

**YOLLE
INSTITUTE
2025 CATALOG
VOLUME I**

Effective November 2025

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Licensed by the commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684

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Mission

The mission of Yolle Institute is to offer professional and comprehensive allied health programs that prepare students with the skills necessary to qualify for entry-level positions in the medical field. Our goal is to provide effective and affordable training that is educational, practical, and convenient.

Program Philosophy

The Program philosophy is to empower students with a patient-centered care approach using skilled faculty, technology, critical thinking, evidence-based knowledge. The school uses a student-centered approach, supporting learners as they evolve alongside the nursing profession. The Institute achieves its philosophy through patient centered care approach, quality education, and Academy's core values:

Patient Centered Care

Patient-centered care is the practice of caring for patients (and their families) in ways that are meaningful and valuable to the individual patient. It includes listening to, informing and involving patients in their care. The IOM (Institute of Medicine) defines patient-centered care as: "Providing care that is respectful of, and responsive to, individual patient preferences, needs and values, and ensuring that patient values guide all clinical decisions." Yolle Institute practices principles of patient centered care. Those principles are:

1. Respect for patients' values, preferences and expressed needs
2. Coordination and integration of care
3. Information and education
4. Physical comfort
5. Emotional support and alleviation of fear and anxiety
6. Involvement of family and friends
7. Continuity and transition
8. Access to care

The faculty believes that individuals and groups function in complex, constantly changing environments. Patient's responses to their health states are dynamic. The nurse will provide care for individuals and groups in this multi-cultural community. Caring behaviors will be provided in a variety of healthcare settings, including acute care, extended care, and diverse community facilities. Collaboration with individuals and groups, including other members of the healthcare team and community agencies, will assist in meeting patient needs and reaching positive outcomes of patient care.

Nursing is a practice discipline whose goal is to provide a safe, effective care environment, promote physiologic and psychosocial integrity and to meet patient needs. Contemporary health care delivery focuses on wellness and the management of chronic conditions. Along with the shift of care into the community, the aging of our population and nation's increasing cultural diversity, the nursing focus includes data and rationales of care based on informatics and critical thinking. The expansion of scientific knowledge and technology marks a different approach to nursing care in the new century.

Objectives

In support of its mission, the school's objectives are:

- To fulfill the educational expectations of students and faculty and to provide the community with professionals capable of meeting the challenges in their chosen field;
- To provide students with all the materials, faculty and administrative support needed to successfully complete their program;
- To encourage and foster the value of life-long learning in our students;
- To provide students with the most up-to-date and comprehensive information available in their field of study;
- To utilize Yolle Institute tools and materials which require the students to effectively demonstrate the integration of the concepts and skills they have learned;
- To maintain an educational environment that respects and welcomes a diversity of individual backgrounds, abilities, interests and opinions.

Disclosure Statements

- The school is nonsectarian and does not discriminate with regard to race, creed, color, national origin, age, sex, disability or marital status in any of its academic program activities, employment practices, or admissions policies.
- Yolle Institute is not accredited by any national agency and therefore cannot offer students access to Federal Student Aid programs.
- The acceptance of the transfer of credits or clock hours earned at this Academy is at the discretion of the receiving institution. It is the student's responsibility to confirm whether or not clock hours earned at Yolle Institute will be accepted by another institution of the student's choice.
- The school does not offer advanced placement based on work experience.
- As a prospective student, you must review this catalog prior to signing an enrollment agreement.
- It is the policy of the school to provide a copy of the latest school catalog either in writing or electronically on the school's website to all prospective students.

Student Rights and Responsibilities

While it is not possible to address all eventualities, it is important that the rights of Yolle Institute students be embraced by the community and observed in the spirit of the Institute's mission. These rights include, but are not limited to:

- The right to be treated equally in academic and social settings
- The right to live and/or attend classes in a physically safe environment
- The right to express diverse opinions in an intellectually safe environment
- The right to privacy
- The expectation of a positive living/learning environment
- The right to learn without disruption
- Access to academic and support services that enhance student learning
- The right to pursue academic interests
- The right to engage in mutual collaboration
- The right to explore personal spiritual growth and development
- The right to know academic requirements and to be evaluated fairly
- The right to engage in service opportunities that enhance learning outcomes, both on and off campus
- The right to associate with student organizations of one's own choosing
- The right to participate in a system of shared governance
- The right to assemble

While it is not possible to address all eventualities, it is important that responsibilities of Yolle Institute students be embraced by the community and observed in the spirit of the Institute's mission. General responsibilities include, but are not limited to:

- Responsible for cultivating personal growth and development through academic, civic, and social engagement
- Responsibility to pursue educational opportunities to the best of one's ability
- Responsible for academic progression and career planning
- Responsibility to explore personal growth and development
- Responsibility to partner and/or cooperate with faculty and staff in the promotion of a positive living and learning environment
- Responsibility to other students
- Responsible for approaching differing and diverse views and opinions with an open mind
- Responsibility to recognize the value of diversity and an exchange of ideas
- Responsibility for showing respect to other students
- Responsibility to the community
- Responsible for engaging in appropriate service-learning experiences that improve the quality of life of those around them
- Responsible for complying with laws, rules and regulations
- Accountability for one's own actions
- Responsibility to maintain the property and facilities of the Institute
- Responsibility to maintain a positive image of the Institute

Ownership

Yolle Institute, Inc. is a for-profit company owned and operated by MSN Yvanne Belanston

Administrative Staff

Yvanne Belanston Director/Program Director
MSN from Chamberlain University, Illinois, USA

Marie Almanord Admissions/Student Services
MSN. from South University, Tampa, FL, USA

Faculty

Yvanne Belanston – Home Health Aide/Practical Nursing Instructor

MSN. Chamberlain University

Darlene Gordon – Home Health Aide/Practical Nursing Instructor

DNP, Colorado Christian University

Minimum PC Requirements for Distance Education

Yolle Institute requires students enrolled in distance education courses to meet the following minimum computer and connectivity specifications to ensure reliable access to Canvas course materials, quizzes, and submitted assignments.

- Operating system: Windows 10 (latest feature updates) or Windows 11; macOS 12 Monterey or later.
- Processor: Intel Core i3 or AMD Ryzen 3 (or equivalent), 1.0 GHz or faster.
- Memory (RAM): 8 GB minimum; 16 GB recommended for smoother multitasking.
- Storage: 128 GB available disk space minimum; SSD preferred for performance.
- Internet connection: Stable broadband with minimum download speed of 1 Mbps and upload speed of 512 kbps; broadband (cable, fiber, or reliable DSL) is recommended.
- Web browser: Latest stable version of Google Chrome or Mozilla Firefox; keep the browser updated.
- Peripherals: Functional webcam and microphone for synchronous sessions or proctored activities, and access to a printer.
- Office software: Microsoft 365 (Word, Excel, PowerPoint) or compatible office suite capable of saving in common formats (.docx, .xlsx, .pptx).
- PDF reader: Adobe Acrobat Reader DC or another PDF reader capable of viewing and printing PDFs.
- Email: Active email account (Gmail, Outlook, or equivalent) for official communications.
- Device skills: Ability to install updates, use word processing software, perform basic web searches, manage email attachments, and upload/download files independently.

Notes: Canvas is best accessed on a modern, supported desktop or laptop. Chromebooks and mobile devices may be used for some activities but may have limited functionality for specific assessment tools or secure browser requirements; students should verify course-specific device requirements prior to enrollment.

Admission Requirements

Home Health Aide

The Home Health Aide programs are open to all individuals who meet the following eligibility criteria: applicants must provide proof of a high school diploma or GED, or if lacking such credentials and aged 18 or older, must demonstrate learning ability by passing the TABE Basic Skills Exit Requirements with minimum scores of 70% in Reading, Math, and Language. All applicants must submit documentation of good physical and mental health through a physical examination conducted by a licensed healthcare provider, along with evidence of compliance with immunization requirements, including a negative urine drug screening, tuberculosis clearance, and immunizations for measles, mumps, rubella, and varicella. Additionally, applicants must complete a Florida Department of Law Enforcement Level 2 Background Check and Drug Screen, and present a valid CPR certification with Basic Life Support (BLS) for Health Care Providers issued by the American Heart Association or an affiliated American Red Cross program.

Practical Nursing

The Practical Nursing Program is open to individuals who meet the following criteria. Applicants must provide evidence of a high school diploma or GED. Those who do not possess a diploma or GED and are 18 years of age or older must demonstrate the ability to benefit from instruction by passing the TABE Basic Skills Exit Requirements with a minimum score of 70% in Reading, Math, and Language.

Applicants must also submit documentation of good physical and mental health, verified through a physical examination conducted by a licensed healthcare provider. Proof of immunization compliance is required, including a negative urine drug screen, tuberculosis clearance, and immunizations for measles, mumps, rubella, and varicella. A Florida Department of Law Enforcement Level 2 Background Check and Drug Screen must be completed.

The Application Process for Practical Nursing

The application for admissions process is as follows:

- 1) Complete an admissions application.
- 2) Complete a personal interview with a school representative.
- 3) Tour the school facilities.
- 4) Pass a Level II Background test
- 5) Pass a drug screening
- 6) Receive and read all required pre-enrollment disclosures.
- 7) Provide documentation of a current Basic Life Support (BLS) CPR card.
 - ✓ *School Catalog with the Program Outline*
 - ✓ *Drug-Free School Policy*
 - ✓ *Read the Enrollment Agreement*
 - ✓ *Make financial arrangement to cover tuition and fees*

Upon completion of the application process, the school will consider the prospective student's application in totality. Once accepted, the applicant will be responsible for arrangements for tuition payments, signing the Enrollment Agreement, and paying for the criminal background check and registration fees. Once the Enrollment Agreement has been signed, the student will be required to attend a comprehensive orientation held prior to the first day of class.

Prospective students who were denied admission, and would like to view their file, may submit a written request. Access to view the file will be granted within 24 to 48 hours of the request.

Transfer of credit

The school will accept transfer of credits on an individual basis. Students can only transfer in a maximum of 75% of clock hours needed to complete the program. At least 25% of the program must be completed at the Yolle Institute. Transfer of credit will be permitted for previous education and/or training based on evaluation and tests set forth by our Institution. Transfer students must have an official transcript, and the evaluation and decisions will be made by Yolle Institute. The school from where the student requested the transfer must be recognized by the Florida Department of Education or the US Department of Education.

