IS policy is specifically enacted to modify or supersede those policies. **Note:** As of the date of this policy, the College has no policies in place which modify or supersede any policies arising from LG IS. The College does have an additional wireless network policy and peer to peer file sharing policy found beneath the Policies Explicitly Adopted section below.

Policies Explicitly Adopted

The following list of LG IS policies is from <http://starnet/Policies/Pages/InformationServicesPolicies.aspx>, and is up to date as of

the revised date of this policy. Each of these policies is explicitly adopted by College IS as a result of this policy statement.

- [Computer Access](#)
- [Electronic Media Services and Confidentiality](#)
- [Installing and Copying of Computer Software](#)
- [Personal Workstation Management](#)
- [Portable Computer Management](#)
- [Remote Access](#)
- [Security Management for Information Systems](#)
- [Virus Reporting and Response](#)
- [Lancaster General College Wireless Internet Access Policy](#)
- [Lancaster General College Peer to Peer File Sharing Policy](#)

6.27 Student Dress Code

I. General Grooming Standards

Students should present a professional, neat, clean, and coordinated appearance.

1. Clothing must be clean and fit properly. Proper fit is defined as clothing that is sized properly (i.e., non-clinging and not too tight or baggy).
2. Clothing must be non-revealing, wrinkle-free, and in good repair.
3. Appropriate undergarments must be worn and should not be visible.
4. All students should follow normal and customary personal hygiene standards.
5. Hair, beards, and mustaches should be well groomed and neatly trimmed.
6. Hair should be neatly combed and clean.

II. Classroom Attire

1. Students may wear casual clothing in class. Casual clothing is acceptable for the library and cafeteria.
2. The following are examples of inappropriate casual attire:
 - a. Sweat shirts and T-shirts with slogans or names that might be considered inappropriate in a scholastic environment.
 - b. Clothing that is so tight as to be form-fitting.
 - c. Tank, halter, tube, or midriff tops.
 - d. Short shorts or boxers.

III. College Uniform

Students will be advised by College faculty of the appropriate time to wear the College uniform. The student uniform must be purchased through the approved vendor and consists of a dark blue pair of pants or skirt (skirt may be no shorter than knee length) and a white polo shirt with the name of the College and the student's specific program embroidered on the front. When wearing the student uniform, students must wear white socks and appropriate shoes, which are predominantly white. Leather or leather-like athletic shoes may be worn. Students must wear white hosiery with skirts. Undergarments must be worn and

may not show through the uniform. Students may not wear uniforms outside of school sanctioned functions.

IV. **Clinical Attire**

Students should refer to program specific handbooks for descriptions of appropriate clinical attire.

The following reflect guidelines typically found in clinical settings. Students should refer to policy requirements specified by clinical affiliates.

Fingernails

1. Nails must be clean and well groomed.
2. Nail polish must be moderate and natural in color. (Avoid extreme colors.) Fingernails should be uniform in appearance and in good repair without chipping. Centers for Disease Control (CDC) guidelines prohibit artificial/acrylic nails or nail decorations in clinical areas.

Make-Up, Tattoos, and Perfume

1. Fragrance should be minimal and used with discretion.
2. If used, make-up should be applied using shades complimentary to natural coloring and students should avoid extreme make-up styles.
3. Visible tattoos should be non-offensive, small in size, and covered when possible.

Jewelry

Students providing patient care should not wear jewelry that dangles away from the body, interferes with clinical performance, or distracts others.

1. Ear jewelry should be less than 1½ inches in diameter and length, and should be limited to two (2) items per ear.
2. Gauges should be solid and not exceed ¼ inch in diameter. Jewelry connectors are not permitted.
3. Rings should be limited to two per hand.
4. Only two bracelets may be worn (must be nonporous).

Facial Piercings (Other Than Ears)

Nose piercings should be limited to one small stud no greater than 1/8 inch. Students with a nose piercing must have a back-to-back nose stud in place. Nose rings or any other facial or tongue piercings are not permitted.

Note: Please refer to program-specific student handbooks for additional dress code requirements.

6.28 Personal Communication Devices

Although students may carry personal communication devices while in the College classroom, all sounds (including vibration) must be turned off so that classes are not interrupted when calls, texts, or pages are received.

Students are expected to follow any personal communication device usage policies of the institution in which they have clinical experiences.

6.29 Non-student Participation in Academic Activities

In an effort to promote an academic environment conducive to learning, only students who are currently registered in a course may attend course lectures, clinical experiences, or labs; participate in course-related activities; or use classroom or lab equipment and materials. Children, parents, or other non-registered parties may not accompany students to class or any course-related activities without the instructor's permission. Approved guests of the College are exempt from this policy.

7 Student Government Association By-laws

ARTICLE I --Name

The name of the organization shall be the Student Government Association of the Lancaster General College of Nursing & Health Sciences (LGCNHS).

ARTICLE II --Purpose

- Section 1. The purposes of this organization shall be to:
- A. foster leadership skills.
 - B. develop positive relationships between students in the various programs of the school.
 - C. organize social and service activities for members.
 - D. encourage student-faculty cooperation.

ARTICLE III --Membership

Section 1. All students currently enrolled in the LGCNHS shall be members of the SGA and are eligible to vote on matters presented to the student body.

- Section 2. The ex-officio members of the SGA are:
- A. President, LGCNHS
 - B. Vice President, Academic Affairs, LGCNHS
 - C. Development and Alumni Officers
 - D. Student Government Faculty Advisor(s)

ARTICLE IV --Officers and Advisors

Section 1. The officers of the Association shall be the President, Vice-President, Secretary and Historian (this position may be combined into one position of Secretary/Historian). The term of office shall be from August to May of the current academic year or until the student graduates within that year, voluntarily resigns, or is excused from office. For positions vacated by December

graduates, officer elect positions will be recruited during the fall elections. The student(s) selected as “officer-elect” shall shadow and assist the officer until that student graduates at which time the “officer-elect” becomes the “officer.”