Transfer of credit is always up to the receiving institution. Students wishing to transfer from Yolle Institute to another institution will need to review that institution's policy as we do not guarantee transfer of credit.

Also, please know that when it comes to Satisfactory Academic Progress Transfer credits that are accepted by Yolle Institute are included in the calculation of the Maximum Time Frame .

Licensure for Practical Nurses by Examination

The requirements for licensure by examination include:

- Graduation from a Florida approved or accredited nursing education program.
- Graduation from a nursing program that has been issued an NCLEX code by NCSBN.
- Graduation from a nursing education program that is approved or recognized by the jurisdiction in which it is based and that has been issued an NCLEX code by the National Council of State Boards of Nursing (NCSBN).

Academic Policies

Grading System

Grades are based on class work, written examinations, and evaluation of skills and clinical. If you have difficulty maintaining progress, you will receive individual counseling. The grading scale is as follows:

Grades	Percentage	GPA
A =	90 - 100%	4.0
B =	80 - 89%	3.0
C =	70 - 79%	2.0
D =	60 - 69%	1.0
F =	0 - 59%	0.0
U =	Unsatisfactory	N/A

Dress Code

Students must purchase uniforms before the start of class. Students have the freedom to use any vendor they choose to purchase scrubs if they are white. Yolle Institute Iron On patches will be provided to each student. The cost for the uniforms may vary and is the responsibility of the student.

1. During lecture, pre-assignment, and laboratory classes, the student will wear Yolle institute scrubs.
2. Students enrolled in the program must have the appropriate uniform during clinical hours which includes a white scrub uniform with logo of the Institute.
3. Skin tone conservative underwear, neutral in color with no discernible patterns.
4. Plain white undershirt (no pictures, prints, lettering, patterns on the front or back)
5. All white, clean leather medical professional shoes or white sneakers (no clogs, heels, shower shoes, or color sneakers etc.)
6. Student picture identification badge.
7. Hair must not touch the collar of the uniform, and styling must be professional and appropriate. Wigs must comply with the above. No unusual, unnatural hair colors.
8. Students will be permitted to wear plain band rings only; rings with stones will not be permitted. One set of simple post earrings will be permitted (one post in each lower ear lobe); no hoop or dangling earrings will be permitted. Bracelets and or necklaces will not be permitted. Hats and/or sunglasses are not permitted.
9. Fingernails will not extend beyond the fingertips. Clear un-chipped nail polish may be worn. No artificial or acrylic nails/tips are allowed.
10. A long sleeve white T-shirt with no pictures, prints, lettering, or patterns on the front or back) may be worn under the uniform top for warmth.
11. Students shall practice appropriate personal hygiene and grooming. Students failing to practice appropriate personal hygiene and grooming will be dismissed from class/lab or clinical until behavior is corrected. The student will be considered absent for the day(s) as a result of inappropriate personal hygiene and a clinical grade of "U" assigned for the day(s).
12. Strong fragrant colognes and perfumes must not be worn.
13. Makeup should be natural looking. No excessive make-up should be worn.
14. Facial hair must be clean and neatly trimmed.
15. Chewing gum is strictly prohibited in the lab/clinical setting.

Students who do not abide by the dress code could be subject to be sent home and receive an absence for the day.

Required Clinical Equipment

- Stethoscope
- Penlight
- Bandage scissors
- Black pen
- Protective eyewear

*Required Clinical Equipment is the responsibility of the students.

Advisement, Counseling, and Tutorials

1. The student must meet with their faculty advisor at least once a term to ensure appropriate registration and progression through the curriculum. Failure to meet with the assigned faculty advisor may result in the student's inability to advance to the next term of coursework.
2. The full-time faculty members have posted office hours for counseling and to provide academic assistance to students. Please call ahead and determine the faculty member's availability and schedule an appointment.
3. Yolle Institute can assist students in study skills and connecting students with available student support services.
4. Tutorial assistance is provided for students enrolled and is available through the Student Services Center
5. Faculty may require that you attend counseling and/or a tutorial session.
6. Students are permitted and encouraged to utilize the Nursing Laboratory area to facilitate the practice and mastery of required competencies. During these practice sessions, the student must obtain authorization from the Program Director and sign in to be eligible to use the Nursing Laboratory area. During these practice sessions, the student must bring their Nurse Pack for the practicing and mastery of competencies. Hours for open lab will be posted.

Chain of Command

1. Any student having course problems must first approach the appropriate instructor. If the student feels the problem was not resolved appropriately, the student should then make an appointment to see the Program Director.
2. Any student failing to follow this "chain of command" as stated will be sent back to the initial instructor until the procedure has been followed.

Conduct

1. Acceptable quality of work and mature behavior are expected from you.
2. Students are required to follow the policies of Yolle Institute, as outlined in the Institute Students' Rights and Responsibilities from the Student Catalog Book.
3. Yolle Institute takes a strong stand against academic misconduct. Academic misconduct such as giving and/or receiving unauthorized aid during a test or other assignment, not reporting another student who is observed cheating in any way or knowingly plagiarizing any material will result in disciplinary action including potential program dismissal.
4. Students are expected to deal in a positive manner with all individuals while on campus and/or in the clinical facility.
5. Student will be seated prior to the start of class.
6. If you wish to make a statement or ask a question, raise your hand, and wait until recognized by the Course Instructor.
7. The Course Instructor will determine the length of each break. You are expected to return promptly to

the classroom by the end of each break.

8. Cellular phones, and/or personal communication devices MUST be on “vibrate” to prevent class disruptions. During class times, (lecture, laboratory, clinical) the use of electronic communication devices for the purpose of “text messaging” communication is not permitted. In the event a student is caught using these devices, the student will be asked to leave the class for the duration of the day.
9. Cellular phones and/or personal communication devices are NOT permitted during any testing.
10. Cellular phones and/or personal communication devices are NOT permitted during clinical rotation hours.
11. The use of laptop computers for the purposed of program-related activities is permitted during lecture presentations and laboratory activities/ exercises.
12. If the student needs to use the restroom during class, the student may quietly excuse self.
13. The following conditions constitute grounds for disciplinary action up to and including dismissal from the program:
 14. Academic dishonesty
 15. Failure to satisfy health examination requirements or criminal background check
 16. Failure to satisfy minimum course objectives and program competencies with the minimum percentage score as outlined in the catalog or course syllabi.
 17. Failure to comply with the procedures outlined in the catalog
 18. Failure to practice safe patient care.
 19. The student must notify the School Administration if you change your address or phone number.
 20. Any injury or exposure that occurs during a scheduled lecture, laboratory and/or clinical class must be reported to the instructor IMMEDIATELY!
 21. Students may only park in designated student parking areas.
 22. You may not carry a gun, knife, or other weapon while in lecture, lab, or clinic. Violation of this rule will result in immediate dismissal from the program. Students in possession of a firearm on campus or at School sponsored activity will be automatically suspended for a period of up to one year.

In the event of a student’s non-compliance with Yolle Institute policies and procedures regarding academic, conduct and/or attendance, the faculty and administrative staff will utilize procedures to help the student to regain the compliance status.

The procedures to be utilized are:

1. Interview with the student to address and assess the specific situation.
2. Advising.
3. Counseling.
4. Probation.

Other disciplinary actions will be taken if the issue where the student is not maintaining compliance persists. After the probationary period, a thorough analysis of the situation will be made. The actions taken could be temporary or permanent suspension.

Exposure Procedure

1. In the event of exposure during clinical rotations, the student will seek immediate care according to the assigned clinical or training facility’s Handbook.
2. After care is provided, the student must notify the Program Director. The student must also complete an incident report on campus as soon as possible after the exposure occurs and meet with the Program Director to complete all required documentation.
3. Yolle Institute holds bodily injury, property damage and professional liability insurance, with coverage of at least \$1,000,000 per occurrence and an annual aggregate of \$1,000,000 per occurrence.

Clinical Site Distance:

Clinical placement sites affiliated with the Practical Nursing Program may be located at distances of up to 35 miles from the main campus. While Yolle Institute remains committed to arranging clinical experiences that support students' academic progression and scheduling preferences, clinical assignments are subject to availability and may require flexibility on the part of the student.

Students are expected to accept clinical placements as they are assigned and to make the necessary arrangements for travel and, if applicable, overnight lodging. All transportation and accommodation costs associated with clinical rotations are the sole responsibility of the student.

Clinical Pre-Assignment/Rotations

Yolle Institute makes every effort to respect student choices for clinical rotations. However, our clinical site placements are completely dependent upon hospitals making sites available to us. When hospitals change or deny our placements, we must be flexible and make alternative assignments. All students must be prepared for clinical rotations that can be re-scheduled to any day of the week (Sunday-Saturday), and any time of the day or evening. Students are not guaranteed a particular site, day of the week, time frame or faculty member until the first day of the clinical rotation. Yolle Institute will notify students as soon as we know that clinical courses must be rescheduled to another day, time, place, or instructor.

Clinical sites may change requirements such as more frequent health testing, additional drug screens, or additional background checks with little notice. Because of the continuously changing requirements, Yolle Institute reserves the right to change, alter or modify the requirements for students entering any clinical site at any time during their enrollment in the program. If a student is out of compliance with the clinical site to which they are assigned, he or she may have to sit out the term, if an alternate site is not available. Students will be notified in writing via email of any changes in clinical requirements at the earliest possible time.