Section 2. Any officer not fulfilling the obligations of the office, who repeatedly misses meetings without notice, or whose GPA falls below 2.0 may be excused from the position. A replacement will be appointed by the remaining officers and the advisor(s).

Section 3. In the event that an office is vacated before the end of the term, a new officer shall fill that office. The new officer shall be appointed by the remaining officers and the advisor(s).

Section 4. The SGA advisor(s) shall be appointed each year by the Development office in collaboration with the Vice President, Academic Affairs.

Section 5. Duties of Officers:

A. The President shall:

1. Preside at all meetings of the SGA.
2. Appoint special committees as necessary, including committee chairperson.
3. Act as liaison between SGA and the advisor(s).
4. Supervise the planning and implementation of activities.
5. Assist in any evaluation process for SGA.

B. The Vice-President shall:

1. Assume the duties of the President in the absence of the President.
2. Conduct an annual review of the By-laws and submit recommendations to the advisor(s).
3. Assist in the planning and implementation of activities.

C. The Secretary shall:

1. Record and keep the minutes of all SGA meetings.
2. Conduct any correspondence for SGA.
3. Post notices of all meetings two weeks prior to the meetings.
4. Post minutes of meetings one week after the meeting.
5. Distribute minutes to the officers, faculty advisor(s), and Senior Development Officer.
6. Summarize and submit SGA activities for announcement in the bi-weekly email newsletter.

D. The Historian shall:

1. Coordinate documenting and photographing of SGA activities.
2. Maintain a log of the date, time, attendance, and description of each activity.

3. Create a year-end PowerPoint event summary with pictures and descriptions of activities.
- E. Faculty Advisor(s) shall:
1. Organize SGA elections.
 2. Attend SGA meetings.
 3. Ascertain that all SGA activities and actions comply with LGCNHS policies.
 4. Approve and sign all checks from SGA.
 5. Advise SGA in all activities.
 6. Provide guidance regarding leadership to officers of SGA.
 7. Notify the administration and faculty of LGCNHS regarding all SGA activities.
 8. Approve all the proposed amendments and submit them to the Senior Development Officer for approval before they are posted.

ARTICLE V --Elections

- Section 1. Nominations for officers shall be obtained from the student body by early September and elections shall be completed by mid-September.
- Section 2. All voting shall be done electronically.
- Section 3. The candidate receiving the majority of the votes shall be elected.
- Section 4. The SGA advisor(s) shall tabulate and post the results of the election.
- Section 5. If the election of any of the officer positions results in a tie, the two candidates will be offered positions. If either one or both accept the position, they will be the next officer. If both refuse the offer of co-officer positions, then a reelection will occur.

ARTICLE VI --Meetings

- Section 1. Student Government Association meetings shall be held at the discretion of the SGA President and advisor(s).
- Section 2. There shall be at least six (6) meetings per year; 2 meetings of officers and 4 meetings of the general membership.
- Section 3. SGA meetings shall be open sessions and may be attended by any member of SGA.

ARTICLE VII --Quorum

Section 1. The attending SGA members have the authority to vote on any issues. Majority will rule in voting.

ARTICLE VIII --Amendments

Section 1. Any member of the SGA may propose an amendment to the By-laws through a SGA officer or advisor.

Section 2. The proposed amendment must be posted and sent to the Senior Development Officer prior to the next SGA meeting, discussed at that meeting, and voted upon by the members in attendance at that meeting.

Section 3. The SGA advisors or Senior Development Officer may implement by-law changes prior to the fall semester. These changes will be voted upon at the first meeting of the newly elected officers.

Section 4. An amendment to these By-laws shall become effective immediately.

7/21/03, 8/22/05, 6/27/07, 2/11/08, 6/10/10, 9/22/10

8 Signature Page

Ethical Standards Policy

Ethical standards of the College focus on Academic Integrity, the Code of Confidentiality, and the Code of Student Conduct. As a member of the College community, I understand that I am expected to uphold these standards. I have reviewed and agree to abide by the provisions of these three standards while attending the College.

Voter Registration

I have received Voter Registration information.

Verification of Receipt of Drug-Free School Policy

The Federal Government mandates through the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, that an institution of higher education adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students.

I have access to an electronic copy of this institution's Drug-Free School Policy and have read and understood its contents. I understand that my physical condition may affect my work performance and my ability to carry out my student duties, and an impaired physical condition may endanger the safety and welfare of clients. Therefore, if at any time I exhibit impaired academic or clinical performance and reasonable suspicion exists that I am impaired due to the use of alcohol or illicit drugs, I can be asked to submit to an appropriate laboratory diagnostic test to detect the presence of alcohol or illicit drugs. My signature on a consent form will be required at that time.

Receipt of Student Handbook

I have accessed the Lancaster General College of Nursing & Health Sciences Student Handbook. My signature on this document indicates that I have read, understand, and agree to abide by the policies outlined therein. Should a policy violation occur, ignorance regarding what constitutes a violation of these standards will not be accepted as a defense. I understand that I will receive notification via email of policy changes made during the school year.

Student Name (Please print)

Student Signature

Date

The above signature is in effect while the student is affiliated with the Lancaster General College of Nursing & Health Sciences.

PLEASE NOTE: If you are in a clinical major course, you are required to validate that you have signed this form in MyLearning. If you are not in a clinical major course and/or a Baccalaureate student, please print and sign this page and submit it to your academic advisor. *(When printing, please select Current Page to print this page only.)*