1. Nursing students will collect data from patients who have been pre-assigned by the faculty. If prior collection of patient data is not permitted by the facility, other arrangements will be made to facilitate clinical preparation.
 - a. Upon arrival, students will identify themselves to the nurse in charge and explain their reason for reviewing the chart.
 - b. Students must limit their data collection to those patients to whom they have been assigned.
 - c. Students cannot care for patients or talk to patients on patient pre-assignment days.
 - d. Patient care can only be given on clinical class days when the faculty is available.
 - e. Students will adhere to the confidentiality laws that protect patients' identities Health Insurance Portability and Accountability Act (HIPAA).
2. It is the student's responsibility to provide their own food, lodging & transportation to campus and clinical rotations.
3. Instructors make clinical assignments on an individual student basis. Students are not authorized to exchange clinical assignments among themselves.
4. Registration for nursing courses (theory, lab and clinical) is the responsibility of each individual student. Students must attend the courses they registered for. absolutely no changes in the theory/lab/clinical schedule will be allowed without Executive Director authorization. If a student changes a schedule without authorization, the student will be immediately reassigned to the original course schedule.
5. Students enrolled in any clinical portion of the Nursing program are required to meet all the mandatory orientation requirements of the facility before being allowed to participate in a clinical rotation. Failure to complete all orientation requirements will result in the student's inability to attend clinical

- rotation and may jeopardize the student's ability to complete the course and/or program.
6. If a student is dismissed from a clinical facility as a result of inappropriate action and/or behaviors, the student may be administratively withdrawn from the course.
 7. Yolle Institute, in cooperation with the clinical facilities, will provide an opportunity for the program participant to observe and provide patient care in a variety of clinical settings. Students may only be at a clinical site at scheduled times. Students should not seek medical advice from staff and/or physicians while in the clinical setting.

The Practical Nursing Program will continually strive to provide students with clinical experiences that meet their academic and scheduling needs, but students must be flexible and take these experiences as they become available. Weekend clinical experiences are particularly difficult and will likely have limited or no availability

Please note that it is the student's responsibility to complete their clinical hours. Travel and travel costs to and from clinical facilities are the responsibility of the student.

Chemically Impaired Nursing Students

1. Yolle Institute supports the federal government's effort in implementing the Drug-Free Schools and Community Amendments of 1989 (Public Law 101-226). See Yolle Institute's Student's Rights & Responsibilities.
2. Students are subject to disciplinary action in accordance with the Yolle Institute's Student's Rights and Responsibilities from the Catalog.
3. Students are prohibited from reporting to lecture, laboratory and/or clinical classes under the influence of alcohol or any substance that impairs physical or mental abilities.
4. The faculty is responsible for identifying students who display behaviors deemed inappropriate to the clinical setting and report this to the respective Program Director or Institute Director.
5. The student will be responsible for any costs associated with testing for alcohol or controlled substances.
6. When the faculty has reason to suspect that a student is under the influence of alcohol or any controlled substance, the faculty will report the incident to the department Director or designee. The Director or designee will meet with the student and the faculty member. The faculty member will document the incident in writing.
7. Upon verification of the behavior, the Director will:
 - a. Inform the student that blood and/or urine testing is being requested and that refusal may result in termination from the program.
 - b. Contact security to escort a student who becomes loud or abusive to the Health Office or Emergency Room.
 - c. Refer the student to Intervention Project for Nursing (IPN) for counseling if blood or urine test is positive.
8. A student who has been dismissed for chemical impairment may appeal for reinstatement by presenting evidence of successfully completing an intervention program to the Institute Director.

Student/Patient Interactions

Each facility should have an orientation and handbook on how to interact with Patients, however, below is a guideline for Yolle Institute students. The Clinical Facility's handbook should guide student patient interactions.

1. It is expected that Students will consistently display a professional and positive attitude in all clinical rotations.
 - a. Students will always identify yourself and explain your role to the patient.
 - b. Students will display courteous behavior towards the patient.

- c. Students will display respect for the patient regardless of ethnicity, socioeconomic background, religion, sex, or sexual orientation.
- d. Students will follow the above objectives regardless of the patient's condition.
- 2. It is expected that you will maintain confidentiality of all patient records and information.
 - a. Students will record all information accurately in the patient's chart and correct any errors properly.
 - b. Students will discuss patient information only with other medical personnel involved in the care of the patient when out of the audible range of the patient and the patient's family and in non-public areas.
 - c. Students will preserve patient anonymity when removing information from the chart for program-related projects. Copying of the patient's record is strictly forbidden and considered a violation of the Health Insurance Portability and Accountability Act (HIPAA).
 - d. Students will discuss with the patient only information already known to the patient.
- 3. It is expected that Students will display respect for the patient's right to privacy. (All students will be familiar with the American Hospital Association's Patient's Bill of Rights.)
 - a. Students will arrange clothing and bedding to maintain patient modesty (when practical).
 - b. Students will knock on the patient's door before entering the room.
 - c. Students will address the patient using their Surname (Last name) with the appropriate title (Mr., Mrs., Ms.).
 - d. Students will perform a physical examination of the patient only when indicated, and with the assistance of a medical professional of the same sex as the patient, when indicated.
- 4. It is expected that students will demonstrate concern for the protection of the patient from injury during all procedures.
 - a. Students will perform only those procedures approved by the instructor.
 - b. Students will adhere to accepted guidelines when performing any procedure.
 - c. Students will assess the patient's condition and response to therapy.
 - d. Students will ensure the safety and comfort of the patient during and after procedures.

Student/Student Interaction

- 1. It is expected that students will consistently display a professional and positive attitude in interactions with fellow students.
 - a. Students will complete all assignments alone, without the aid of another student.
 - b. Students will perform cooperatively when working in assigned areas with other students.
 - c. Students will display respect for fellow students regardless of ethnicity, socioeconomic background, religion, sex, or sexual orientation.

Student/Instructor Interaction

- 1. It is expected that students will consistently display a professional and positive attitude when interacting with instructors.
 - a. Students will work to the best of your ability to complete all assignments.
 - b. Students will use established procedures in mediating any differences between yourself and the instructor.
 - c. Students will always demonstrate respect for the instructor regardless of ethnicity, socioeconomic background, religion, sex, or sexual orientation.
 - d. background, religion, sex, or sexual orientation.
 - e. Students will always demonstrate appropriate behavior and adapt to instructional input.

Student/Clinical Personnel Interactions

- 1. It is expected that students will consistently display a professional and positive attitude when interacting with the clinical personnel.
 - a. Students will identify themselves by wearing the proper uniform and picture ID.
 - b. Students will display respect for all clinical personnel regardless of ethnicity, socioeconomic

- background, religion, sex, or sexual orientation.
- c. Students will read and practice all rules, regulations, and procedures that are established for the department to which they are assigned.
2. It is expected that students will first discuss, with the instructor, any established clinical procedure or any technique observed in the facility, with which you do not agree.
- a. Students will not discuss or debate any clinical procedure in the presence of a patient and/or family member.
 - b. Students will demonstrate respect for the clinical rotation site by careful and responsible use of the facility and related equipment.

Distance Education

Online Instructional Platform

Yolle Institute utilizes Canvas as its official learning management system (LMS) for the delivery of online instructional content. Canvas supports secure access to course materials, assignment submissions, discussion forums, and learning modules.

Practical Nursing Distance Education

Yolle Institute delivers its Practical Nursing program through a blended instructional model that separates theory instruction from hands-on practice and assessment. All theory hours are eligible for delivery online through Canvas. Students can access course materials, discussion forums, and learning modules. Quizzes associated with theory instruction are also available through Canvas and are configured to support instructional pacing. Written assignments and independent projects can also be submitted electronically through Canvas.

Midterms, finals, licensure preparation assessments, and exit exams are administered on-ground at the Haines City campus. Practical skills evaluations are conducted in person using standardized rubrics and instructor observation. These evaluations are designed to verify psychomotor competency and the application of theoretical knowledge.

Yolle Institute maintains an academic integrity policy that outlines expectations for student conduct and procedures for addressing suspected violations.

Minimum PC Requirements for Distance Education

Yolle Institute requires students enrolled in distance education courses to meet the following minimum computer and connectivity specifications to ensure reliable access to Canvas course materials, quizzes, and submitted assignments.

- Operating system: Windows 10 (latest feature updates) or Windows 11; macOS 12 Monterey or later.
- Processor: Intel Core i3 or AMD Ryzen 3 (or equivalent), 1.0 GHz or faster.
- Memory (RAM): 8 GB minimum; 16 GB recommended for smoother multitasking.
- Storage: 128 GB available disk space minimum; SSD preferred for performance.
- Internet connection: Stable broadband with minimum download speed of 1 Mbps and upload speed of 512 kbps; broadband (cable, fiber, or reliable DSL) is recommended.
- Web browser: Latest stable version of Google Chrome or Mozilla Firefox; keep the browser updated.
- Peripherals: Functional webcam and microphone for synchronous sessions or proctored activities, and access to a printer.
- Office software: Microsoft 365 (Word, Excel, PowerPoint) or compatible office suite capable of saving in common formats (.docx, .xlsx, .pptx).
- PDF reader: Adobe Acrobat Reader DC or another PDF reader capable of viewing and printing PDFs.
- Email: Active email account (Gmail, Outlook, or equivalent) for official communications.

- Device skills: Ability to install updates, use word processing software, perform basic web searches, manage email attachments, and upload/download files independently.

Notes: Canvas is best accessed on a modern, supported desktop or laptop. Chromebooks and mobile devices may be used for some activities but may have limited functionality for specific assessment tools or secure browser requirements; students should verify course-specific device requirements prior to enrollment.

To uphold academic integrity and ensure the validity of student submissions, the following protocols are in place:

1. Examinations:

All examinations including midterms, finals, and licensure preparation assessments and exit exams are administered on-ground at the campus under direct instructor supervision. These exams are delivered in controlled environments to prevent unauthorized assistance and ensure secure testing conditions.

2. Quizzes:

Quizzes can be administered online through the Canvas. These assessments are used to monitor ongoing comprehension and are designed to support instructional pacing.

3. Practical Skills Evaluations:

Hands-on demonstrations and clinical skill assessments are conducted in person using standardized rubrics and instructor observation. These evaluations are essential for verifying psychomotor competency and application of theoretical knowledge.

4. Assignment Submissions and Projects:

Written assignments and independent projects can be submitted electronically via Canvas. All submissions are subject to originality verification using plagiarism detection tools.

Professionalism and Participation Metrics:

Attendance, punctuality, engagement, and adherence to professional standards are tracked and incorporated into final course evaluations. These metrics reflect behavioral expectations and contribute to holistic student assessment.

Academic Integrity Policy

Yolle Institute upholds academic integrity as a core institutional value. All students are expected to complete coursework, examinations, and assignments honestly and independently, without unauthorized assistance or misrepresentation of their work. Academic integrity violations include, but are not limited to, cheating, plagiarism, fabrication, unauthorized collaboration, and falsification of records.

Cheating is defined as the use of unauthorized materials, information, or assistance during any academic evaluation. Plagiarism includes the presentation of another person's work, ideas, or expressions as one's own without proper attribution. Fabrication refers to the falsification or invention of data, citations, or other academic information. Unauthorized collaboration occurs when students work together on assignments or assessments without explicit instructor approval. Falsification of records includes altering or misrepresenting academic documents, attendance logs, or examination materials.

All major examinations are administered on-ground under direct supervision. Students are required to present valid identification prior to testing, and any irregularities are documented using standardized incident reporting procedures. Online quizzes and assignments submitted through Canvas are subject to originality screening using integrated plagiarism detection

software. Faculty review similarity reports and initiate follow-up procedures when necessary. Suspected violations of academic integrity are investigated by the course instructor and referred to the Director when appropriate. Students are notified in writing of the alleged violation, the supporting evidence, and the opportunity to respond. Sanctions may include grade penalties, course failure, suspension, or dismissal, depending on the severity of the violation and the student's prior record. All findings and outcomes are documented in the student's academic file.

Students are responsible for reviewing the Academic Integrity Policy and adhering to its provisions throughout their enrollment. The policy is published in the Catalog and referenced in all course syllabi. Questions regarding academic integrity procedures may be directed to the Director.

Yolle Institute expects all students to uphold the principles of honesty, responsibility, and professional conduct in all academic work. Academic integrity is required for admission, progression, and completion of programs. Violations of this policy may result in academic and disciplinary sanctions and will be documented in the student record.

Scope and Principles

This policy applies to all students, coursework, examinations, clinical and laboratory evaluations, practicum activities, projects, and any other academic work completed while enrolled at Yolle Institute. Students must present work that is their own, give proper credit for others' ideas, follow instructions for collaborative work, and accurately represent attendance and clinical performance.

Definitions and Examples of Violations

- **Cheating:** Using or attempting to use unauthorized materials, information, or assistance during any academic evaluation. Examples include using unauthorized notes, copying from another student, receiving answers during a test, or using electronic devices to obtain assistance without authorization.
- **Plagiarism:** Presenting another person's words, ideas, data, or creative work as one's own without proper attribution. Examples include copying text from sources without citation, submitting work produced by another person, or paraphrasing without credit.
- **Fabrication:** Inventing, falsifying, or altering data, citations, clinical hours, or records, including falsifying signatures, attendance, or patient documentation.
- **Unauthorized Collaboration:** Working with others on individual assignments or assessments without explicit instructor permission.
- **Facilitation of Academic Dishonesty:** Helping another student commit any form of academic misconduct, including sharing answers, completing work for another, or providing access to unauthorized materials.
- **Falsification of Records:** Altering institutional records, grade reports, or official documents to misrepresent academic standing or outcomes.

Prevention and Expectations

Students must review course syllabi for specific expectations on collaboration, source citation, and use of allowable resources. Written assignments submitted through Canvas are subject to originality screening. All major examinations are administered on-ground under proctor supervision. Faculty will design assessments and use available tools and practices to minimize opportunities for dishonesty. Students are responsible for understanding citation practices, proper use of sources, and the mechanics of the LMS.

Reporting, Investigation, and Adjudication

Any faculty member, staff, or student who suspects an integrity violation must report the suspected incident to the course instructor and the Director. The instructor conducts an initial review and gathers relevant evidence, including exam logs, assignment metadata, similarity reports, witness statements, and clinical documentation. Students receive written notice of the allegation and the evidence and are given an opportunity to respond in writing or in a meeting.

If the instructor's review indicates a possible violation, the case is referred to the Director for adjudication. The Director evaluates the evidence, determines whether a violation occurred, and assigns sanctions when appropriate. Decisions and sanctions are issued in writing to the student and recorded in the student's academic file.

Sanctions

Sanctions are proportionate to the nature and severity of the violation and the student's prior record. Possible sanctions include one or more of the following: a warning; requirement to resubmit work with penalty; grade reduction for the assignment; failure of the assignment or course; required remedial work or academic integrity training; probation; suspension; or dismissal. Sanctions for fabrication related to clinical documentation or licensure preparation may include removal from clinical activities pending review and referral to licensing authorities when required by law or regulation.

Appeals and Record Retention

Students may appeal decisions by submitting a written appeal within the timeframe specified in the notice of decision. Appeals are reviewed by the Director. The School Director shall review the case and determine the appropriate decision to be taken. This decision shall be made within seven days. Records of allegations, investigations, findings, sanctions, and appeal outcomes are retained in the student's file.

Roles and Responsibilities

Faculty are responsible for communicating academic expectations, documenting suspected violations, and initiating reviews. The Director adjudicates cases and maintains policy consistency. The Director also provides oversight of the integrity program and ensures training for faculty and staff. Students are responsible for knowing and following this policy, seeking clarification from faculty when expectations are unclear, and cooperating with investigations.

Education and Resources

Yolle Institute provides orientation materials, periodic training, and resources on citation practices, use of the LMS, and academic honesty. Faculty may require completion of academic integrity modules as a condition of course participation. Questions about this policy or requests for guidance should be directed to the Director.

Code of Academic and Clinical Conduct

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of all clients.
- Maintain client confidentiality. (HIPAA)
- Take appropriate action to ensure the safety of clients, self and others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
- Collaborate with the academic faculty and clinical staff to ensure the highest quality of client care.
- Refrain from performing any technique or procedure for which the student has not been approved.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary
 - risk of injury to the client, self or others.
- Abstain from the use of substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

The actions expected of all nurses and nursing students reflect the values, rules, and practices of nursing. These must be demonstrated throughout each course and throughout the program.

Deviations will result in a failing clinical grade, and/or withdrawal from the program.

All students are expected to:

- Follow policies and guidelines, Program, and the affiliating agency.
- Treat others with respect.
- Provide patient care only when the instructor is on the premises.
- Maintain personal appearance according to program policies.
- Maintain confidentiality.
- Report promptly to the clinical area and clinical conferences.
- Notify the instructor and unit personnel prior to being late or absent.
- Attend all clinical sessions.
- Report to instructor and assigned staff member when coming on and leaving the clinical area.
- Prepare for clinical experiences by collecting patient data and researching and developing a preliminary plan of care.
- Cooperate with others on the health care team.
- Report all pertinent information, including abnormal findings, to the clinical instructor and staff member or designated person.
- Participate in pre- and post- conference and share learning experiences with others.
- Accept responsibility for assignment (e.g. complete assignment, complete own work, perform ongoing chart review for changes).
- Seek instructor's guidance before performing new or invasive procedures, administering a medication, or when changes occur in the patient's status.
- Apply knowledge from previous courses.
- Practice nursing using legal/ethical principles that demonstrate cultural sensitivity.

Student Agreement

Students are expected to comply with all policies, procedures, and regulations of Yolle Institute. It shall be your responsibility to receive, become thoroughly familiar with and adhere to any expectations and policies as outlined in the most recent printing of:

- School Catalog
- Yolle Institute Lecture, Laboratory, and Clinical Schedule
- Yolle Institute Program Objectives and Syllabi
- Yolle Institute Student's Rights and Responsibilities
- Student Confidentiality Statement

It is the student's responsibility to engage in behaviors that will lead to the successful attainment of all course objectives and competencies. This includes adhering to all information outlined in the Student Catalog. It is the responsibility of the Institute and the Nursing program instructors to direct, assist, and encourage the student in the successful attainment of all course objectives and the fulfillment of Program competencies. This includes administering and enforcing all information outlined in the catalog as well as providing appropriate didactic, laboratory, and clinical instruction; conducting periodic evaluations (testing) of progress; and informing students of that progress.

Definition of a Clock Hour

A "clock hour" means a period of 60 minutes with a minimum of 50 minutes of instruction in the presence of an instructor. The Florida Board of Nursing recommends that a student plan to dedicate at least two-to-four hours of independent reading and/or study for every hour of class s/he attends. Estimated hours spent on out of class activities will be defined in more detail by the course syllabus and are not applicable to the total clock hours of the program.

The CGPA is a weighted average calculated by multiplying the clock hours for each course by the grade point equivalent received for that course, summing the results, and dividing that sum by the total credit hours attempted. Students must achieve a CGPA of 2.0 or above to be eligible for graduation from their program of study.

Satisfactory Academic Progress

To remain in good standing, the student must maintain at least a cumulative grade point average of 70% or a C. Written numeric grade reports for each subject will be provided to students by the second school day after the completion of the course or module. A student achieving a cumulative grade point average below 70% at the time of evaluation will be advised of their unsatisfactory academic progress and placed on academic probation.

The institution must monitor student's academic progress in their program of study. Students who are not meeting the minimum satisfactory academic progress (SAP) standards will be subject to sanctions.

Yolle Institute is a non-degree Diploma granting institution. Satisfactory progress is based on clock hours completed and is checked three times during the program. The first check will be made at 25% of the program at which time the student must have a minimum of a 2.0 GPA. The second check is done at 50% of the program and the student must have a minimum grade point average of 2.0 GPA. The third check is done upon completion, where the student must achieve a minimum of a 2.0 GPA.

At each evaluation satisfactory progress is checked. If the student is not maintaining the grade point average as previously specified, the student will be put on a thirty-day probationary period, at the end of which time the student should have raised his/her average to minimum standard. If, however, the student was unable to raise his/her GPA, after the probationary period, he/she will receive a failing grade at that point. However, student may be allowed to repeat the failed course at a later cycle or be dismissed from the program.

At each assessment point satisfactory academic progress, students will be required to have successfully completed (passed) a minimum of 67% of the total number of credits attempted up to that point in time.

Practical Nursing – 1350 clock Hrs.

First Term Check: 33.3% = 450 Clock hours - Minimum of 2.0 G.P.A
Second Term Check: 66.6% = 900 Clock hours - Minimum of 2.0 G.P.A
Third Term Check: 100% = 1350 Clock hours - Minimum of 2.0 G.P.A

Home Health Aide – 75 clock Hours

First check: 100% = 75 Hours - Minimum of 2.0 G.P.A.

Sanctions

If a student does not meet the minimum SAP standards, the student will be placed on a warning status for the following term.

- If at the end of the warning term, the student meets the minimum SAP standards, the student will be returned to active status. A student may not have two consecutive warning terms.
- If the minimum SAP standards are not achieved by the end of the warning term. The student may continue taking classes for one additional term but will be placed in a status of probation.
- If the student does not meet the minimum SAP standards after the additional term (probation). the student will be dismissed from Yolle Institute.

The student will be notified in writing of each change in their SAP status.

Graduation Requirements

A student is eligible to graduate from a diploma program when all of the following requirements have been met:

1. Successfully complete all required courses listed in the program of study with a cumulative grade point average of 2.0 or higher.
2. Meet or exceed the institution's published standards for satisfactory academic progress (SAP).
3. Satisfy all program-specific requirements, including clinical hours, competencies, capstones, skills demonstrations, or other mandated components.
4. Pass the program-specific comprehensive/exit exam at the required minimum score:
 - a. Practical Nursing: Students must pass the ATI Practical Nursing exit exam with a minimum score of 75% to be eligible for graduation.
 - b. Home Health Aide: Students must pass the program comprehensive exam with a minimum score of 70% to be eligible for graduation.
5. Satisfy all outstanding financial obligations to the institution.

Academic Probation

The probation period shall not exceed one evaluation period. An evaluation period shall be once a week for Home Health Aide programs and once a month for the Practical Nursing program. The student must maintain a minimum academic grade point average of 70% or C or better during the probation period.

Any student that fails to meet a minimum academic grade point average of 70% or C or better during the probation period shall be dismissed. They may appeal the dismissal by following the student appeals procedure outlined in this catalog. A student whose enrollment was terminated for unsatisfactory progress may reenroll in a subsequent program 6 months after termination.

Remedial Work and Repeated Courses

The school does not offer remedial or make up work. When a subject class is repeated, the higher grade for the repeated subject class will be considered in the determination of the student's grade average for the course of study.

Attendance Policy

The school's attendance policy approximates the expectations found in a work situation. It is essential that each student learns the discipline of regular and prompt attendance as well as the skills involved in the workplace. At the time the student moves from education and training into a career, employers will be interested in dependability and punctuality. No matter how skilled the person, an employee is valuable only when present on the job. Regular and punctual attendance to scheduled classes is expected, the school understands that emergencies and unforeseeable life situations occur that may lead the student to miss class. Students must maintain a minimum of 80% attendance in class and clinical. If a student misses a class or clinical, the hours recorded for the absence will be the number of hours listed on the schedule. If a student is not on an approved leave of absence and is absent more than five (5) consecutive school days, the student will be dismissed.

After an extended illness of more than three (3) days, a student is required to present written clearance from a physician to return to school. If for any reason a student is not able to attend a scheduled class or clinical, the student must call the school at least two (2) hours prior to the scheduled class or clinical. A record of attendance is kept for each student as a part of the student's permanent records. Student records are available to students upon request.

Absence

Excused absences may be granted for any of the following reasons:

- Death in the immediate family (parent, spouse, child, sibling, in-law)
- Student's illness documented by a physician
- Illness or injury of an immediate family member (parent, spouse, child, sibling, in-law) documented by a physician.
- Military duty with documentation.

Tardiness

Students must come to class on time. Late arrivals may be excused at the discretion of the instructor. Tardiness is defined as arriving more than 5 minutes after the start of a regularly scheduled class. Once a student has three (3) unexcused late arrivals, the student must be formally counseled. A counseling session will determine what actions should be taken by the student to reduce tardiness. Three (3) or more unexcused late arrivals will be marked as an absent.

Leave of Absence

A leave of absence shall not exceed 60 days. A student requesting a Leave of Absence must do so in writing. The letter must state both the reason for the Leave of Absence and the time required. The decision shall be at the sole discretion of the Program Director.

A student, who does not return at the end of their Leave of Absence, will be considered to have withdrawn from the program. Tuition charges for the time of attendance will be calculated according to the regular refund policy as published on the student's enrollment contract. If a student is on leave for medical purposes, the student must present a statement from his or her physician permitting return to school. The school will permit a student to take one (1) Leave of Absence (LOA) during any program.

Attendance Probation

Students must maintain a minimum of 80% attendance in class and clinical. If a student overall attendance drops below 80%, the student is advised by the School Director and will be placed on probation for one evaluation period. At the end of one evaluation period the student will be re-evaluated. If the following conditions are met, the probationary status will be lifted.

- Students are required to have an overall attendance rate of 80%.
- Students must achieve a grade of "C" or higher.
- Students must have a satisfactory progress report from the instructor.

Failure to achieve satisfactory progress after the probationary period will result in dismissal from the school unless a special condition is made and documented by the School Director.

Dismissal

A dismissed student has a right to appeal through the grievance procedure. Yolle Institute reserves the right to dismiss any student from the program for any of the following reasons:

- Failure to make satisfactory progress
- Missing more than 20 percent of instruction time
- Not maintaining the minimum grade point average
- Not meeting financial responsibilities to the school
- Violation of probationary status
- Non-compliance of the rules and regulations of the school
- Engagement in any illegal or criminal act such as: possession of firearms and/or other weapons, theft, vandalism of school property, possession or use of drugs on school premises or any other violation of state laws.
- Any conduct that brings discredit or embarrassment to the school

The School Director will notify the student in writing should it become necessary to dismiss the student. The dismissal letter will contain the date and the reason for dismissal. Prepaid tuition will be refunded according to the school's refund policy.

Student Complaint/Grievance Policy

All grade disputes must be made within two weeks of the grade posting date. The student disputing the grade shall initially discuss the issue with the instructor. If the dispute is not resolved through dialogue between the instructor and the student, the student may contact the School Director for assistance.

A student who has a complaint that is not grade-related shall submit the grievance, in writing, to the Administration. The School Director shall review the case and determine the appropriate decision to be taken. This decision shall be made within seven days, upon receipt by the Administration of the student's written complaint.

When such differences arise, usually a miscommunication or misunderstanding is a major contributing factor. For this reason, we urge both students and staff to communicate any problems that arise directly to the individual(s) involved. If the problem cannot be resolved in this manner, the School Director should be contacted. Normally, the informal procedure of “discussing” the difference(s) will resolve the problem. In addition to complaints previously stated and appeals of an academic nature a student has a right to complain to the institution. If a student wishes to file a written complaint, they may do so. All written complaints will be resolved within 10 days and will be sent to the student in writing.

If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Commission for Independent Education, Florida Department of Education at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

The institution forbids any type of sexual harassment by its employees or students towards other employees, job applicants, students, or prospective students. Any student who feels they have been discriminated against must file a complaint with the School Director or Program Director

Student Services

Faculty and staff at the schoolwork along with the individual student to aid in making the duration of the program comfortable. All resources that are available to us are utilized to the fullest to assist the student in attaining his/her career goal. Student Services offers personal assistance and financial advising.

Orientation

A new student is oriented to the school's facilities, policies, and procedures prior to the start of the program. A new student will receive a written course outline and list of competencies required for successful completion of each course, no later than first class meeting.

Drug-Free Policy

For the protection and welfare of all students and staff, the school has established the following drug-free policy. All students are hereby notified:

- That the unlawful manufacture, distribution, possession, or use of a controlled substance in the school is prohibited;
- That violations of this prohibition will result in discharge or other appropriate actions;
- That as a condition of enrollment, each student agrees that he/she will abide by the terms of the above statement, and will notify the School Director of any criminal drug statute conviction for a violation occurring in school no later than five days after such conviction;
- All employees and students must certify that, as a condition of enrollment, employment, he/she will not engage in the unlawful manufacture, distribution, dispensation, or the use of a controlled substance during the period covered by employment or the period where federal financial assistance is used for education;
- This policy follows the U.S. Department of Education and the Drug-free Schools and Communities Act Amendment of 1989.

Financial Advising

Payment plans may be customized as needed to help students meet their financial obligations to the school. Plans of payment will be designed so that the last payment is due on or before the issuing of diplomas. A non-refundable registration fee of \$75.00 is required to be paid at the time of registration.

At time, loans services may be available for those who qualify. Students are responsible for understanding the terms and conditions of their loan. They must manage their loan directly with the lender. Yolle Institute or its members will not be liable for any loan default or any fraud with respect to this financial transaction. Yolle Institute will facilitate this process by collecting the necessary documents and application forms from the student to the lender through the student services' Office.

Placement Assistance

The School Director serves as a liaison between the graduates and the business/medical community. Information on job search techniques is provided to students and graduates based on the current needs of local businesses and industry. However, no employment information or placement assistance provided by the school should be considered either expressly or implied as a guarantee or promise of employment, a likelihood of employment, an indication of the level of employment or compensation expected, or an indication of the types or job titles of positions for which students or graduates may qualify.

This assistance consists primarily of educating students in developing the ability to successfully perform these tasks as they begin to seek employment. These tasks are taught during and towards the end of each program.

- Preparing resumes
- Developing job interviewing skills
- Identifying job position openings
- Maintaining employment once hired
- Developing and utilizing a network of professional contacts who can aid the job search effort

A successful job search is dependent upon the confidence, willingness, and preparedness of the applicant. Students and graduates are encouraged not to place restrictions on their job search endeavors regarding location, starting salary, and specific benefits. Any employment students or graduates may obtain through the school's assistance may, in all probability and likelihood, be an entry-level position.

The school shall not deny admission or discriminate against students enrolled on the basis of race, creed, color, sex, age, disability, sexual orientation, or national origin. The school will reasonably accommodate applicants and students with disabilities to the extent required by applicable law.

Academic Counseling

Faculty office hours will be noted in the appropriate course syllabus. Faculty members will be available a minimum of one hour each week to provide student counseling. Staff members will be available in the administration office during business hours. A student may contact either an instructor or the Program Director if one is in need of academic counseling services during business hours.

Student Conduct

Expected behavioral conduct for training at Yolle Institute is the enhancement of professionalism. Prospective employers seek employees of integrity, commitment, advocacy, reverence, and stewardship of individuals who will be a positive addition to their organization. Learning to communicate, listening, coping with stress, problem solving, participates in teamwork, self- discipline, and appropriate dress code are expected standard of conduct

required of all students on campus and at clinical sites.

Students must behave off school premises in a manner that reflects favorably upon their association with the school. Therefore, all students must obey all federal, state, and local laws. If any student fails to comply with these requirements, to the school's satisfaction, the school may, in its sole discretion, suspend or terminate the student. Students must treat the school's equipment and facilities with proper care and concern. Any student who intentionally or carelessly defaces or damages any school property (as determined by the school) will be subject to disciplinary action and may be held liable for repair or replacement of such property. Any student who is terminated for violating this conduct section may petition the School Director, in writing, for reentry into the next available class of the student's program. Final determination related to reentry will be at the sole discretion of the school.

Smoking, Food and Beverage

To protect the health and safety of all persons, no smoking is allowed in the school - designated smoking areas will be addressed during orientation. Food and beverages are only allowed in the designated areas. No food or beverages are allowed in the classrooms, skills laboratories, or library at any time.

Dress Code

All students are required to wear name badges and uniforms from Yolle Institute. The uniform is embroidered with the school logo. All students are required to wear leather (no mesh) athletic all white tennis, waterproof, and are in new or like-new condition. Also, clean socks must be worn at all times. Uniforms may be purchased from the school. All students are required to always maintain the highest level of hygiene.

No artificial nails, natural colors, tattoos must be covered with an all-white under shirt, natural hair color (no loud colors), minimum jewelry, small round earrings (two holes max per ear), no visible piercings, no tongue or belly piercings, nails ¼ inch length from nail bed, no chipped or peeling polish.

Student Records

Permanent student educational records are filed and maintained in the administrative office for each individual student. Yolle Institute guarantees each student access to that student's records indefinitely. Yolle Institute requires written consent from the student for release of records in response to third-party request, unless otherwise required by law. The school provides and permits access to student and school records as required for any process initiated by the school or by the Commission for Independent Education. Students desiring to view their records may request to see their records in the school office during normal business hours or may schedule a time to review records that is convenient to both the student and the school administration.

As current or former Yolle Institute student, FERPA affords you certain rights regarding your education records. They are:

- The right to inspect and review your records. You may request to review your records by submitting a written request
- The right to seek amendment of your records which you believe are inaccurate, misleading, or otherwise in violation of your privacy rights. Requests for amendment of records must be in writing and must describe the specific portions of specific records that you wish to have amended, text or instructions as to the change desired, and the reasons why the change is justified;
- The right to restrict the disclosure of Directory Information; and

- The right to file a complaint with the Department of Education's Family Policy Compliance Office concerning alleged failures by Yolle Institute to comply with the requirements of FERPA.

Definition of Education Records

Education records are those records directly related to a student maintained by the Yolle Institute or by a party acting for the Yolle Institute.

Release of Education Records

Except as provided in FERPA or other applicable law, the Yolle Institute will not disclose personally identifiable information from your education records unless you provide a written release containing:

- What information is to be released
- To whom the information is to be released
- The purpose for which it is to be released
- Your signature and the date signed

Faculty and staff are responsible for protecting the identity of students and keeping student grades confidential. Grades or evaluations linked to personal identifiers (names, ID numbers, or social security numbers) may not be publicly disclosed. Grades or evaluations may be posted only by using randomly generated codes or numbers. The return of graded papers or other assignments must also be accomplished in a manner that protects your identity.

Requesting References or Recommendations from Faculty or Staff

Students who request written or verbal references or recommendations from Yolle Institute, faculty or staff members need to do so in writing. Such letters or statements are most effective if they contain specific information about your academic or work performance; this type of information is considered "non-directory" information and cannot be released without the signed written consent of the student, according to the Family Educational Rights and Privacy Act (FERPA) and the Yolle Institute, Student Records Policy.

Your request should contain the following:

- What information is to be released (be as specific as possible)
- To whom the information is to be released (name, address)
- The purpose of the release of the information (application for a specific job or admission to a graduate program, for example)
- Your signature and date

Requests that do not contain these four elements are not in compliance with FERPA.

Some graduate programs, scholarships or job applications require the use of their own prepared packets and may include a form which provides a place for your signature authorizing release of non-directory information. If that completed form or a copy of it always accompanies the pages to be completed by UO faculty or staff members, no additional authorization is required.

Facility and Equipment

Yolle Institute is located at 280 Patterson Dr, Suite 2, Haines City, FL 33844. This 1,200 ft² space is divided into a reception area, an administrative office, one classroom and lab for student learning. The mailing address for 280 Patterson Dr, Suite 2, Haines City, FL, 33844. There will be adequate space for the first year of operations. The school is fully air-conditioned to provide a comfortable learning environment. Aquinas Online library is available that will include books, eBooks, media, dictionaries, thesaurus, and other learning materials. The latest equipment is available on-site to allow a hands-on training approach.

The facility and equipment used fully complies with all federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health. The training facilities are designed with the total learning and comfort needs of the students as the main focus.

- Our educational environment is created with lectures, demonstration/practice, and testing.
- It is equipped with medical supplies required for demonstration in the relevant programs.
- The administrative offices are located on-site adding to the convenience for students.
- The classroom is equipped with multi-media technology.
- There is adequate parking for all students.
- Care of Facilities - We rely on all students, staff, and guests to care for our facilities with pride.
- There is to be no eating or drinking in the classrooms and on the entrance patio.
- Kindly refrain from littering. Trash bins are provided for disposal of trash.

Hours of Operation

Day Classes	Monday - Thursday	9:00am - 4:30pm
Evening Classes	Monday - Thursday	5:00pm - 9.00pm
Administrative Offices	Monday - Friday	9:00am - 6:00pm

Schedule of Tuition Payments, Fees And Charges

The current tuition costs, including fees and all other charges necessary for each course are:

Program Title	Registration Fee	Background Check	Books, Supplies, and Uniforms	Tuition	Total Cost
	Non-refundable	Non-refundable	Non-refundable	Refundable	
Home Health Aide	\$75.00	\$75.00	\$150.00	\$450.00	\$750.00
License Practical Nurse	\$75.00	\$75.00	\$1,000.00	\$12,000.00	\$13,150.00

Cancellation and Refund Policy

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by Certified Mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.
3. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (not to exceed \$150.00).
4. Cancellation after the first week of class, through 40% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing more than 40% of the program will result in no refund.
6. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
7. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.

Methods of Payment

- Full payment at time of signing enrollment agreement.
- Registration fee at the time of signing enrollment agreement with balance paid prior to program start Date.
- Registration fee at time of signing enrollment agreement with balance paid prior to graduation.

Termination Date

- The termination date for refund computation purposes is the last date of actual attendance by the student unless earlier written notice is received.
- Refunds will be made within 30 days of termination or receipt of Cancellation Notice.
- A student can be dismissed, at the discretion of the School Director, for insufficient progress, nonpayment of costs, or failure to comply with the rules.
- If the school terminates a program for any reason, the student will receive a 100% refund on monies paid to the school.
- For a student who is on a leave of absence, the termination date is the date the student was scheduled to return from the leave of absence and failed to do so.

Withdrawals

Any student wishing to officially withdraw from the school must notify the School Director in person or send a letter by certified mail. A student who missed school for 5 consecutive days and does not notify the School Director will be considered unofficially withdrawn.

To determine unofficial withdrawal, the school monitors student attendance daily. The withdrawal date will be the last date the student attends class. In the case of a student not returning from an approved Leave of Absence, the withdrawal date will be the earlier of the dates the student notifies the institution s/he will not be returning or the first date the student was to return from leave but did not. All accounts are subject to the School's refund policy based on the withdrawal date.

Re-Enrollment

Students who voluntarily withdraw from a program may re-enroll for the next available program. To re-enroll a student must follow the required admissions procedures. If a student has been dismissed from the program for any reason, they must appeal that decision with the Institute Director, and only the Institute Director can decide if the appeal is granted or denied.

Program Information

Home Health Aide (Diploma) Program – 75 Clock Hours

Program Description

This program prepares students to enter the workforce as Home Health Aides or home attendants by providing instruction in services that promote maximum independence and safety within the home environment. Students gain knowledge of long-term care facility operations, effective communication, and respect for resident rights, while developing employability skills and understanding legal and ethical responsibilities. The curriculum emphasizes infection control, emergency response, accident prevention, fire safety, disaster preparedness, and techniques for promoting resident independence. Additionally, students learn organizational skills, observation and charting practices, and how to meet personal care needs.

Home Health Aide Program Objective:

Home Health Aide students are expected to demonstrate comprehensive knowledge of the health care delivery system and various health occupations, along with strong communication and interpersonal skills. They must understand and uphold the legal and ethical responsibilities of the role, including HIPAA compliance and the ability to identify signs of domestic violence. Students apply wellness and disease concepts, practice safety and security procedures, and respond appropriately to emergencies, including administering BLS-CPR. Infection control practices, including OSHA standards, are emphasized, as is familiarity with bloodborne diseases such as AIDS. The curriculum includes basic computer and employability skills, foundational math and science application, and personal patient care procedures. Students learn to apply principles of nutrition, provide care for geriatric patients with active or passive range of motion, offer bio-psycho-social support, assist with rehabilitative activities, and perform supervised management functions aligned with the patient's plan of care, culminating in the delivery of comprehensive home health services.

Graduation Requirements

Upon satisfactory completion of this program graduates will receive a certificate from Yolle Institute when they:

Complete each required course / meet each course's minimum standards in addition to obtaining an overall CGPA of 70% or higher and satisfy all financial obligations.

Practical Nursing (Diploma) Program – 1350 Clock Hours

Program Description

The Practical Nursing Program prepares graduates for entry-level employment as licensed practical nurses. Instruction includes theoretical coursework, hands-on clinical experience, and simulation training in medical-surgical nursing, pharmacology and medication administration, geriatric and long-term care, and obstetrical and pediatric nursing. Upon successful completion, graduates are eligible to sit for the NCLEX-PN licensure examination.

PROGRAM BREAKDOWN BY COURSE					
Course Number	Course Title	Total Clock Hours	Theory Clock Hours	Clinical Simulation Hours	Clinical Clock Hours
LPN 101	Medical Terminology	45	45	0	0
LPN 102	Introduction to Nursing	90	45	20	25
LPN 103	Long Term Care Nursing	120	75	10	35
LPN 104	Anatomy and Physiology	75	75	0	0
LPN 105	Fundamentals of Nursing	150	75	30	45
LPN 106	Pharmacology and Intravenous Therapy Skills	75	45	30	0
LPN 107	Medical Surgical Nursing I	195	75	30	90
LPN 108	Medical Surgical Nursing II	195	75	30	90
LPN 109	Maternal Newborn Nursing	120	45	30	45
LPN 110	Pediatric Nursing	120	45	30	45
LPN 111	Mental Health Concepts	90	45	0	45
LPN 112	Community Health	60	15	0	45
LPN 113	Transition to Practice	15	15	0	0
			Theory Hours are eligible for distance education		
TOTAL:		1350	675	210	465

Practical Nursing Program Objective:

Graduates of the Practical Nursing Program will demonstrate behaviors aligned with the Nurse Practice Act of the State of Florida and uphold the ethical standards of the practical nursing profession. They will apply foundational nursing principles to address the physical, social, and psychological needs of patients across diverse populations and age groups. Students will function effectively as contributing members of the nursing team, providing therapeutic, rehabilitative, and preventative care. They will exhibit strong organizational skills in implementing patient care plans and assist in restorative care to support patient independence. Professionalism will be reflected through appropriate employability skills, sound work ethics, and readiness for the workforce. Upon program completion, graduates will be prepared to sit for the state board licensure or certification examination.

Graduation Requirements

Upon satisfactory completion of this program graduates will receive a Diploma from Yolles Institute when they:

- Complete each required course / meet each course's minimum standards in addition to obtaining an overall CGPA of 70% or higher and
- Satisfy all financial obligations.

Courses Descriptions

CHC 101: Introduction to the Healthcare Industry & Caregivers – 6 Clock Hours

4 Lecture Hours 2 Lab Hours

Prerequisite: None

During this module, the student learns the role and responsibility of being a caregiver in the healthcare field. An overview of the various aspects of healthcare and how modern technology has gained importance to the execution of job duties. The student will also learn techniques on how to be fiscally responsible. Discussion of employment and self-employment opportunities will be covered as well. Upon completion of this course, the student will have created a resume based on their positive attributes as well as the tools needed to interview well with potential employers.

CHC 102: Patient Rights – 2 Clock Hours

2 Lecture Hours

Prerequisite: CHC 101

The student is instructed in patient rights as specified in Florida Code of Regulations and in Title 42 Code of Federal Regulations Part 483, Sections 483.10, 483.12, 483.13, and 483.15. The student learns how to properly observe patients and the responsibility or reporting, patient care plans, patient care documentation, and legal issues of charting.

CHC 103: Interpersonal Skills – 1 Clock Hour

1 Lecture Hours

Prerequisite: CHC 101/CHC 102

In this module, the student learns communications, defense mechanisms, social cultural factors, attitudes toward illness and health care and family interaction.

CHC 104: HIV/AIDS – 4 Clock Hours

4 Lecture Hours

Prerequisite: None

This course is designed to provide the necessary information concerning HIV/AIDS and the medical worker. Students will learn the history of HIV/AIDS, procedures and protocols required for caring for HIV/AIDS patients, the pathology of the disease and the expectations, objectives of clinical management that is standard for HIV/AIDS patients.

CHC 105: Body Mechanics – 2 Clock Hours

1 Lecture Hour 1 Lab Hour

Prerequisite: CHC 101/CHC 102/CHC 103

In this module, the student learns of the basic rules of body mechanics, proper transfer techniques, ambulation, the proper use of body mechanics and positioning techniques.

CHC 106: Medical & Surgical Asepsis – 4 Clock Hours

2 Lecture Hours 2 Lab Hours

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105

The student will learn of Micro-organisms, the universal precautions used for infection control including methods to handle patients, and all materials that are soiled with blood and/or body fluids from patients. The methods prescribed shall be designed to reduce risk of transmission of potentially infectious etiologic agents from patient to patient and between patients and health care workers.

CHC 107: Weights and Measures – 3 Clock Hours

1.5 Lecture Hours 1.5 Lab Hours

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106

During this module, the student learns to measure accurately intake and output fluid balance, fluid intake, fluid output, forcing and restricting fluids. Measure resident's height and weight on the bed or upright scale. The student will learn to understand the Metric system, by weight, length, and liquid volume. The student will also learn military time i.e. a twenty-four (24) hour clock.

CHC 108: Vital Signs – 3 Clock Hours

1.5 Lecture Hours 1.5 Lab Hours

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107

During this module, the student learns the vital signs, measuring the temperature, measuring the pulse, measuring respiration, measuring blood pressure and different parameters of vital sign and nursing care management, reporting and proper documentation.

CHC 109: Observation and Charting – 2 Clock Hours

1 Lecture Hour 1 Lab Hour

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108

The student learns how to properly observe patients and the responsibility or reporting, patient care plans, patient care documentation, and legal issues of charting. There is also an introduction to medical terminologies.

CHC 110: Medical Errors – 2 Clock Hours

2 Lecture Hours

Prerequisite: None

The purpose of this course is to educate healthcare professionals about the performance improvement process, the influence of human factors in errors, how to identify situations where errors commonly occur, and how to apply strategies for prevention.

CHC 111: Domestic Violence – 2 Clock Hours

2 Lecture Hours Prerequisite: None

This course is designed to assist the healthcare worker in understanding domestic violence and the mandates about domestic violence that involve healthcare workers. It concludes with strategies for healthcare workers to use in identifying and managing victims of domestic violence. Aspects of recognizing signs of substance abuse will also be discussed.

CHC 112: Nutrition – 3 Clock Hours

2 Lecture Hours 1 Lab Hour

Prerequisite: 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108/CHC 109

The student learns the Principles of Basic Nutrition, Basic Four Food Groups, Religious Dietary Restrictions, The Four Major Types of Nutrients, The Importance of Water, Nutrient and Calorie Needs, Assessing Nutrition, Good vs Poor, Regular and Special (Therapeutic) Diets, Therapeutic Diets that Eliminate, Restrict, or Change the Proportion of Foods or Nutrients, Therapeutic Diet that are Served in 4 Particular Form, Supplemental Food and Fluids, and Principles of Fluid Balance.

CHC 113: Emergency Procedures – 4 Clock Hours

2 Lecture Hours 2 Lab Hours

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108/CHC 109/CHC 112

During this module, the student will learn emergency procedures, general safety rules, fire and disaster plans, medical emergency signs and symptoms the roles and procedures for Nurses, and patient safety and emergency including overview of CPR and first aid for choking resident.

CHC 114: Changes in Health – 2 Clock Hours

2 Lecture Hours

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108/CHC 109/CHC 112/CHC 113

The purpose of this course is for the student to utilize their observational sense to detect any changes in the emotional, physical, and psychological health of the patient and how to handle those situations.

CHC 115: Rehabilitative Nursing – 3 Clock Hours

2 Lecture Hours 1 Lab Hour

Prerequisite: CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108/CHC 109/CHC 112/CHC 113/CHC 114

During this module, the students learn importance of rehabilitation for residents with limited mobility or compromised residents preventing serious complications. Learn range of motion exercises, assistive devices to assist the resident to assist with their activities of daily living.

CHC 116: Patient Care Skills – 10 Clock Hours

3 Lecture Hours 7 Lab Hours

Prerequisite: CHC 101/ CHC 101/CHC 102/CHC 103/CHC 104/CHC 105/CHC 106/ CHC 107/CHC 108/CHC 109/CHC 112/CHC 113/CHC 114/CHC 115

During this module, the student learns the proper procedure for bathing patients and medicinal baths, oral hygiene with their own teeth, dentures or to unconscious residents, shaving, hair care combing and shampooing, dressing and undressing, nail care, skin care including back rub to supervise, assist total care to dependent residents. The student learns how to collect specimens, including stool, urine, and sputum. Students learn to care for patients with tubing to include but not limited to urinary, gastric, oxygen and intravenous. (This care does not include inserting suctioning or changing the tubes). Student also learns the meaning of intake and output, bed making, cleansing enemas and laxative suppositories, bandages, and non-sterile dry dressings, including the application of non-legend topical ointments to intact skin surfaces.

CHC 117: Death & Dying – 2 Clock Hours

1 Lecture Hour 1 Lab Hour

Prerequisite: All CHC courses

During this module, the student learns of the different stages of grief, the emotional and spiritual needs of the patient and family, rights of the dying patient, signs of approaching death, monitoring of the patient, and post-mortem care.

HHA 201: The Health Aide in the Home Setting – 4 Clock Hours

3 Lecture Hours 1 Lab Hour

Prerequisite: None

The student will learn an orientation to home health care, understanding and working with various client populations, practical knowledge and skills in home management. This course teaches verbal and written communication skills applicable to the home health aide practice. The student will learn the legal and ethical responsibilities of the home health aide. It teaches the home health aide how to perform home health care services while providing a safe and comfortable environment for the patient.

HHA 202: Maintenance Tasks of Home Care – 4 Clock Hours

2 Lecture Hours 2 Lab Hours

Prerequisite: HHA 101

This course is designed to prepare the student on how to properly maintain the patient's home and belongings. Topics covered include how to properly clean the living areas including the kitchen, how to do laundry. Students will also learn the importance of watching for various objects in the home that may currently or at some time in the future become a safety hazard.

HHA 203: Dietary Duties for Home Care – 4 Clock Hours

2 Lecture Hours 2 Lab Hours

Prerequisite: HHA 201/HHA 202

In this course, the factors related to food in the client's home are addressed. The student will learn what factors to take into consideration when food shopping, how to properly store food and fluids, and preparing and serving food trays in the home. An emphasis will be placed on how to prevent the potential of food poisoning, balancing a proper diet with fluids, and checking for expired items regularly.

HHA 204: Safety Factors in Home Care – 4 Clock Hours

2 Lecture Hours 2 Lab Hours

Prerequisite: HHA 201/HHA 202/HHA 203

In this course, the student will learn when it is proper to report any safety concerns to the family and/or employer. The student will learn how to set-up the resident's home to ensure the highest level of safety possible. An emphasis will be placed on preventing falls by making sure all walkways are free of any obstructions. The proper care of the resident's bathroom will also be a focus including use of shower chairs, rubber mats both inside and outside the bathtub/shower and other specialized equipment used in the bathroom that could pose a threat of injury including potential slip and fall emergencies.

HHA 205: Assistance with Self-Administration of Medications – 4 Clock Hours

2 Lecture Hours; 2 Lab Hours

Prerequisite : HHA 201/HHA 202/HHA 203/HHA 204

This course covers all the aspects of assisting residents with self-administration of medication as outlined by the Florida Department of Elder Affairs. The student will learn how to set-up a medication storage system that prevents medication errors. The various routes of medication intake will be stressed as well as how to read prescription bottles in the event that the resident needs assistance. The student will also learn the documenting requirements involved with this process.

LPN 101: Medical Terminology – 45 Clock Hours

45 Lecture Hours

Prerequisite: Acceptance into the LPN program

Medical Terminology is designed to develop in the students a working knowledge of the language of medicine. Students acquire word building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms of body systems, students identify proper uses of words in a medical environment. Knowledge of medical terminology enhances students' ability to successfully secure employment or pursue advanced education in healthcare.

LPN 102: Introduction into Nursing – 90 Clock Hours

45 Lecture Hours 20 Clinical Simulation Hours 25 Clinical Hours

Prerequisite: LPN 101

This course focuses on use of nursing and related concepts by practical nurses as providers of care and members of discipline in collaboration with health team members. Emphasis is placed on the Concepts of Adult Learning; Communication; Professionalism; Nursing Ethics and Law; Wellness; Holistic Care; and Health Care Delivery Systems.

LPN 103: Long Term Care Nursing – 120 Clock Hours

75 Lecture Hours 10 Clinical Simulation Hours 35 Clinical Hours

Prerequisite: LPN 102

Nurses make valuable contributions in providing health care. Nurses are trained to care for people who are ill or need help in caring for themselves. The care given is always under the guidance and supervision of licensed health care providers such as nurses or physicians. The competencies needed to successfully complete the objectives for this course are identified from the skill standards produced by the Oklahoma Department of Career and Technology Education's Testing Division for the Health Certification Project of the Oklahoma State Department of Health using the DACUM process. Students may exit from the course after obtaining Long Term Care aid certification.

LPN 104: Anatomy and Physiology – 75 Clock Hours

75 Lecture Hours

Prerequisite: LPN 103

Anatomy and Physiology for Practical Nursing is the study of the structures and functions of the human body. The areas studied will be an integration of biology and chemistry and will include but are not limited to: Organization of the Body; Chemical Basis for Life; Cells & Tissues; System; Skeletal System; Muscular System; Nervous System; Endocrine System; Blood, Circulatory System; Lymphatic and Immune System; Respiratory System; Digestive System and Metabolism; Urinary System, and Reproductive System. The course may include laboratory experiences.

LPN 105: Fundamentals of Nursing – 150 Clock Hours

75 Lecture Hours 30 Clinical Simulation Hours 45 Clinical Hours

Prerequisite: LPN 104

This course is an introduction to nursing care. Topics include safety; asepsis; focused assessment; documentation; nursing process; admission, transfer and discharge; pain, comfort and sleep; geriatric care; basic nutrition; mobility; care of the dying patient; therapeutic procedures and surgery; wound care; heat and cold; phlebotomy; respiratory care; urinary care; digestive care and skills competency. Emphasis will be given to the practical nursing student developing critical thinking skills, recognizing legal/ethical responsibilities, acting as a patient

advocate, maintaining positive patient/colleague relationships, and by implementing appropriate standards of care.

LPN 106: Pharmacology and Intravenous Therapy Skills – 75 Clock Hours

45 Lecture Hours 30 Clinical Hours

Prerequisite: LPN 105

This course provides instruction in basic pharmacology and medication administration skills, including IV therapy, as well as skills needed for safe and effective medication administration. A brief introduction to fluid and electrolyte balance will be included. Content includes components of medication preparation and administration including the essential knowledge needed to adequately contribute to the assessment and evaluation of the effect of medication on clients across the lifespan. This course is designed to give basic understanding of medications. Emphasis is on the importance of knowledge of drugs, their use and accuracy in administration. Legal implications and the role of the practical nurse in medication administration are included in this course.

LPN 107: Medical Surgical Nursing I – 195 Clock Hours

75 Lecture Hours 30 Clinical Simulation Hours 90 Clinical Hours

Prerequisite: LPN 106

The Medical Surgical I course addresses disorders while incorporating concepts from previous courses. This course focuses on deviations of health in adults. Student will learn how the nursing process guides the holistic care of the individual. The body systems included in this course are: Integumentary; Musculoskeletal; Respiratory; Cardiac; Vascular, Hematology and Immune. Adult Medical Surgical Clinical focuses on utilization of the nursing process in caring for acute care patients. The emphasis will be on prioritization, decision-making, time management and critical thinking appropriate to the LPN's scope of practice. As the student progresses, more complex patient situations will be presented, and they will begin to function in a role independent of the instructor.

LPN 108: Medical Surgical Nursing II – 195 Clock Hours

75 Lecture Hours 30 Clinical Simulation Hours 90 Clinical Hours

Prerequisite: LPN 107

Medical Surgical Nursing II continues to address disorders while incorporating concepts from previous courses. This course focuses on deviations of health in adults. Student will learn how the nursing process guides the holistic care of the individual. The body systems included in this course are: Sensory: Neurology; Digestive; Endocrine; Urinary; Reproductive and Oncology. Advanced Adult Medical Surgical Clinical is a continuation of the utilization of the nursing process in caring for acute care patients. The student will care for multiple patients during this clinical rotation. The emphasis will be on prioritization, decision-making, time management and critical thinking appropriate to the LPN's scope of practice. As the student progresses, more complex patient situations will be presented, and they will begin to function in a role independent of the instructor.

LPN 109: Maternal Newborn Nursing – 120 Clock Hours

45 Lecture Hours 30 Clinical Simulation Hours 45 Clinical Hours

Prerequisite: LPN 108

Maternal Newborn Nursing is designed to familiarize the student with the holistic approach to care for the antepartum, intrapartum, postpartum patient and the neonate. The normal processes of conception, fetal development, labor and delivery, postpartum period, and family

involvement will be included. The course includes the care of the normal patient and newborn as well as those with complications. The PN student will participate in the nursing care of the expected mother and the delivery of the infant.

The PN student will reduce the patient's potential for developing complications or health problems related to treatments, procedures or existing conditions of pregnancy and childbirth and provide the mother and newborn patient care labor, during delivery and post-partum.

LPN 110: Pediatric Nursing – 120 Clock Hours

45 Lecture Hours 30 Clinical Simulation Hours 45 Clinical Hours

Prerequisite: LPN 109

Pediatric Nursing course expands upon the concepts learned in Medical Surgical Nursing to address disorders specific to pediatric patients. The student will be able to relate normal growth and development, concepts of wellness and needs of the hospitalized child. The physical, emotional, social needs of the pediatric patient and their family will be explored.

LPN 111: Mental Health Concepts – 90 Clock Hours

45 Lecture Hours 45 Clinical Hours

Prerequisite: LPN 110

This course presents an introduction to Mental Health Nursing. The course provides an introduction into mental health care and prevalent mental health disorders. The practical/vocational nurse provides care that assists with promotion and support of the emotional, mental, and social well-being of clients. Terms such as abuse/neglect, behavioral management, coping mechanisms, chemical dependencies, crisis interventions, cultural awareness, grief and loss, stress management, support systems will be covered.

LPN 112: Community Health – 60 Clock Hours

15 Lecture Hours 45 Clinical Hours

Prerequisite LPN 111

This course provides the student with knowledge of the individuals, families, and community as well as the nursing implication of health maintenance. Students will study the various of Community Nursing in the hospital, community center, outpatient clinics as well as assisting in community health assessment.

LPN 113: Transition to Practice – 15 Clock Hours

15 Lecture Hours

Prerequisite: LPN 112

This course provides concepts related to the transition from student licensed practical nurse. Leadership and delegation skills are enhanced as the student functions in the role of team leader. The course will prepare the student to independently assume the role of the LPN in professional practice; a preceptor rotation assists in the completion of this transition.

Course Numbering System:

The 3-character prefix indicates the type of course. The numbers identify the order in which the courses are taken.

The prefix represents the program code as follows:

CHC = Core Healthcare courses HHA= Home Health Aide courses LPN= Practical Nursing courses

School Holidays – 2026

New Year's Day	January 1st
Martin Luther King Day	January 19 th
President's Day	February 16 th
Memorial Day	May 25 th
Independence Day	July 4 th
Labor Day	September 7 th
Veterans Day	November 11 th
Thanksgiving Day	November 26 th
Day after Thanksgiving	November 27 th
Christmas Eve	December 24 th
Christmas	December 25 th

*If a holiday falls on a Saturday, it will be observed on the Friday before. If a holiday falls on a Sunday, it will be observed on Monday.

Hours of Operations

Day Classes	Monday - Thursday 9:00 am - 4:30 pm
Evening Classes	Monday - Thursday 5:00 pm - 9.00 pm
Administrative Offices	Monday – Friday 9:00 am - 6:00 pm

Academic Calendar 2025-2026

Home Health Aide 2 Months	
Start date	Schedule End Date
1/6/2026	3/10/2026
1/29/2026	4/3/2026
2/21/2026	5/25/2026
3/16/2026	5/19/2026
4/8/2026	6/12/2026
5/1/2026	7/5/2026
5/24/2026	7/29/2026
7/7/2026	9/10/2026
7/30/2026	10/3/2026
8/22/2026	10/25/2026
9/14/2026	11/18/2026
10/7/2026	12/10/2026
10/30/2026	1/4/2027
11/22/2026	1/25/2027
12/15/2026	2/18/2027
1/7/2027	3/11/2027
1/30/2027	4/3/2027
2/22/2027	5/25/2027
Practical Nursing 12 Months	
Start date	Schedule End Date
1/6/2026	1/14/2027
5/10/2026	5/16/2027

Catalog Receipt

I, _____
certify that I have received the most recent copy of Yolle Institute catalog.

By signing below, I also certify that I have reviewed the policies contained herein and understand that I am required to follow the policies, school rules and information in this catalog.

I also certify that I have been informed about the program payment Policy, academic, lab, and assignment responsibilities.

I understand that failure to comply with my scheduled payments, assignments, weekly assigned hours and academic responsibilities may cause my student status to be withdrawn from this program.

Student Signature

Date:

Admission

Representative Date: