American Career College

2016-2017 College Catalog

4th Edition

www.americancareercollege.edu

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CAMPUSES

Los Angeles- Main Campus
4021 Rosewood Ave.
Los Angeles, CA 90004
(323) 668-7555

Orange County- Branch Campus
1200 N. Magnolia Ave.
Anaheim, CA 92801
(714) 763- 9066
Facility Expansion
2411 & 2461 W. La Palma Ave.
Anaheim, CA 92801

Long Beach- Branch Campus
236 E. 3rd Street
Long Beach, CA 90802
(562)206-0400

Ontario- Main Campus
3130 East Sedona Court
Ontario, CA 91764
(909)218-3253

Lynwood- Main Campus
3680 East Imperial Highway #500
Lynwood, CA 90262
(310) 900-8050

www.americancareercollege.edu

COLLEGE INFORMATION

Mission Statement and Educational Philosophy

American Career College is committed to building our communities through transformative education that develops the knowledge, skills, and professionalism required in today's workplace.

American Career College is committed to becoming the preeminent provider of health care education in each market we serve by redefining the role of career colleges through our service learning based curriculum, exceptional outcomes, lifelong learning opportunities and community centered philanthropic endeavors.

College History and Description

American Career College was incorporated in California on January 11, 1978. The College, then named American College of Optics, was located at 3030 West Sixth Street in Los Angeles, California. In 1985, the College moved to 3630 Wilshire Boulevard in Los Angeles. On September 1, 1989, the College relocated to its present facility at 4021 Rosewood Avenue in Los Angeles, California. The founder's intention was to develop a specialty training school devoted exclusively to the optical dispensing profession.

In September of 1990, the College expanded its curriculum to include the Pharmacy Technician program and changed its name to American College of Optechs. Over the next decade, the College continued to expand its curriculum to include additional specialized allied health programs, and during this time, changed its name to American Career College. In November of 2000, the Orange County Campus in Anaheim opened as a branch of the Los Angeles campus.

In February of 2005, the founder of American Career College formed a new company, Ontario Health Education Company, Inc. and purchased Atlantis Medical College in Norco, California. Subsequently, that college's name was changed to American Career College. American Career College continued offering the programs that were approved at Atlantis Medical College, while incorporating American Career College's culture and programs into the

school. In June of 2008, the Norco campus moved to its current facility in Ontario, California.

In 2008, American Career College expanded its level of offerings to include Associate of Occupational Science degree programs in various allied health disciplines.

In December 2012, American Career College received approval to open a new branch campus in Long Beach.

In July 2013, American Career College purchased St. Francis Career College in Lynwood, California. Subsequently, the college's name was changed to American Career College at St. Francis.

Facilities

Los Angeles, Orange County, and Long Beach Campuses

The Los Angeles campus occupies approximately 50,000 square feet in a three-story building. The Orange County branch campus occupies approximately 58,000 square feet in three buildings and has recently undergone renovations. The Long Beach branch campus occupies approximately 19,000 square feet in the historic Arts Building.

The Los Angeles, Orange County, and Long Beach campuses all have large classrooms appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. Well-equipped, up-to-date computer labs are available for all classes and for independent study at each of these campuses. The facilities are readily accessible for students requiring physical accommodations, and the campuses have convenient access to public transportation and freeway access.

The Los Angeles, Orange County, and Long Beach campuses have student lounges and common areas that are open to students with vending machines that provide a variety of snacks and refreshments. Faculty break rooms are also available to faculty and staff at the Los Angeles, Orange County, and Long Beach campuses. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

Ontario Campus

The Ontario campus also provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. The Ontario campus occupies approximately 60,000 square feet in a two-story building. The facility is readily accessible for students requiring physical accommodations. In addition to ample parking, the campus is conveniently located near public transportation and freeway access.

The Ontario campus has a student lounge and common areas that are open to students with vending machines that provide a variety of snacks and refreshments. There is also a faculty break room available to faculty and staff at the Ontario campus. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

Lynwood Campus

The Lynwood campus provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and laboratories at each campus. The Lynwood campus occupies approximately 15,000 square feet on two floors of a five story building. The facility is readily accessible for students requiring physical accommodations. The campus is conveniently located near public transportation and freeway access.

The Lynwood campus has a student lounge and common areas that are open to students with vending machines that provide a variety of snacks and refreshments. There is also a faculty break room available to faculty and staff at the Lynwood campus. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

Maintaining and preserving the College's facilities and equipment is an obligation of all members of the College community: faculty, staff, and students. Students are expected to treat facilities and equipment with care and will be held liable for the destruction of College property. Smoking is prohibited within the College.

Library Services

The Resource Center/Library at the campus is available during the day and evening to accommodate students' research and study needs and offer reference materials related to the programs and curricula at the campus. In addition, all students have access to research materials through general education and program-specific library databases. Databases include hundreds of peer-reviewed journals, supporting evidence-based practice in each program of study offered at American Career College. In addition to peer-reviewed journals, students have access to an extensive collection of reference materials, medical images, and study tools. To support using library materials, students also have access to research guides and reference services from a professional librarian through the library's website: guides.americancareercollege.edu.

Hours of Operation

Campus Administrative Offices

Office hours for the Los Angeles, Orange County and Ontario campuses are 8 AM to 8 PM from Monday through Thursday and 8 AM to 5 PM on Friday.

Office hours for the Long Beach and Lynwood campuses are 8 AM to 7 PM Monday through Thursday and 8 AM to 5 PM on Friday.

Day Classes

Day classes are typically offered in 4-hour to 6-hour sessions between 6 AM and 5 PM, Monday through Friday. Schedules vary by program. To obtain exact times for classes offered, please check with the Admissions Department prior to enrollment.

Evening Classes

Evening classes are typically offered in 4-hour to 6-hour sessions between 4 PM and 10:30 PM, Monday through Friday. Schedules vary by program. To obtain exact times for classes offered, please check with the Admissions Department prior to enrollment.

Accelerated Schedules

In the accelerated program offerings, modules are scheduled 40 hours per week. Classes are typically offered in two 4 hour sessions. Exact times and offerings vary by campus.

Externship/Clinical Experiences

Externships and clinical rotations are scheduled for various times Monday through Sunday, according to the needs of the specific program and the availability of the

externship/clinical site. Externship and clinical hours are set by the host site and will vary.

Vocational Nursing and Associate Degree programs

Days and times for classroom, lab, and clinical activities will vary by quarter. To obtain exact times for classes offered, please check with the Program Director prior to enrollment. Student schedules may vary from quarter to quarter. Students will be notified of their schedule in advance of the next quarter start.

Blended Learning Modules and Courses

Students enrolled in blended modules or courses are required to participate in online module or course activities as outlined in each module/course syllabus. Blended modules/courses at the College combine traditional classroom instruction with an online learning environment. Online chat rooms and threaded discussions provide opportunities for exciting and productive class interaction, as well as the chance to connect with faculty members for help and guidance. Chat rooms are open for discussion with peers at any time or with instructors during office hours.

Each blended module or course also engages students with interactive learning exercises and animated activities while providing an audio-visual advantage. Effective online learning requires more than simple text on a screen. Students are able to see and hear each lesson from any computer with access to the internet and the appropriate technical requirements. Because students may have multiple ways of learning, the sights and sounds associated with blended modules/courses add a valuable dimension to the educational experience. Moreover, animations, graphs, charts, and slide presentations are regularly integrated into the modules/courses.

Security and Safety

Students are responsible for their own security and safety and must be aware of the security and safety of others. The College is not responsible for any student's personal belongings that are lost, stolen, or damaged on campus, in parking lots, at clinical/externship sites, or during any college activities. Students should immediately report any medical, criminal, or other emergency occurring on campus to their Instructor, Program Director or any College employee. Upon receipt of any report of a medical or criminal emergency, the College will, on behalf of the student, obtain the services of medical or security professionals, as appropriate. Students are encouraged to

promptly and accurately report all emergencies to College officials.

Please see your Campus Executive Director or Campus Dean for the College's Safety and Security policies.

Health and Safety Requirements

The College strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the appropriate regulatory agencies.

Students are required to complete certain health and safety requirements according to individual program needs. Because many students at the College are involved with direct patient care in health care careers, they may be exposed to conditions of high risk and must be protected. Patients must also be protected against potential health risks from students. Individual programs may have clinical or externship requirements that must be met prior to the first day of the clinical or externship class.

Each program is responsible for tracking and maintaining clinical health and safety requirements and ensuring that students meet the specific program requirements.

All students must meet the requirements of the clinical/externship site to which they are assigned. If a student does not meet the requirements for the site, the student may become ineligible to participate in the specific program of study and unable to complete the program.

Required Federal Disclosure Information

For information on graduation rates, median debt of graduates completing programs, and other important information, visit www.americancareercollege.edu/disclosures.

California Regulatory Disclosures

American Career College makes every effort to ensure accuracy of the information contained in this catalog. The College reserves the right to change policies, regulations, fees, and courses of instruction during this catalog period upon direction of the American Career College Administration and its Chief Executive Officer. The most current and complete information is available from the Campus Executive Director or Campus Dean. All information in the content of this college catalog is current and correct as of the publication date and is so certified as true by David A. Pyle, Chief Executive Officer.

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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

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

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

Accreditation, Approvals and Memberships

The College voluntarily undergoes periodic accrediting evaluations by teams of qualified examiners including subject matter experts in occupational education and private postsecondary school administration.

- The Los Angeles, Anaheim, Long Beach, Ontario, and Lynwood campuses are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043; Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org

- American Career College is a private institution, licensed to operate by the Bureau for Private Postsecondary Education (BPPE). BPPE physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818; Phone (916) 431-6959 / Toll free (888) 370-7589 / Fax (916) 263-1897 / www.bppe.ca.gov

- The Surgical Technology (Associate of Occupational Science) programs at the Los Angeles, Orange County and Ontario campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043; Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org

- The Medical Assistant programs at all campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043; Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org

- The Pharmacy Technician training programs at the Los Angeles, Orange County and Ontario campuses are accredited by the Accreditation Council for Pharmacy Education (ACPE) and the American Society of Health-System Pharmacists (ASHP). ASHP 7272 Wisconsin Avenue, Bethesda, MD 20814; Phone: Toll free (866) 279-0681 / www.ashp.org

- The Respiratory Therapy (Associate of Occupational Science) programs in Orange County and Ontario are accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC 1248 Harwood Road, Bedford, TX 76021-4244; Phone (817) 283-2835 / Fax (817) 510-1063 / www.coarc.com

- The Vocational Nursing programs at the Los Angeles, Orange County, Ontario, and Lynwood campuses are approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). BVNPT 2535 Capitol Oaks Drive, Suite 205,Sacramento, CA 95833; Phone (916) 263-7800 / www.bvnpt.ca.gov

- The Dental Assisting programs in Los Angeles, Orange County, and Ontario are approved by the Dental Board of California. The Dental Assisting program in Long Beach is provisionally approved by the Dental Board of California. Dental Board of California 2005 Evergreen Street, Suite 1550, Sacramento, CA 95815; Phone (916) 263-2300 / Fax (916) 263-2140 / www.dbc.ca.gov

- The Health Information Technology (Associate of Occupational Science) program in Orange County is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800; Phone (312) 233-1100 / www.cahiim.org

- The Physical Therapist Assistant Program in Orange County is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 1111 North Fairfax Street, Alexandria, VA

22314; Phone: 703-706-3245; Email: accreditation@apta.org; Website: www.capteonline.org).

- The Occupational Therapy Assistant (Associate of Occupational Science) program in Orange County is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) (ACOTE 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; Phone: 301-652-AOTA / www.acoteonline.org).

- The Radiography (Associate of Occupational Science) program at the Ontario campus is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB). Department of Public Health Radiologic Health Branch 1500 Capitol Avenue, 5th Floor, MS 7610, Sacramento, CA 95814-5006;

Phone: 916-327-5106 / Fax: 916-440-7999 / www.cdph.ca.gov

- The Associate Degree in Nursing (Associate of Science) program is approved by the California Board of Registered Nursing. Board of Registered Nursing: 1747 North Market Boulevard, Suite 150, Sacramento, CA 95834/ Phone (916) 322-3350 / Fax (916) 574-7697 / www.rn.ca.gov

- The College is approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code.

- The College is a member of the California Association of Private Postsecondary Schools (CAPPS). www.cappsonline.org; and the Association of Private Sector Colleges and Universities (APSCU) www.apscu.org.

Statement of Ownership

The Los Angeles, Orange County, Long Beach, and Lynwood campuses of American Career College are operated by American Career College, Inc., a California Corporation.

The Ontario campus of American Career College is operated by Ontario Health Education Company, Inc., a California Corporation.

The address for both corporations is: 151 Innovation Drive, Irvine, CA 92617; phone (949) 783-4800.

Officers and Key Personnel

David A Pyle	Founder and Chief Executive Officer
Timothy Lee	Chief Operating Officer
Sandra Pham	Chief Financial Officer and President of Shared Services
Segar Annamalai	Chief Information Officer
Scott Casanover	General Counsel/Vice President, Government Affairs
Darcy Dauderis	Vice President, Accreditation and Licensing
Susan Pailet	Vice President, Graduate Services
Valerie Mendelsohn	Vice President, Compliance and Risk Management
Marilyn Faller	Vice President, Financial Aid
Rosie Brownlee	Vice President, Admissions
Susan Moreland	Vice President, Academics

Program Offerings

American Career College offers the following programs.

Not all programs are offered at all locations.

Diploma Programs

PROGRAM TITLE	LA	OC	LB	ONT	LYN	PROGRAM LENGTH IN WEEKS*	QUARTER CREDITS	IN CLASS CLOCK HOURS	OUTSIDE CLOCK HOURS	TOTAL
Dental Assisting	X	X	X	X		40 (28 Accelerated)	49.5	800.0	N/A	800.0
Massage Therapy			X	X		36 (28 Accelerated)	54.0	720.0	407.5	1127.5
Medical Assistant	X	X	X	X	X	36 (28 Accelerated)	48.5	760.0	269.0	1029.0
Medical Billing and Coding	X	X	X	X	X	36 (28 Accelerated)	48.5	760.0	214.0	974.0
Optical Technician	X	X	X	X		36 (28 Accelerated)	50.5	760.0	241.5	1001.5
Pharmacy Technician	X	X		X		36 (28 Accelerated)	46.0	780.0	405.5	1185.5
Vocational Nursing	X	X				56 - Day; 86 - Evening/Weekend	89.0	1560.0	N/A	1560.0
Vocational Nursing			X			54 - Day; 86 - Evening/Weekend	90.5	1560.0	N/A	1560.0
Vocational Nursing					X	64	N/A	1593.0	N/A	1593.0

*Program length in weeks may be extended depending on holiday schedules.

Associate Degree Programs

PROGRAM TITLE	LA	OC	LB	ONT	LYN	PROGRAM LENGTH IN WEEKS*	IN CLASS CLOCK HOURS	QUARTER CREDITS
AS-Nursing	X					80	1560	97.0
AOS-Health Information Technology		X				80	1210	96.0
AOS-Occupational Therapy Assistant		X				80	1710	98.0
AOS-Physical Therapist Assistant		X				80	1530	96.0
AOS-Radiography				X		100	2660	130.0
AOS-Respiratory Therapy		X		X		80	1540	96.0
AOS-Surgical Technology	X	X		X		80	1600	96.0

*Program length in weeks may be extended depending on holiday schedules.

College Holidays for All Programs

HOLIDAYS	2016-2017	2017-2018
Martin Luther King, Jr. Day	January 18, 2016	January 16, 2017
President's Day	February 15, 2016	February 20, 2017
Memorial Day	May 30, 2016	May 29, 2017
Independence Day	July 4, 2016	July 3, 2017
Labor Day	September 5, 2016	September 4, 2017
Thanksgiving Day & Day After	November 24-25, 2016	November 23-24, 2017
Winter Recess (All programs except VN)	December 24, 2016- January 3, 2017	December 24 - January 2, 2017
Winter Recess (VN Only)	December 25, 2016- January 1-3, 2017	December 24 - January 2, 2017

Academic Calendar and Program Start Dates 2016-2017

Not all programs, program start dates or sessions are available at all campuses. Applicants/students must check with the campus/program to ensure availability. Program start dates may be added at the discretion of the College.

Diploma Programs

Dental Assisting Diploma Program

Program Start Dates	Expected Program Completion Dates
2/26/2015	1/11/2016
3/16/2015	1/26/2016
3/30/2015	2/10/2016
4/28/2015	3/14/2016
5/13/2015	3/25/2016
5/28/2015	4/12/2016
6/15/2015	4/25/2016
6/29/2015	5/11/2016
7/15/2015	5/24/2016
7/29/2015	6/13/2016
8/13/2015	6/23/2016
8/27/2015	7/13/2016
9/14/2015	7/25/2016
9/29/2015	8/12/2016
10/13/2015	8/26/2016
10/28/2015	9/13/2016
11/11/2015	9/22/2016
11/30/2015	10/12/2016
12/14/2015	10/21/2016
1/13/2016	11/11/2016
1/28/2016	11/21/2016
2/16/2016	12/14/2016
2/29/2016	12/21/2016
3/16/2016	1/25/2017
3/29/2016	2/1/2017
4/14/2016	2/27/2017
4/27/2016	3/6/2017
5/16/2016	3/27/2017
5/26/2016	4/4/2017
6/15/2016	4/25/2017
6/27/2016	5/3/2017
7/18/2016	5/24/2017
7/27/2016	6/5/2017
8/16/2016	6/26/2017
8/25/2016	7/6/2017
9/15/2016	7/27/2017

9/26/2016	8/4/2017
10/17/2016	8/25/2017
10/25/2016	9/5/2017
11/15/2016	9/26/2017
11/22/2016	10/4/2017
12/19/2016	10/25/2017
1/4/2017	11/3/2017
1/30/2017	11/28/2017
2/6/2017	12/6/2017
2/28/2017	1/5/2018
3/8/2017	1/17/2018
3/29/2017	2/6/2018
4/27/2017	3/8/2018
5/30/2017	4/6/2018
6/28/2017	5/7/2018
7/31/2017	6/6/2018
8/29/2017	7/9/2018
9/28/2017	8/7/2018
10/30/2017	9/6/2018
11/30/2017	10/5/2018

Optical Technician Program

Program Start Dates	Expected Program Graduation Dates
3/30/2015	1/11/2016
4/14/2015	1/26/2016
4/28/2015	2/10//2016
5/13/2015	2/25/2016
5/28/2015	3/14/2016
6/15/2015	3/25/2016
6/29/2015	4/12/2016
7/15/2015	4/22/2016
7/29/2015	5/10/2016
8/13/2015	5/23/2016
8/27/2015	6/09/2016
9/14/2015	6/22/2016

9/29/2015	7/12/2016
10/13/2015	7/22/2016
10/28/2015	8/10/2016
11/11/2015	8/22/2016
11/30/2015	9/12/2016
12/14/2015	9/21/2016
1/13/2016	10/11/2016
1/28/2016	10/20/2016
2/16/2016	11/9/2016
2/29/2016	1/26/2017
3/16/2016	2/10//2017
3/29/2016	2/25/2017
4/14/2016	1/23/2017
4/27/2016	1/30/2017
5/16/2016	2/23/2017
5/26/2016	3/2/2017
6/15/2016	3/27/2017
6/27/2016	4/3/2017
7/18/2016	4/24/2017
7/27/2016	5/2/2017
8/16/2016	5/23/2017
8/25/2016	6/1/2017
9/15/2016	6/22/2017
9/26/2016	7/5/2017
10/17/2016	7/26/2017
10/25/2016	8/3/2017
11/15/2016	8/24/2017
11/22/2016	9/1/2017
12/19/2016	9/25/2017

Pharmacy Technician Program

Program Start Dates	Expected Program Graduation Dates
3/30/2015	1/11/2016
4/14/2015	1/26/2016
4/28/2015	2/10//2016

5/13/2015	2/25/2016
5/28/2015	3/14/2016
6/15/2015	3/25/2016
6/29/2015	4/12/2016
7/15/2015	4/21/2016
7/29/2015	5/09/2016
8/13/2015	5/20/2016
8/27/2015	6/08/2016
9/14/2015	6/21/2016
9/29/2015	7/08/2016
10/13/2015	7/21/2016
10/28/2015	8/09/2016
11/11/2015	8/19/2016
11/30/2015	9/08/2016
12/14/2015	9/20/2016
1/13/2016	10/10/2016
1/28/2016	10/20/2016
2/16/2016	11/9/2016
2/29/2016	11/18/2016
3/16/2016	12/13/2016
3/29/2016	12/21/2016
4/14/2016	1/23/2017
4/27/2016	1/30/2017
5/16/2016	2/21/2017
5/26/2016	2/28/2017
6/15/2016	3/23/2017
6/27/2016	3/30/2017
7/18/2016	4/24/2017
7/27/2016	5/1/2017
8/16/2016	5/22/2017
8/25/2016	5/31/2017
9/15/2016	6/21/2017
9/26/2016	6/29/2017
10/17/2016	7/24/2017
10/25/2016	8/2/2017

11/15/2016	8/23/2017
11/22/2016	8/31/2017
12/19/2016	9/22/2017
1/4/2017	10/2/2017
1/30/2017	10/23/2017

Massage Therapy Program

Program Start Dates	Expected Program Graduation Dates
3/30/2015	1/11/2016
4/14/2015	1/26/2016
4/28/2015	2/10//2016
5/13/2015	2/25/2016
5/28/2015	3/14/2016
6/15/2015	3/25/2016
6/29/2015	4/12/2016
7/15/2015	4/25/2016
7/29/2015	5/11/2016
8/13/2015	5/24/2016
8/27/2015	6/13/2016
9/14/2015	6/23/2016
9/29/2015	7/13/2016
10/13/2015	7/25/2016
10/28/2015	8/12/2016
11/11/2015	8/23/2016
11/30/2015	9/13/2016
12/14/2015	9/22/2016
1/13/2016	10/12/2016
1/28/2016	10/21/2016
2/16/2016	11/11/2016
2/29/2016	11/21/2016
3/16/2016	12/14/2016
3/29/2016	12/21/2016
4/14/2016	1/25/2017
4/27/2016	2/01/2017
5/16/2016	2/27/2017

5/26/2016	3/06/2017
6/15/2016	3/27/2017
6/27/2016	4/04/2017
7/18/2016	4/25/2017
7/27/2016	5/03/2017
8/16/2016	5/24/2017
8/25/2016	6/5/2017
9/15/2016	6/26/2017
9/26/2016	7/06/2017
10/17/2016	7/27/2017
10/25/2016	8/04/2017
11/15/2016	8/25/2017
11/22/2016	9/05/2017
12/19/2016	9/26/2017
1/4/2017	10/4/2017
1/30/2017	10/25/2017
2/6/2017	11/3/2017
2/28/2017	11/28/2017
3/8/2017	12/6/2017
3/29/2017	1/5/2018
4/6/2017	1/17/2018
4/27/2017	2/6/2018
5/8/2017	2/16/2018
5/30/2017	3/8/2018
6/7/2017	3/20/2018
6/28/2017	4/6/2018
7/10/2017	4/18/2018
7/31/2017	5/7/2018
8/8/2017	5/18/2018
8/29/2017	6/6/2018
9/7/2017	6/19/2018
9/28/2017	7/9/2018
10/9/2017	7/19/2018
10/30/2017	8/7/2018
11/7/2017	8/17/2018

Medical Assistant Program

Program Start Dates	Expected Program Graduation Dates
3/30/2015	1/11/2016
4/14/2015	1/26/2016
4/28/2015	2/10//2016
5/13/2015	2/25/2016
5/28/2015	3/14/2016
6/15/2015	3/25/2016
6/29/2015	4/12/2016
7/15/2015	4/22/2016
7/29/2015	5/10/2016
8/13/2015	5/23/2016
8/27/2015	6/9/2016
9/14/2015	6/22/2016
9/29/2015	7/12/2016
10/13/2015	7/22/2016
10/28/2015	8/10/2016
11/11/2015	8/22/2016
11/30/2015	9/12/2016
12/14/2015	9/21/2016
1/13/2016	10/11/2016
1/28/2016	10/20/2016
2/16/2016	11/9/2016
2/29/2016	11/18/2016
3/16/2016	12/13/2016
3/29/2016	12/21/2016
4/14/2016	1/23/2017
4/27/2016	1/30/2017
5/16/2016	2/23/2017
5/26/2016	3/2/2017
6/15/2016	3/27/2017
6/27/2016	4/3/2017
7/18/2016	4/24/2017
7/27/2016	5/2/2017
8/16/2016	5/23/2017

8/25/2016	6/1/2017
9/15/2016	6/22/2017
9/26/2016	7/5/2017
10/17/2016	7/26/2017
10/25/2016	8/3/2017
11/15/2016	8/24/2017
11/22/2016	9/1/2017
12/19/2016	9/25/2017
1/4/2017	10/3/2017
1/30/2017	10/24/2017

Medical Billing and Coding Program

Program Start Dates	Expected Program Graduation Dates
3/30/2015	1/11/2016
4/14/2015	1/26/2016
4/28/2015	2/10//2016
5/13/2015	2/25/2016
5/28/2015	3/14/2016
6/15/2015	3/25/2016
6/29/2015	4/12/2016
7/15/2015	4/22/2016
7/29/2015	5/10/2016
8/13/2015	5/23/2016
8/27/2015	6/09/2016
9/14/2015	6/22/2016
9/29/2015	7/12/2016
10/13/2015	7/22/2016

10/28/2015	8/10/2016
11/11/2015	8/22/2016
11/30/2015	9/12/2016
12/14/2015	9/21/2016
1/13/2016	10/11/2016
1/28/2016	10/20/2016
2/16/2016	11/9/2016
2/29/2016	11/18/2016
3/16/2016	12/13/2016
3/29/2016	12/21/2016
4/14/2016	1/23/2017
4/27/2016	1/30/2017
5/17/2016	2/23/2017
5/26/2016	3/2/2017
6/15/2016	3/27/2017
6/27/2016	4/3/2017
7/18/2016	4/24/2017
7/27/2016	5/2/2017
8/16/2016	5/23/2017
8/25/2016	6/1/2017
9/15/2016	6/23/2017
9/26/2016	7/5/2017
10/17/2016	7/26/2017
10/25/2016	8/3/2017
11/15/2016	8/24/2017
11/22/2016	9/1/2017
12/19/2016	9/25/2017

Vocational Nursing Programs by Campus

Los Angeles Campus

Program Start Dates	Expected Program Completion Dates
1/5/2015	1/20/2016
3/30/2015	4/20/2016
6/29/2015	7/20/2016
9/28/2015	10/19/2016

1/11/2016	2/1/2017
4/11/2016	5/3/2017
7/11/2016	8/2/2017
10/10/2016	11/1/2017
EVENING/ WEEKEND	
1/26/2015	1/4/2016

6/15/2015	2/1/2017
11/2/2015	6/21/2017
3/21/2016	11/8/2017
9/26/2016	5/16/2018

Ontario Campus

Program Start Dates	Expected Program Completion Dates
2/9/2015	2/17/2016
5/11/2015	5/17/2016
8/10/2015	8/16/2016
11/09/2015	11/15/2016
2/8/2016	2/18/2017
5/9/2016	5/20/2017
8/8/2016	8/19/2017
11/7/2016	11/18/2017
EVENING/WEEKEND	
9/8/2014	4/27/2016
3/9/2015	10/26/2016
9/14/2015	5/3/2017
3/14/2016	11/1/2017
9/12/2016	5/2/2018

Orange County Campus

Program Start Dates	Expected Program Completion Dates
1/5/2015	1/20/2016
3/30/2015	4/20/2016

6/29/2015	7/20/2016
9/28/2015	10/19/2016
1/11/2016	2/01/2017
4/11/2016	5/3/2017
7/11/2016	8/2/2017
10/10/2016	11/1/2017
EVENING/ WEEKEND	
1/26/2015	9/14/2016
6/15/2015	2/1/2017
9/8/2015	4/26/2017
11/2/2015	6/21/2017
3/21/2016	11/8/2017
9/26/2016	5/16/2018

Lynwood Campus

Program Start Dates	Expected Program Completion Dates
10/27/2014	1/11/2016
2/2/2015	4/22/2016
4/27/2015	7/15/2016
7/13/2015	9/30/2016
10/26/2015	1/13/2017
2/1/2016	4/17/2017
4/28/2016	7/14/2017
7/25/2016	10/9/2017
10/25/2016	1/9/2018

Associate Degree Programs

For Term Start and End Dates go HERE.

Associate Degree in Nursing

Program Start Dates	Expected Program Completion Dates
4/15/2015	11/15/2016
9/4/2015	4/17/2017
2/5/2016	8/18/2017

9/7/2016	4/18/2018

Health Information Technology

Program Start Dates	Expected Program Completion Dates
6/20/2014	2/3/2016
11/12/2014	6/24/2016

4/15/2015	11/15/2016
9/4/2015	4/17/2017
11/16/2015	7/4/2017
2/5/2016	9/13/2017
04/18/2016	11/23/2017
6/28/2016	2/14/2018
9/7/2016	4/18/2018
11/17/2016	7/5/2018

6/20/2014	2/3/2016
11/12/2014	7/1/2016
4/15/2015	11/15/2016
9/4/2015	4/17/2017
2/5/2016	9/13/2017
6/28/2016	2/14/2018
11/17/2016	7/5/2018

Occupational Therapy Assistant

Program Start Dates	Expected Program Completion Dates
6/20/2014	2/3/2016
6/25/2015	2/3/2017
6/28/2016	2/6/2018

Physical Therapist Assistant

Program Start Dates	Expected Program Completion Dates
4/10/2014	11/12/2015
2/3/2015	9/5/2016
2/5/2016	9/13/2017

Surgical Technology

Program Start Dates	Expected Program Completion Dates

Radiography

Program Start Dates	Expected Program Completion Dates
11/12/2014	11/15/2016
6/25/2015	7/4/2017
2/5/2016	2/14/2018
9/7/2016	9/7/2018

Respiratory Therapy

Program Start Dates	Expected Program Completion Dates
6/20/2014	2/3/2016
2/3/2015	9/5/2016
6/25/2015	2/3/2017
2/5/2016	9/13/2017
6/28/2016	2/14/2018

Term Start and End Dates

These dates indicate the beginning and end of each term for the Associates Degree programs. Please see the sections above to determine the program start dates for each specific program.

Term Start Dates	Term End Dates
2/3/2015	4/13/2015
4/15/2015	6/23/2015
6/25/2015	9/2/2015
9/4/2015	11/12/2015
11/16/2015	2/3/2016
2/5/2016	4/14/2016
4/18/2016	6/24/2016
6/28/2016	9/5/2016

9/7/2016	11/15/2016
11/17/2016	2/3/2017
2/7/2017	4/17/2017
4/26/2017	7/4/2017
7/6/2017	9/13/2017
9/15/2017	11/23/2017
11/28/2017	2/14/2018

ADMISSIONS INFORMATION

The College seeks to admit students who possess the appropriate credentials and have demonstrated capacity or potential that indicates a reasonable probability of success in completing the educational programs offered by the College. To accomplish this, the College evaluates all students and makes admissions decisions on an individual basis following the admission policies set forth in this catalog.

Students are encouraged to apply for admission as soon as possible for a specific program and start date. Applicants' families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions.

Students must complete the entire admissions process on or before the first day of class for all programs. Students who fail to complete the admissions process prior to the first day of class may be required to reschedule to another start date.

General College Admission Requirements

Listed below are the requirements and procedures that the College has established for admission to the College. For programs with specific admission requirements, please see section Additional Admission Requirements for Programs (p. 24).

1. Students are required to visit the College prior to enrollment to obtain a clear understanding of the College, view the facilities and equipment and meet with staff and instructors.

2. All applicants are required to complete an application form and engage in a personal interview with an Admissions Advisor.

3. All applicants must take and pass a standardized entrance exam or participate in the College's Professional Readiness Program.

4. All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).

5. All applicants must pay a non-refundable application fee upon enrollment.

6. Applicants enrolling in the College who have a misdemeanor conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanor convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites; therefore, in these instances, the College reserves the right to deny admission. **Be sure to discuss licensing eligibility concerns and the effects of a criminal background on your program goals with your Admissions Advisor, in consultation with Program Director.**

7. An applicant for enrollment at the College must **possess a diploma from an accredited high school or the recognized equivalent** prior to enrollment in order to enroll in the College. High school documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S. high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) within 30 days of starting the program. Applicants enrolling in the **Dental Assisting, Massage Therapy, Medical Assistant, Medical Billing and Coding, or Optical Technician** programs must provide a copy of their high school diploma, transcripts, or a copy of their GED within 30 days of starting the program. Also see Ability-to-Benefit section of the catalog.
Please see Additional Admission Requirements for Programs (p. 24) section for acceptable proof of high school graduation or equivalency specific to the following programs:

    a. Pharmacy Technician Programs (p. 25)

    b. Vocational Nursing Programs (p. 25)

    c. Associate Degree Programs (p. 26)

Additional Admission Requirements for Programs

Additional Admission Requirements for Pharmacy Technician Programs

Applicants to the Pharmacy Technician program will be required to:

- complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age). Applicants under 18 years of age must reach their 18th birthday prior to the expected graduation date from the program.

- obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.

- demonstrate proficiency in math. Please see your Admissions Representative for further information.

- provide their high school diploma or a copy of their GED and 2 sets of official transcripts, within 30 days of starting the program.

Additional Admission Requirements for Vocational Nursing Programs

- Applicants to the Vocational Nursing program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.

- Health screening examinations, pathology tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.

- Drug testing may be required in certain clinical placement situations.

- Applicants enrolling in the Vocational Nursing (VN) program must provide a copy of their high school diploma, transcripts, or a copy of their official GED certificate prior to starting classes. Students enrolling in the Vocational Nursing program may not be allowed to start classes until acceptable documentation is provided.

- HESI Testing Policy:

  - Vocational Nursing program applicants will be required to take and pass the HESI entrance examination with a minimum score of **70%** in addition to passing a standardized entrance exam.

  - Applicants who **do not** pass the HESI exam with the required scores must wait a **minimum of 7** calendar days before retaking the exam.

  - If the applicant **does not** pass the HESI exam with the required scores on the second attempt on the HESI exam, he/she must wait **30 days** from the date of the last attempt to take the HESI a third time, and would be applying for admission to the next cohort.

  - Two additional attempts on the HESI exam will be allowed in accordance with the above to achieve the minimum required score should the applicant reapply to the program.

- Alternate Students:

  - Vocational Nursing program applicants are admitted as "Alternate Students" once enrollment capacity has been met.

  - An applicant can enter and remain in the program as an alternate until the clinical experience begins in the first term.

  - Alternates will be assigned a number based on their enrollment date and time.

  - If the alternate's number is reached, the alternate will remain enrolled in the program so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.

  - If the alternate's number is not reached before the beginning of the clinical experience in the first term, the alternate will not be allowed to remain in that class. The alternate's enrollment will be cancelled and all monies will be

refunded. Alternates will be offered a seat in the next available class, so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.

- Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students after the trial period as an alternate. Upon admission as a regular student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

Additional Admission Requirements for Associate Degree Programs

- All Associate degree program applicants must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.

- Health screening examinations, pathology tests (if applicable), drug testing and/or immunizations for the Associate Degree programs are conducted on campus prior to clinical assignments.

- Applicants enrolling in the Associate Degree programs must provide a copy of their high school diploma, transcripts, or a copy of their official GED within 30 days of starting the program. Students enrolling in the **Associate Degree in Nursing program** must provide the above-mentioned documentation before starting the program and may not be allowed to start classes until acceptable documentation is provided.

REQUIREMENT	ADN	ST	RT	HIT	RAD	OTA	PTA
Background Clearance	X	X	X	X	X	X	X
HESI Entrance Exam	X	N/A	X	N/A	X	X	X
Standard Entrance Exam (Wonderlic SLE)	X	X	X	X	X	X	X
Program applicants will also be required to submit two (2) professional reference letters	N/A	N/A	N/A	N/A	X	X	X
Complete an interview **with a program faculty member and/or the program director, respectively.**	X	N/A	N/A	N/A	X	X	X

*Other program specific factors such as previous course work, volunteer/work experience, etc. may be weighted during the admissions process.

HESI Entrance Exam minimum passing score:

Associate Degree Program	Score
Associate of Science Degree in Nursing (ADN)*	75%
Associate of Occupational Science-Occupational Therapy Assistant (OTA)	70%
Associate of Occupational Science-Physical Therapist Assistant (PTA)	70%
Associate of Occupational Science in Radiography (RAD)	70%
Associate of Occupational Science in Respiratory Therapy (RT)	70%

*HESI Exam for ADN program consists of three sections: Math, Reading Comprehension and Science.

Additional Admission Requirements for Associate Degree in Nursing and Physical Therapist Assistant Programs

All individuals interested in admission to the ADN or PTA program should be aware they will be required to have the following:

1. A physical examination which attests to the individual's ability to meet the physical and mental requirements necessary to perform nursing or physical therapy assistant practice functions.

2. A negative TB test (PPD) within 12 months and annually while in the program and/or chest x-ray when indicated.

3. Immunity to mumps, rubella and varicella verified with proof of vaccine or titer.

4. Immunity to tetanus, diphtheria and pertussis verified with proof of vaccine or titer.

5. Hepatitis B - Proof of immunity or proof of series or signed declination.

6. Criminal background checks and drug/alcohol screening are conducted in order to ensure that nursing students are competent, safe, and trustworthy to engage in clinical rotations and other critical aspects of the programs, the activities of which can pose particular risks to other students, health workers and the public.

7. Flu vaccine – if vaccine is declined then a mask may be required to be worn while in the clinical facility.

8. Active medical insurance.

Vocational Nursing to Associate Degree of Nursing (LVN ro RN) Program Options

Licensed vocational nurses who apply to ACC's ADN program seeking an academic degree will be offered educational mobility opportunities that take into account their previous education and/or work experience. Academic credits will be evaluated and applied to nursing course requirements. Pretesting and counseling will be available to assist students to make appropriate decisions.

LVNs seeking admission to the ADN program must first meet the ACC eligibility requirements for new or transferring students. These eligibility requirements may be different for the LVN opting for the 45 unit option (see Associate of Science Degree in Nursing (p. **Error! Bookmark not defined.**)).

HESI Testing Policy

• Program applicants will be required to take and pass the HESI entrance examination in addition to passing the standardized entrance exam.

• Program applicants **must** receive a passing score on the HESI exam.

• Applicants who do not achieve a passing score on the HESI exam must wait a **minimum of 7** calendar days before retaking the exam.

• If the applicant **does not** achieve a passing score on the **second attempt** on the HESI exam, he/she must wait **30 days** from the date of the last attempt to take the HESI a third time, and would be applying for admission to the next cohort.

• Upon reapplying to the program, the applicant will be allowed two additional attempts on the HESI exam to achieve a passing score.

• Applicants will be ranked according to their HESI test score. If identical scores exist among the applicants in the pool, ranking will be determined by enrollment date.

• Applicants will be notified of their status within 30 days of the applicant pool being closed or within 45 days of the class start date, whichever is sooner.

• Applicants who are not accepted for the current class can elect to be placed in the applicant pool for up to the next two class starts, ranked according to their initial combined test score.

• If an applicant is not accepted within three successive applicant pools for three consecutive class starts, the application will be denied.

• Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students after the trial period as an alternate. Upon admission as a regular student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

HESI Testing Policy- Conditional Acceptance for RT Program

• Program applicants who achieve a score between 65%-69.5% will be conditionally admitted to the RT program.

• Program applicants who are conditionally admitted to the RT program must complete and pass all courses in the first quarter of the RT program.

• If all courses are successfully completed with a passing grade and attendance, the student will be fully accepted to the RT program without conditions.

• Students who do not successfully complete and pass all course work in the first quarter of the program will be dismissed from the RT program and ineligible to return to the RT program.

Additional Requirements for Students Enrolling in Programs with Blended Modules or Courses

Students who are taking blended learning modules or courses must also:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended modules or courses **prior to access** to the blended module or course; and

2. Confirm that the student's equipment meets the specific computer requirements with acceptable hardware and software configuration and internet access, as follows:

- **INTERNET ACCESS:**
  - MS Windows
  - Microsoft Internet Explorer 6.0 or higher (7.x preferred) **or** Firefox 2.X or 3.0 (Mac OS X)
  - AJAX Enabled

- **MINIMUM SYSTEM REQUIREMENTS:**

Microsoft Windows:	Macintosh OS:
Windows XP, Vista	MacOS 9.1 and OS X
64 MB RAM	128 MB RAM
28.8k modem (56K recommended)	28.8K modem (56k recommended)
Sound Card and Speakers	Sound Card and Speakers

At least one of the following browsers with Java enabled (Java runtime 1.4 or higher):

Internet Explorer 6.0	Netscape Communicator 6.2
Internet Explorer 7.0 (recommended)	Netscape Communicator 7.1
Netscape Communicator 7.1	Firefox 2.0
Firefox 2.0	Firefox 3.0
Firefox 3.0	

Other functionality:

Windows Media Player (latest version)	MacOS Classic Java
Macromedia Flash Player	Windows Media Player (latest version)
Macromedia Shockwave Player	Macromedia Flash Player
	QuickTime 7
	Macromedia Shockwave Player

Admissions Policy for Applicants with Felony Convictions

The College does not accept admissions applications from prospective students with felony convictions. The College does not believe that students should make a substantial investment of time, money, and potential debt if the ability to secure employment in the field of training is unlikely. If you have a felony conviction, please disclose that information to your Admissions Advisor and they can provide further assistance.

Entrance Testing Policy

- All applicants must take a standardized entrance exam.

- Applicants who fail the entrance exam may reattempt according to the following schedule:

    - 2nd attempt: a minimum of 1 calendar day

    - 3rd attempt: a minimum of 7 days from the prior attempt

    - 4th attempt: a minimum of 30 days from the prior attempt

    - If applicant fails all four attempts, the applicant can begin the process after a minimum of 1 year from the last attempt.

- Qualified applicants may opt for admission into the Professional Readiness Program after two unsuccessful attempts.

- Passing entrance exam scores for all programs are valid for five years.

    - In the case of a student that drops from a program and subsequently returns to the same or different program within five years, the re-entering student may be required to retest in order to meet the current minimum testing requirements or the ability to obtain the previous test results.

    - Some programs may have additional or different testing requirements. Please read the information provided for specific programs below.

Minimum passing scores for the Wonderlic entrance exam are as follows:

Wonderlic Scholastic Level Exam (SLE)	Minimum Score
Dental Assisting	12
Medical Billing and Coding	12
Massage Therapy	12
Medical Assistant	12
Optical Technician	12
Pharmacy Technician	12
Associate of Science Degree in Nursing	17
Associate of Occupational Science in Health Information Technology	17
Associate of Occupational Science Occupational Therapy Assistant	17
Associate of Occupational Science Physical Therapist Assistant	17
Associate of Occupational Science in Radiography	17
Associate of Occupational Science in Respiratory Therapy	17
Associate of Occupational Science in Surgical Technology	17
Vocational Nursing	17

Professional Readiness Program (PRP)

- The Professional Readiness Program (PRP) is available for applicants possessing a high school diploma or equivalent who have unsuccessfully attempted the standardized entrance test.

- PRP students will attend a mandatory structured course including reading comprehension and math review, adaptive online curriculum, and weekly practice tests to prepare the student for entrance into the core program.

- Attendance, participation and conduct are tracked daily in the PRP and successful participation is required in order for the student to be approved for enrollment into their program of study.

- Upon successful completion of PRP, the entrance testing requirement is waived. Under such circumstances, the applicant may be admitted conditionally.

- PRP is available to qualified applicants seeking admission to the Business Specialist, Dental Assisting, Massage Therapy, Medical Assistant, Medical Billing and Coding, Optical Technician, or Pharmacy Technician programs.

- In special cases, PRP is available to applicants seeking admission to other programs. PRP requirements vary in such cases. Additional information is available at individual campuses.

Statement of Non-Discrimination

The College does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, Veteran, or military service status, age, or disability. The College complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for employment and admission shall be extended to all persons. All inquiries or complaints regarding these laws and regulations should be directed to the Campus Executive Director or Campus Dean, who will provide students with procedures available for resolving complaints relating to alleged unlawful discriminatory actions.

College Program and Policy Changes

The College, at its discretion, may make reasonable changes in program content, materials and equipment as it deems necessary in the interest of improving students' educational experience. The College reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate.

When class size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. When federal, state, accreditation, or professional policy or standard changes occur the College is required to make appropriate changes and will attempt to minimize the effects of any change on current students.

Students Seeking Reasonable Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as amended, the College abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in the programs and services offered by the College "solely by reason of the handicap." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a disability and the Disability Services Coordinator has met with the student, consulted with the Vice President, Operations, and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

The College is committed to providing reasonable accommodations including auxiliary aids and/or services to qualified individuals with a disability, unless providing such accommodations would result in undue burden or fundamentally alter the nature of the relevant program, benefit or service provided by the College. To request auxiliary aids or services, please contact the Student Resource Center at the campus. Students should submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as practical.

Ability-to-Benefit Students

Ability-to-Benefit (ATB) students are those who do not possess a high school diploma, GED, or recognized equivalent and are beyond the California State age of compulsory school attendance.

If ATB eligibility was established prior to July 1, 2012, the applicant will be required to provide such documentation. Certified, passing scores from the Wonderlic Basic Skills Test (Wonderlic exam) or other US Department of Education recognized ATB eligibility exam are valid for five years. If eligibility is established, these students may apply for Title IV Financial Aid.

If ATB eligibility was not established prior to July 1, 2012, the applicant will not be eligible for Title IV Financial Aid and must pass the Wonderlic exam in order to be admitted.

All ATB students will undergo pre-admission advising prior to enrollment. An applicant who is not a high school graduate or the equivalent may apply for enrollment in the Business Specialist, Medical Assistant, Dental Assisting, Medical Billing and Coding, Optical Technician,

or Massage Therapy programs only. However, if the student has not established ATB eligibility prior to July 1, 2012, they will be ineligible for Title IV aid if they choose to attend.

ATB testing is administered by a certified independent test administrator and is scored by the test publisher. Student must provide a valid government issued ID card and a social security number prior to testing. ATB students may not begin classes until they have passed the ATB test as evidenced by an unofficial test report. ATB students will not be officially accepted until official passing scores have been received by the College from the publisher.

An ATB applicant who fails the Wonderlic exam must wait a minimum of 7 calendar days before retaking a second version of the Wonderlic exam. If the applicant fails both versions of the Wonderlic exam, the applicant must wait a minimum of 60 days from the date of the second attempt before re-applying for admission to the school. Passing scores for the Wonderlic exam are valid for five years.

Students admitted on an Ability-to-Benefit basis must score the following minimums:

WONDERLIC	Minimum Score
Verbal	200
Quantitative	210

Pregnancy

Applicants to the **Dental Assisting and Massage Therapy programs** who are pregnant at the time of enrollment must provide authorization from their attending physician prior to starting the program.

In the **Dental Assisting program**, students who become pregnant must obtain written authorization from their attending physician to produce radiographic images. Pregnant students who have obtained a written authorization from their attending physician will be required to wear a lead shield at all times during production of x-radiation (this includes production of x-radiation by the pregnant student, fellow students, or teachers).

In the **Massage Therapy program**, students who become pregnant must obtain written authorization to give and receive massages.

Vocational Nursing students must inform the Director of Nursing if pregnant and must provide a complete medical clearance from their treating physician prior to attending skills lab and clinical rotations.

In the Radiography Program, students who become pregnant must do the following:

- In accordance with the regulations of the Nuclear Regulatory Commission (NRC), REGULATORY GUIDE 8.29, 10CFR, Part 20 and the State of California regulations, CALIFORNIA STATE SYLLABUS ON RADIATION PROTECTION, Appendix Number 5, declaration of a pregnancy is done on a voluntary basis. The declaration must be in writing using the program specific Declaration of Pregnancy form and given to the Program Director for it to be officially recognized. By declaring a pregnancy the student will adhere to acceptable lower dose limits for the embryo/fetus. The pregnancy can be declared as soon as conception is confirmed or at any time during the pregnancy. As soon as the pregnancy is declared the college is required to make sure that the embryo/fetus does not receive more than 500 millirem (5 mSV) during the term of the pregnancy, from estimated conception date. The student will wear an additional radiation dosimeter at waist level under the protective leaded apron shielding. As in all radiography the "As Low As Reasonably Achievable (ALARA)" principles will be adhered to throughout the pregnancy.

- Once a student declares a pregnancy, she has several choices for continuing in the program. If she chooses to not declare the pregnancy then no changes will be made to the student's schedule and the embryo/fetus will be subject to the same radiation dose limits as all occupational workers.

Residency Requirement

Residency is defined as coursework completed at the College, not including transfer credit. A minimum of 25 percent of academic credits must be completed in residence. The residency requirement does not apply to students transferring from one ACC campus to another.

Vocational Nursing requires residency of 75 percent. The residency requirement may be waived based upon the acceptance of transfer credit under an approved articulation agreement with another institution.

Experiential Learning

The College does not grant academic credit for experiential learning. As applicable, previous education and training for all Veterans and eligible persons is evaluated for transfer credit.

English as a Second Language (ESL) Instruction

Instruction at the College is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The College does not offer English as a Second Language (ESL) instruction.

Notice Concerning Transferability of Credits and Credentials Earned at American Career College

The transferability of credits you earn at American Career College is at the complete discretion of the institution to which you seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program at American Career College is also at the complete discretion of the institution to which you seek to transfer. If the credits, degree, diploma, or certificate that you earn at American Career College are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

For this reason, you should make certain that your attendance at American Career College will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending American Career College to determine if your credits, degree, diploma or certificate will transfer.

Advanced Placement

The College does not award academic credit for advance placement testing.

Credit for Previous Training

A student applying for transfer credit in any program must submit official transcripts from an accredited and approved institution to the College for review prior to the beginning of the program. Copies of course descriptions, college catalogs, and course syllabi may also be required for evaluation purposes.

The Director of Education, in consultation with the Program Director, will evaluate previous education and training that may be applicable to the program offered at the College. Credit may be given if the education or training was completed at another institution accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) where courses and credit values are comparable to those offered at American Career College and a letter grade of **at least C or numerical grade of at least 70 percent (75 percent for Vocational Nursing);** a letter grade of **at least B or numerical grade of at least 80 percent for Associate of Science Degree in Nursing** was earned.

For the **Physical Therapist Assistant program,** transfer credit will be considered on a case by case basis.

Credit may be given where courses and credit values are comparable to those offered at ACC and a letter grade of at least B or numerical grade of at least 80 percent was earned.

Only official transcripts will be accepted for transfer credit evaluation, and any coursework to be considered for credit must have been completed within the previous five years.

If official transcripts are not received prior to beginning the program, credit will not be awarded for prior coursework. For accepted coursework or training, the student may be required to demonstrate competency in those courses.

The College will conduct an evaluation of previous education and training for all Veterans and eligible persons, grant appropriate credit, shorten the training period proportionately, and notify the Veterans Administration and student accordingly.

Transfer credits are not used in determining grade point averages (GPAs). Credits or clock hours associated with credit for previous training will be counted towards maximum time frame. Recognition of credits earned at another postsecondary institution is limited to no more than 75 percent of the total hours required for completion of a designated program.

For the **Vocational Nursing programs,** recognition of credits earned at another postsecondary institution is limited to no more than 25 percent of the total hours required for completion of a designated program, except for credits earned at an institution with which the College has an articulation agreement.

For the **Massage Therapy programs**, recognition of credits earned at another postsecondary institution is limited to no more than 250 clock hours. Credit is only transferrable from a CAMTC approved program.

Challenge Credit

To successfully challenge a course, a student must submit a written request to the applicable academic administrator prior to the start of the course. The request will be reviewed according to the following criteria, and if approved, the challenge examination will be administered. If the challenge examination is not successfully passed based on the listed criteria, the student must enroll and complete the course.

Note: Challenge Credit is available for courses in the degree programs only.

Criteria regarding challenge credit include the following:

- A student must complete the examination prior to the start of the class;

- Students may not challenge courses in which they are currently enrolled or have previously taken at ACC;

- A minimum grade of 75% must be achieved on the examination;

- No more than 18 quarter credits may be earned through challenge examinations;

- Students may attempt to challenge a course only one time;

- Credits earned through challenge examination do not count as residential credits or toward a student's CGPA;

- A student's financial aid may be affected if challenge credit is received;

- A fee will be charged per exam;

- The student's ability to progress in the program may be based on space availability;

- The College's decision on the challenge exam is final.

Articulation Agreements

The College currently has an articulation agreement with West Coast University for selected courses and/or programs.

Programs Preparing Graduates for a Field Requiring Licensure

Under California law, the College must take reasonable steps to ensure you are eligible for licensure if you choose a program that prepares you for a field where licensure is required. There are numerous eligibility requirements for licensure, depending on the field. Be sure to carefully read these requirements and do further research if you have any concerns about your ability to achieve licensure. Discuss any concerns with your Admissions Advisor and Program Director. If you choose to pursue training **despite** the fact that you may not be able to achieve licensure, you must indicate that and sign a release to that effect.

Licensure requirements for other states may vary. Students are responsible for obtaining the most recent application requirements for any state in which they intend to become employed.

Licensed Vocational Nurses

- Be at least 17 years old; and

- Graduate from an accredited high school or acceptable equivalent (furnish proof); and

- Successfully complete a Board of Vocational Nurse and Psychiatric Technician (BVNPT) approved Vocational Nursing Program. Contact the program director for application forms and instructions; and

- Complete and sign the "Application for Vocational Nurse Licensure" and the "Record of Conviction" form; and

- Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints.

***Note: A License will not be issued until the board receives the background information from DOJ.**

- In order to be licensed in California, applicant must submit an application fee along with the required forms to the BVNPT (visit the BVNPT website for current fee schedule). One of these forms is called a "Record of Conviction."

- Applicants will need to be fingerprinted for the Department of Justice and FBI to process the fingerprint card. Additional information regarding the current fee schedule is available on the BVNPT website.

- You will also receive an application to the National Council of the State Boards of Nursing to take the National Council Licensure Examination for the Vocational Nurses (NCLEX-PN). Please visit the BVNPT website for current information regarding the fee to register by mail. Once you have submitted this form, you will receive an Authorization to Test and the information to take an exam.

- Once you have successfully completed the NCLEX-PN, you will need to submit an application for licensure to the Board of Vocational Nursing with an initial license fee (visit the BVNPT website for current fee schedule).

- Further information on becoming registered may be obtained on the Board of Vocational Nursing and Psychiatric Technicians website, http://www.bvnpt.ca.gov/.

- Graduates must satisfy **all** requirements for certification **at the time** of Application.

Pharmacy Technicians

1. Be at least 18 years of age at the time of graduation from the Pharmacy Technician Program; and

2. Graduate from an accredited high school or acceptable equivalent; and must be able to produce two official copies of Transcripts. Please see your admissions advisor for what would qualify as acceptable equivalent.

3. Graduate from a Pharmacy Technician Program meeting the California Board of Pharmacy requirements. American Career College meets this requirement.

- Complete the Live Scan Fingerprinting Service. (Live Scan is inkless electronic fingerprinting. The fingerprints are electronically transmitted to the Department of Justice and Federal Bureau of Investigations (DOJ/FBI) for completion of a criminal record check.) The State of California will likely deny you registration if you have a felony conviction.

- Processing times may vary, depending on when the Board receives documents from schools, agencies, and other states or countries. The time to process an application indicating a prior conviction(s) may take longer than other applications. Delays may also occur with the fingerprint processing by the Department of Justice and/or the Federal Bureau of Investigation (FBI).

- Applicants must report any convictions or pleas of nolo contendere even if a subsequent order was issued which expunged or dismissed the criminal record under the provisions of section 1203.4 of the Penal Code. Applications may be denied for knowingly falsifying an application pursuant to section 480(c) of the Business and Professions Code.

- You may be denied a license if you have:

  - A medical condition which in any way impairs or limits your ability to practice your profession with reasonable skill and safety without exposing others to significant health or safety risks.

  - Engage, or been engaged in the past two years, in the illegal use of controlled substances.

  - If disciplinary action has ever been taken against your pharmacist license, intern permit or technician license in this state or any other state.

  - Ever had an application for a pharmacist license, intern permit or technician license denied in this state or any other state.

  - Ever had a pharmacy permit, or any professional or vocational license or registration, denied or disciplined by a government authority in this state or any other state

  - Been convicted of a crime any crime in any state, the USA and its territories, military court or foreign country. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea of nolo contendere. Any action that a board is permitted to take following the establishment of a conviction may be taken when the time for appeal has elapsed, or the judgment of conviction has been affirmed on appeal, or when an order granting probation is made suspending the imposition of sentence, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.

- Notwithstanding any other provision of this code, no person shall be denied a license solely on the basis that he or she has been convicted of a felony if he or she has obtained a certificate of rehabilitation under Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code or that he or she has been convicted of a misdemeanor if he or she has met all applicable requirements of the criteria of rehabilitation developed by the Board to evaluate the rehabilitation of a person when considering the denial of a license under subdivision (a) of Section 482.

- Complete a sealed original NPDB-HIPDB self query report (This report is governed by the US Department of Health and Human Services and the self-query will indicate if there is a report on you or your practitioner organization - either for your own interest, at the request of a potential employer, licensor, or insurance provider.) The Board of Pharmacy will likely deny the completion of your registration if you have a pending report.

- More information on the process for becoming registered may be obtained on the California State Board of Pharmacy website, http://www.pharmacy.ca.gov/.

Physical Therapist Assistant

Students must pass two (2) exams in order to become a Licensed Physical Therapist Assistant in California. Students must first pass the National Physical Therapy Examination;(NPTE) in order to take the California Law Examination (CLE).

Requirements by the Federation of the State Boards of Physical Therapy www.fsbpt.org

1. You must be at least 18 years of age.

2. Submit an online registration and pay the registration fee.

3. Have a degree appropriate for the exam level from a CAPTE accredited institution, or

   a. Be within 90 days of graduation from a CAPTE accredited institution.; or

   b. Must have an education that is deemed substantially equivalent.

4. Have only tested 3 times out of the last 4 test dates (Maximum attempts in any 12-month period per exam level is 3) .

5. Have complied with any test security requests made by FSBPT staff.

6. Have completed any sanctions related to a disciplinary action taken by FSBPT or a jurisdiction licensing authority.

7. Be approved by the licensing authority (board) in the state or jurisdiction where they intend to be licensed.

Further information on the CLE, visit the Physical Therapy Board of California website, www.ptbc.ca.gov

Occupational Therapy Assistant

To be deemed eligible to sit for the NBCOT certification examination, U.S. candidates must have graduated with an Associate degree in occupational therapy from an accredited institution.

The Certification Eligibility Requirements for the NBCOT are as follows:

- Complete all fieldwork requirements

- Submit an official final college or university transcript that indicates the degree date and title OR an Academic Credential Verification Form (ACVF) within six (6) months of the candidate receiving his/her final degree. The pass/fail status of candidates who submit an ACVF will not be released until NBCOT receives an official final transcript.

- Agree to abide by the NBCOT Practice Standards/Code of Conduct

- Attain a passing score on the NBCOT certification exam

See more at www.nbcot.org/certification-candidates-eligibility

Once a passing score on the NBCOT has been met, students must apply to the Board of Occupational Therapy. See application information at www.bot.ca.gov/applicants/application.shtml

Radiography

- Be at least 18 years of age at the time of graduation from the Radiography Program; and

- Graduate from an accredited high school or acceptable equivalent (furnish proof). Please see your admissions advisor for what would qualify as acceptable equivalent.

- Radiography certification candidates must have successfully completed a radiography educational program that is accredited by a mechanism acceptable to the ARRT.

- Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures by completing the Radiography Didactic and Clinical Competency Requirements.

Registered Nurse License

To practice as an RN in California, you must be licensed by the California State Board of Registered Nursing (BRN). You must meet educational requirements, pass a criminal background check, and pass the national licensing examination.

To apply for licensure:

- Obtain an application package and detailed instructions online at the BRN website or by contacting the BRN.

- Send your application to the BRN at least 6-8 weeks before graduation.

- Have your school send the BRN your transcripts.

- Complete a fingerprint background check.

- Take and pass the National Council Licensing Examination (NCLEX). The exam is computerized and given continuously 6 days a week. (New graduates are advised to take the exam soon after graduation because research has shown that there is a higher success rate for early test takers compared with those who wait several months.)

- Apply for an Interim Permit if you wish to work in a supervised nursing capacity while awaiting the results of your examination.

Further information on becoming licensed may be obtained on the California State Board of Registered Nursing website, www.rn.ca.gov

Registered Respiratory Therapist

TMC Eligibility Requirements

- Applicants shall be 18 years of age or older.

- Applicants shall be a graduate and have a minimum of an associate degree from a respiratory therapy education program 1) supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC), or 2) accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and graduated on or before November 11, 2009.

Clinical Simulation Examination Admission Requirements

Applicants shall satisfy ONE of the following requirements:

- Applicants shall be a CRT and have successfully completed the Therapist Written Examination (WRRT) on or before December 31, 2014.

- Applicants shall be a CRT and have successfully completed the Therapist Multiple-Choice Examination (TMC) by achieving the higher cut score on or after January 1, 2015.

Further information on becoming registered may be obtained on the Respiratory Care Board of California website, www.rcb.ca.gov and the National Board for Respiratory Care, www.nbrc.org.
Graduates must satisfy **all** requirements for certification **at the time** of Application.

State and National Board Examinations

State and national licensing and/or certification and registration examinations or processes are the student's responsibility. The College will provide students with information regarding test dates, locations, and fees whenever possible. Students should be aware that all test fees, unless stated on the enrollment agreement, are in addition to the tuition paid to the College. Students who choose to participate in state and national licensing and/or certification or registration examinations or processes are responsible for paying the sponsoring organizations.

Students are responsible for confirming their eligibility for any licensing, certification or registration. Additionally, students are encouraged to understand any changes or additional requirements that may apply to the licensure, certification or registration requirements.

Licensure/Certification Requirements

Certified Dispensing Opticians and/or Contact Lens Technicians

Although it is not required to work as a Dispensing Optician in California, graduates may pursue certification. Graduates must pass voluntary certification examinations through the American Board of Opticianry (ABO) and/or the National Contact Lens Examiners (NCLE).

Certified Massage Therapists

Although it is not required to practice in California, graduates may wish to pursue certification. Massage Therapists using 'Certified' in their title will have the choice to obtain certification through the California Massage Therapy Council (CAMTC) and maintain that title, or obtain a local permit(s) and delete the term 'Certified' from their professional title. Most localities will require municipal licensing to practice, but it varies by city.

Certified Medical Assistants

Although it is not required to work as a Medical Assistant in California, you may pursue the CMA credential. To do so, you must follow the guidelines through the American Association of Medical Assistants (AAMA).

Certified Surgical Technologists

Although it is not required to work as a Surgical Technologist in California, graduates may choose to pursue certification. Graduates must pass the National Board of Surgical Technology and Surgical Assisting (NBSTSA) national Certified Surgical Technologist examination.

Licensed Radiologic Technologists:

In order to work as a radiologic technologist, graduates must pass the American Registry of Radiologic Technologists (ARRT) certification exam to become licensed by the ARRT and California Department of Public Health, Radiologic Health Branch.

Licensed Vocational Nurses

In order to work as a vocational nurse, graduates must pass the NCLEX-PN (National Council Licensure Examination) exam to become licensed by the California Board of Vocational Nursing and Psychiatric Technicians.

Occupational Therapy Assistants

In order to work as an Occupational Therapy Assistant in the state of California, all applicants for OTA licensure must qualify for and pass the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice and licenses are usually based on the results of the NBCOT Certification Examination.

Pharmacy Technicians

To work as a pharmacy technician in California, graduates must possess and keep current a registration/license as a pharmacy technician. The Pharmacy Technician Certification Board administers national certification examinations. Certification is voluntary in most states, but is required by some states and employers. California requires Registration only.

Physical Therapist Assistants

In order to work as a Physical Therapist Assistant in the state of California, all applicants for PTA licensure must qualify for and pass the National Physical Therapy Examination (NPTE) Physical Therapist Assistant Examination and the California Law Examination (CLE), which relates to the practice of physical therapy in California.

Registered Dental Assistants

Although it is not required to work as a Dental Assistant in California, graduates may pursue the RDA credential. Graduates must successfully pass a hands-on practical examination performed on a typodont and successfully pass a State computerized written examination (including law and ethics) through the Dental Board of California.

Registered Health Information Technicians

Although not required to work as a Health Information Technician in California, graduates may seek the RHIT credential. Graduates must pass the Commission on Certification for Health Informatics and Information Management (CCHIIM) examination

Registered Nurse

In order to practice as a registered nurse in California, you must be licensed by the California Board of Registered Nursing (BRN). You must meet educational requirements, pass a criminal background check, and pass the National Council Licensing Examination (NCLEX-RN).

Registered Respiratory Therapists

As of January 1, 2015 the California Board of Respiratory Care requires graduates to have a minimum of a Registered Respiratory Therapist (RRT) credential to work in California. To obtain the RRT credential, graduates are required to take and pass the TMC exam and score in the higher cut score resulting in the CRT credential and then will be eligible to take the CSE exam. Graduates must pass the CSE exam in order to become an RRT in California.

ACADEMIC INFORMATION AND COLLEGE POLICIES

Books and Course Materials Policy

Students are required to bring all required textbooks and course materials, as assigned in the syllabus, to all classroom and laboratory sessions. Students MUST acquire the required textbooks and course materials listed on the course syllabus for each course or module. The textbook must be acquired by the 7th class day. Students are not allowed to share textbooks with students who are currently registered in the same course or module. Failure to acquire (or show proof of purchase) the required textbook before the 8th class day will result in the student being dropped from the course or module.

Students are required to wear their designated uniforms at all times while attending the program. Students MUST acquire the required uniforms for the program. Uniforms must be acquired and worn in class by the 2nd class day.

Grading System

Progress and quality of students' work in the diploma programs are measured by a system of letter grades and grade percentages as shown below. Progress reports are issued to students at the completion of each module for diploma programs or each term for degree programs. Grades are based on the quality of work as shown by learning deliverables as indicated on the module or course syllabus.

Grading Scale

ALL PROGRAMS (Except Vocational Nursing & AS Degree in Nursing)		VOCATIONAL NURSING & AS DEGREE IN NURSING (Los Angeles, Orange County, Ontario)		VOCATIONAL NURSING (Lynwood)		Effect on SAP			
Letter Code	Description	Letter Code	Description	Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in GPA	Quality Points
A	90-100	A	90-100	A	90-100	Yes	Yes	Yes	4.00
B	80-89	B	80-89	B	82-89	Yes	Yes	Yes	3.00
C	70-79	C	75-79	C	78-81	Yes	Yes	Yes	2.00
D	60-69 *(Fail)*	D	70-74 *(Fail)*	D	73-77 *(Fail)*	No	Yes	Yes	0.00
F	0-59 *(Fail)*	F	0-69 *(Fail)*	F	0-72 *(Fail)*	No	Yes	Yes	0.00
I	Incomplete	I	Incomplete	I	Incomplete	No	Yes	No	N/A
Pass		Pass		Pass		Yes	Yes	No	N/A
Fail		Fail		Fail		No	Yes	No	N/A
TC	Transfer	TC	Transfer	TC	Transfer	Yes	Yes	No	N/A
W	Withdraw	W	Withdraw	W	Withdraw	No	Yes	No	N/A
AU	Audit	AU	Audit	AU	Audit	No	No	No	No
**	Repeated Course	**	Repeated Course	**	Repeated Course	No	Yes	No	N/A

* For grade scales prior to 1/1/2014 please refer back to the catalog in effect at the time the grade was issued.

NOTE: A student who fails to achieve a passing grade in the clinical portion of a course cannot progress in the program.

Incomplete Grades

An "incomplete" cannot be given as a final grade. At the end of a module or course, student's failure to complete the required class work, clinical hours, assignments and/or tests will result in an incomplete grade. Students may, with the instructor's approval, be granted a maximum extension of 14 calendar days to earn a passing grade. If the final grade results in a failing grade, the module or course must be repeated in its entirety. If the module or course for which the "I" grade was given is a prerequisite, the student will be dropped from the subsequent module or course. Final grade earned will be posted for any "I" grades that are not remediated.

Pass/Fail Grades

For Vocational Nursing Programs at Los Angeles, Orange County, and Ontario Campuses, and Physical Therapist Assistant program:

> Non- Credit courses (VN500 and PTA260) must be taken and passed in order to graduate from the respective program.

Withdraw Grades

A student who withdraws after attending any portion of a module or course will receive a grade of "W" or Withdrawal on their transcript. The "W" grade is a permanent mark with no grade points assigned. "W" grade for the module or course will not be included in the calculation of the CGPA for SAP. Withdrawal credits are counted as attempted, but not earned and will be included in the calculation of the rate of progression in determining SAP.

In the Vocational Nursing and Dental Assisting programs, all withdrawal clock hours are counted as attempted, but not earned and will be included in the calculation of the rate of progression in determining SAP, regardless of the point of withdrawal.

Repeated Modules or Courses

Students who do not achieve a letter grade of "C" or better in any course or module are considered to have failed that course or module and must repeat it. When students repeat a failed course or module, the grade received is used to calculate the cumulative GPA. Both the original and repeat attempts will be counted in rate of progress calculations. If repeating the course or module is required, the length of the program must not exceed 150 percent of the published program length. Students may repeat a failed course or module only once. Additionally, the ability to repeat a course or module is on a "seat availability" basis. A student's training may be interrupted if the course or module to be repeated is not available until a later date.

Degree students repeating courses will be charged the per credit cost for each repeated course.

Satisfactory Academic Progress (SAP) Requirements

Satisfactory Academic Progress (SAP) is defined as the successful progression through an academic program. Every student must maintain satisfactory academic progress in order to remain enrolled at the college, and to remain eligible to receive federal financial aid. All students are expected to meet the minimum standards of SAP required for the program of study. SAP is measured in two ways:

1. Qualitative- Cumulative Grade Point Average (CGPA)

> Students must meet minimum CGPA requirements at specific points throughout the program. Only those credits required in the student's program of study are used in the CGPA calculation.

2. Quantitative- Rate of Progress (ROP)

> A student must maintain the minimum ROP requirements at specific points throughout the program. The rate of progress percentage is calculated by dividing the credits or hours earned by the credits or hours attempted. Only those credits or hours required in the student's program of study, including transfer credits, are used in the ROP calculation.

In order for a student to be considered to be making academic progress, both SAP standards will be reviewed at the end of each grading period, and the student must be progressing in accordance with the tables below.

ASSOCIATE DEGREE PROGRAMS (CREDIT)		
Credits	**ROP**	**CGPA**
0-24	50%	1.0
25-48	60%	1.5
49+	66.67%	2.0

DIPLOMA PROGRAMS (CREDIT)*		
Credits	ROP	CGPA
0-12	50%	1.0
13-24	60%	1.5
25+	66.67%	2.0

*Diploma Programs (Credit) refers to the Medical Assisting, Medical Billing and Coding, Optical Technician, Pharmacy Technician, and Massage Therapy Programs.

DIPLOMA PROGRAMS (CLOCK)**		
Hours	ROP	CGPA
0-160	50%	1.0
161-320	60%	1.5
321+	66.67%	2.0

**Diploma Programs (Clock) refers to the Dental Assisting Program.

VOCATIONAL NURSING PROGRAM (CLOCK)		
Hours	ROP	CGPA
0-372	50%	1.0
373-744	60%	1.5
745+	66.67%	2.0

Maximum Timeframe

Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help assure that students will complete their programs within the maximum time frame.

- **For Core Diploma Programs (DA, MA, MBC, MT, OPT, PT),** SAP is run after every **20 class days** (every month approximately).

- **For Degree Programs,** SAP is run after every Term (**10 weeks**).

- **For the Vocational Nursing Programs** at Los Angeles, Orange County, and Ontario Campuses, SAP is run after every Term as well for VN- every **13 weeks**, for VNEW- every **20 weeks**.

- **For the Vocational Nursing program** at the Lynwood campus, SAP is run after every **16 weeks**.

Effect of Transfer Credit on SAP

Transfer credit awarded by the college has no effect on CGPA calculations for SAP, but does effect the ROP calculation. Transfer Credits are also included in the maximum timeframe calculation.

Effect of Program Change on SAP

Students who change programs will only have credits and grades that are applicable to the new program (including transfer credits) calculated in SAP and Maximum Timeframe. Any credits that were previously taken that are not part of the student's new program of study will not be used in the calculations.

Warning and Probation Periods

Every student will have their CGPA and ROP calculated after each grading period,

- The first grading period in which a student falls below the minimum SAP standards outlined above, the student will be placed on SAP Warning. If the student meets or exceeds the standards the following grading period, the student will be moved to SAP Met. If not, the student will be moved to SAP Probation. Should the student wish to remain in school and receiving federal financial aid, the student must successfully complete the appeal process.

- A student that has progressed to SAP Probation will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will be moved to SAP Dismissal and dismissed from school unless the conditions of an academic plan were successfully met.

- A student that has progressed to SAP Dismissal will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will remain on SAP Dismissal and be dismissed from school unless the conditions of an academic plan were successfully met.

Students will be dismissed at the end of any grading period in which it has been determined that it is mathematically impossible for the student to meet the minimum requirements.

While in SAP Warning the student is considered to be making Academic Progress, and will remain eligible to receive federal financial aid. While in SAP Probation or SAP Dismissal (with an approved appeal and or academic plan) the student is considered to be making Academic Progress and will remain eligible to receive federal financial aid. Students not making Satisfactory Academic Progress are required to participate in any advising and tutoring that are considered to be necessary by the

college. Failure to participate may result in Dismissal regardless of CGPA or ROP.

Students on SAP Probation, SAP Dismissal and who have been dismissed for exceeding Maximum Timeframe are not eligible to change programs.

Appeal Process

Any student who has been placed SAP Probation or SAP Dismissal may appeal if special or mitigating circumstances exist. All appeals must be submitted in writing within five (5) calendar days of receiving notification of the dismissal. All appeals must explain the circumstances which affected their academic performance, how the circumstance has been resolved so it will not have any future effect on the student's Academic Progress, additional documentation may be required. The decision of the college is final and may not be further appealed.

Reinstatement

A student may appeal to return to the college if they were previously dismissed for not meeting SAP. The appeal should include information about the circumstances which affected their academic performance, how the circumstance has been resolved so it will not have any future effect on the student's Academic Progress. The student should also include reasons for why they should be readmitted. Many factors will be reviewed when determining whether or not a student should be readmitted, including academic performance, attendance, life changes, and account balance.

Student Appeal Process

Students have the right to appeal decisions made and policies enforced by the College. Appeals may be requested based upon the following circumstances:

- Final grades
- Attendance
- Enforcement of College policies resulting in a change in status or disciplinary action

Appeal of a final grade or attendance:

- Students disputing a final grade or attendance must first meet with or email the instructor within five business days of the last scheduled class day.
- The student must provide evidence substantiating the request.

- The instructor must review, make a determination, and meet with the student to communicate the decision within three business days.
- The student may appeal the instructor's decision and must email or turn in the hard copy of the appeal to the Program Director within three business days of the instructor's decision.
- The Program Director must review, make a determination, and meet with the student to communicate the decision within three business days.
- The decision of the Program Director is final.

Appealing enforcement of College policies:

- Students disputing a decision based on enforcement of College policies resulting in a status change or disciplinary action must appeal in writing within five business days of the decision and submit documentation to the Director of Education.
- An appeals panel will be convened within three business days of receipt of the appeal.
- An appeals panel will review, make a determination, and meet with the student within three business days.
- Prior to the appeal panel's final decision, students may choose to appear to present additional information.

General Graduation Requirements

To be eligible for graduation, a student must:

- Pass all modules or courses;
- Complete all required clinical and externship training hours and meet all objectives evidenced by satisfactory evaluations;
- Complete the program within maximum time frame allowed;
- Be in good financial standing with the College and attend all graduate/financial aid exit interviews;
- Pass the program's exit examination, if applicable.

Spanish Medical Terminology Course

All students have access to the Spanish Medical Terminology course as part of their program while enrolled at ACC. The Spanish Medical Terminology course is designed for English-speaking healthcare workers who understand and speak little or no Spanish. The course content includes basic job-related vocabulary and grammar, along with conversational expressions,

questions, and commands tailored to the needs of medical personnel. This course offers applied healthcare-related Spanish in order to facilitate basic communication with those patients whose native language is Spanish. Emphasis is on oral communication and career-specific vocabulary that targets general health, urgent care, and customer service employees. Upon completion, students will receive a certificate of completion and should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

Program Measurement

The College measures its programs in quarter credits and clock hours, as delineated in the program information. Both methods of measurement are provided to assist in comparing the program length to other institutions' programs.

Quarter credits are defined as follows:

- For lecture classes, one quarter credit is equal to 10 clock hours.

- For laboratory classes, one quarter credit is equal to 20 clock hours.

- For externship or clinical experiences, one quarter credit is equal to 30 clock hours.

Semester credits are defined as follows:

- For lecture classes, one semester credit is equal to 15 clock hours.

- For laboratory classes, one quarter credit is equal to 30 clock hours.

- For externship or clinical experiences, one quarter credit is equal to 45 clock hours.

Clock hours are defined as follows:

- A clock hour is a minimum of 50 minutes in which lectures, demonstrations, and similar class activities are conducted.

Maximum Students in a Typical Classroom

- The number of students in a classroom or laboratory may vary based upon programmatic requirements, number of instructors and instructional assistants assigned to the class.

- Typical classroom lecture settings range from approximately 20 to 75 students. Typical laboratory settings range from approximately 10 to 25 students.

Non-Credit, Remedial Coursework

- Students enrolled in the College are not offered non-credit or remedial coursework.

Attendance Policy

The College emphasizes the need for all students to attend classes on a regular and consistent basis. Regular attendance and punctuality will help students develop good habits and attitudes necessary to compete in a highly competitive job market.

Students are encouraged to schedule medical, dental, and personal appointments before or after school hours and should notify the Instructor if they plan to be tardy or absent. Regardless of reason, a student will be counted as absent or tardy if time in class is missed. All absences will impact attendance requirements.

Students are responsible for understanding the attendance requirements and the impact of any absences on successful completion of a particular module or course and the entire program.

General Attendance Requirements*

- Attendance is recorded for **all** programs and is tracked by minutes in the scheduled class, lab or clinical session. This includes absence from the entire session, late arrival (tardy), and early departure.

- Students absent for 20% of any module or course will receive a verbal warning.

- Student absent for 30% of any module or course will receive a written warning and verbal advisement.

- Students absent for 50% or more of any module or course will fail that module or course and will be required to repeat the module or course in its entirety.

- Students absent for 10 consecutive scheduled class days, whether within a module or course or between consecutive scheduled modules or courses will be dropped from the program.

- Students must make up all absences that occur during externship or clinical experiences to ensure that all required hours are completed prior to graduation.

- Students are not permitted to make up absences in the didactic or laboratory portion of their program, with the exception of those enrolled in Vocational Nursing and Dental Assisting as required by State regulation for the VN and DA programs.

- Regardless of program, students are responsible for make-up work and assignments.

*NOTE: Program specific requirements (see below) supersede any general attendance requirements.

Attendance Changes:

- Only alleged errors in the attendance record will be considered for appeal.

- Students must appeal any alleged errors in the attendance record within 5 business days of the last scheduled class date for the module or course in question. See Appeals Policy and Procedure for details of appeals.

- Students are required to provide documentation to substantiate any requested attendance change.

- No changes to the attendance record will be permitted after 14 calendar days of the last scheduled class date for the module or course in question.

Program Specific Requirements

Dental Assisting program

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up in order to pass the current module.

- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.

- Make-up hours in the Dental Assisting program must be completed on campus in the scheduled module or course.

- Students may not make up more than 20 hours in any module.

Massage Therapy

(beginning January 1, 2017)

- Attendance is recorded for all modules and is tracked by minutes in the scheduled class, lab or clinical session. This includes absence from the entire session, late arrival (tardy), and early departure.

- Students absent for 10% (equivalent of 8 hours/2 days) of any module will receive a verbal warning.

- Students absent for 20% (equivalent of 16 hours/4 days) of any module will receive a written warning and verbal advisement.

- Students absent for 25% (equivalent of 20 hours/5 days) or more of any module will fail that module and will be required to repeat the module in its entirety.

- Students are responsible for make-up work and assignments.**Vocational Nursing (Los Angeles, Orange County, and Ontario campuses)**

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up in order to pass the current module and prior to advancing to the subsequent module.

- Make-up hours in the Vocational Nursing program must be completed on campus, laboratory, or at the assigned clinical sites.

- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.

Vocational Nursing program (Lynwood)

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up. For courses that last from one to nine weeks, a warning will be issued after just one absence. For those courses that last ten to sixteen weeks, the warning is issued after the second absence. Continued absenteeism may result in dismissal from the program.

1. Attendance and punctuality is expected in all classes and clinical sessions.

2. "No Call/No Show" is defined as failure to report to class and/or clinical area as scheduled without appropriate and timely notification to the instructor.

3. Should an emergency arise, timely notification is defined as 60 minutes before the start of theory/clinical.

4. Absences and tardiness will be evaluated on a case-by-case basis as to whether the student will be retained or terminated from the program. Contagious illnesses, the demise of a family member, and equally catastrophic reasons for absences will be taken into consideration for student retention. Documentation supporting absence or tardy must be provided to the Director of Nursing.

A tardy equates to partial attendance and is unacceptable given the clock-hour nature of the Vocational Nursing program. Two tardies equals one absence. When a

student has a second tardy, a written warning will be issued. Continued tardiness will result in progressive disciplinary action. A student may be terminated for excessive tardiness.

1. Any student arriving up to ten minutes past the scheduled start of theory will be considered tardy.

2. A student who arrives beyond ten minutes for theory is also considered tardy but will be admitted into the room only when the class is given a break.

3. A student who arrives late (i.e., any time after the published class start time) for a scheduled clinical rotation will be sent to the Director of Nursing who will determine if the student should be sent home and considered absent from clinical. Based on the decision of the Director, a student may be required to make up all clinical hours for that day.

4. If a student returns late from a break or leaves early, the student is considered tardy and will be required to make up the time missed.

5. If a student does not attend post-conference after the clinical experience, the student is considered absent and will be required to make up all clinical hours for that day. Emergency situations preventing attendance at post-conference will be reviewed at the instructor's discretion, with approval by the Director of Nursing, and the student will still be required to make up the missed time.

Blended Modules/Courses/Programs

Attendance, punctuality, and participation are expected in all classes and learning experiences. Students enrolled in programs offering a blended delivery format should plan to attend all scheduled class sessions:

*   **Online attendance** – To demonstrate/document online attendance in a blended module/course, a student must submit at least one gradable activity for each online day scheduled for the week. A *gradable activity* includes but is not limited to the posting of a response to threaded discussion (i.e., initial post and responses to two other student posts), electronic submission of a class assignment to the "drop box," electronic submission of a test/exam, or any other course-related activity that is graded. The *online class week* runs for 7 calendar days beginning on the first day of the module or course at 12 AM PST and ends on the 7th day of the module or course at 11:59 PM PST, unless otherwise indicated. Failure to maintain regular

online attendance may result in dismissal from the module/course/program.

*   **On-ground attendance** – Students are expected to physically attend scheduled on-ground class sessions. In the event of absence from a scheduled class session, it is the student's responsibility to contact the instructor immediately for instructions regarding how to make up any assignment(s) from the missed class(es).

    *   Students absent from 50% or more of the scheduled class sessions will fail the module/course and will be required to repeat the module/course in its entirety.

    *   Chronic late arrival for and/or early departure from scheduled class sessions (including return from scheduled class breaks) are unacceptable and may result in progressive disciplinary action, including dismissal from the module/course/program.

As unforeseen, extenuating circumstances may result in absence/tardiness beyond a student's control, such instances will be considered by the instructor on a case-by-case basis.

Make-Up Work Assignments

Students are required to make up all assignments and work missed as a result of absences. Arrangements to take tests and/or quizzes missed because of an absence or tardy can only be made with the Instructor's approval.

Regardless of the completion of make-up work, late or missing attendance in a scheduled class will be counted as tardy or absent. Hours of make-up work will not be accepted as hours of class attendance. Make-up hours in clock hour programs must be done on campus or on clinical or externship sites. Clinical and externship hours must be completed at an assigned clinical or externship site, arranged through the Program Director.

Refer to the program handbook for details regarding the make-up policy for particular programs.

Required Outside Preparation and Study Time

Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation will vary by module or course and may take the form of homework assignments, projects, reading and required studying. The amount of time spent for outside preparation will vary

according to individual student abilities and complexity of the assignments. Students are responsible for reading all study materials issued by their instructors and must turn in homework assignments at the designated time.

Externship and Clinical Experiences

Externship and clinical experiences required in some programs enable students to work with patients/clients to apply the competencies and practices learned in the classroom. Students participating in externship and clinical experiences work under the supervision of a qualified assigned preceptor, as determined by College faculty, in participating sites and under the general supervision of College staff. Students are evaluated by supervisory personnel and evaluations are placed in the students' permanent records. Externship and clinical guidelines and requirements for each program may be obtained from the Program Director.

The following applies to all students who are required to complete externship or clinical experiences:

1. Students are expected to meet all host site requirements.

2. Site assignments are determined by the College. Students may be terminated from the program if they refuse the clinical or externship site assignment.

3. Externship and clinical sites are selected to meet the objectives of the program. Students are required to travel to the clinical site. In many cases, this may require travel that is a greater distance than the student's commute to the campus.

4. Site locations within a specified distance from the campus or from a student's home cannot be guaranteed.

5. The College reserves the right to re-assign site assignments and locations as needed to ensure that program requirements are met.

6. Students must arrange and pay for their own transportation to and from their assigned clinical or externship experience, including any parking charges at the host site.

7. Students should expect the hours and days to vary depending on the host site. Shifts on externship or clinical experience can range up to 12 hours, occurring any hour of the day, afternoon, or evening and any day of the week.

8. If students are going to be absent from their clinical or externship site, they are required to notify their designated supervisor and the applicable College staff member.

9. Students must make up all absences that occur during clinical or externship experiences to ensure that the required hours are completed prior to the end of the scheduled period.

10. Students enrolled in a program that requires an externship are expected to immediately begin that portion of their program, upon successful completion of all classroom requirements.

11. Externship students are encouraged and should be prepared to participate in their externship training on a full-time basis (30-40 hours per week).

12. Students are expected to abide by the College's Conduct Policy at all times while on externship or clinical, as well as the policies and procedures of the site.

Field Trips and Guest Lectures

Field trips to program-related medical clinics, laboratories, hospitals, businesses and manufacturing facilities may be scheduled by the instructor and/or Program Director. The purpose of field trips is to introduce students to the career field in their area of study and to augment classroom instruction. Guest lectures and speakers may be scheduled to reinforce classroom training.

Leave of Absence

A leave of absence (LOA) may be granted in the case of extenuating circumstances that may require students to interrupt their education. The LOA must be requested by the student and approved by the College, in accordance with the College's LOA procedure.

Examples of extenuating circumstances that may qualify a student for LOA include:

•   military duty;

•   serious injury or illness of a student that prevents the student from attending school;

•   serious injury or illness of a family member that prevents the student from attending school;

•   death in the immediate family;

•   maternity;

•   jury duty; or

- extenuating circumstances as approved by the College's Campus Director.

Effect of Leave of Absence on Student Financial Aid for Degree Programs

For degree program students, a leave of absence is not considered an official leave of absence under federal Title IV regulations. When a student takes an institutional LOA, the student will be considered ineligible for Title IV purposes. As a result, a return to Title IV calculation will be done and the student will be reported to his or her lender as less than half time enrolled. The time on a LOA will be counted against the six month grace period for entering repayment on the federal financial aid loans. The student will enter repayment, if the student does not return from leave within six months.

Leave of Absence Procedure

Students must submit a written request for a LOA to the Program Director. The Program Director and Director of Education will review the student's eligibility for a LOA and ensure that all information and documentation has been provided.

There must be a reasonable expectation that the student will return from the LOA in the period indicated, in order for a LOA to be granted. The student will be informed, in writing, of the decision to grant or deny the request for LOA by the Director of Education.

Prior to the beginning of a LOA, the student must meet with the Financial Aid Department to determine the financial aid implications of taking a LOA.

Additional Provisions

- Students may not exceed 180 calendar days on LOA within a continuous 12 month period.

- Students in the VN program and AOS degree programs will not be eligible for LOA during the first term of the program.

- If an LOA occurs anytime during a module or course in progress, students may be required to retake those courses in their entirety. Students will receive a W grade for such module or courses.

- Students will not be eligible for any financial aid while on LOA and may be required to complete additional financial aid documents.

- Students who fail to return from LOA on the scheduled date will be dismissed from the program. This may impact a student's loan repayment obligations.

- Students making tuition payments to the College remain under that obligation during a LOA.

- If a student who has received Title IV loans fails to return from a LOA, the Federal loan grace period begins retroactively from the date the leave began (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs).

- If students do not return following the LOA period, the College must apply its refund policy in accordance with state and federal guidelines (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs)..

- The Department of Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a LOA.

- Serious injury or illness:
  - Student must provide medical documentation or attestation stating the student is unable to attend school and the date upon which the student is expected to return to school.
  - Student must provide medical documentation or attestation stating the student must be available to care for the family member and the date the student is expected to return to school.

- Jury Duty: Students selected to serve on a jury are eligible to request a LOA. Students must provide official court documents stating the time of service required of the student prior to a LOA being granted.

- Extenuating circumstances: Students encountering other extenuating circumstances not listed above may apply for a LOA by providing documentation of the circumstances. The determination of whether these circumstances are appropriate grounds for a LOA are at the discretion of the College.

- Class size limitations: the Vocational Nursing program may deny LOA requests in the second term of the program at the discretion of the VN Director of Nursing and Executive Director/Campus Dean.

- Students in an accelerated track of a program that request a LOA may be required to return to a standard schedule based on course and seat availability. Tuition will be applied accordingly.

- The College will provide students with a tentative schedule based on the estimated return date. Schedules cannot be guaranteed and students may

have to return to a different session depending on course availability.

Termination Policy

A student is subject to termination for violating any of the following:

- Failure to maintain satisfactory academic progress
- Failure to comply with the College's attendance policy
- Failure to comply with the College's conduct policy
- Failure to meet financial obligations to the College
- Failure to fully comply with program, clinical and/or externship requirements
- Failure of the same course or module twice
- Violation of any of the conditions as set forth and agreed to in the Enrollment Agreement
- Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help assure that students will complete their programs within the maximum time frame.

Program Transfers

Students who have begun their training and wish to transfer to another program must seek permission from the Program Director. Students are required to meet with the Financial Aid Office before a program transfer may be granted.

Students transferring to a completely new program will be dropped from the current program and enrolled into the new program as a new student under the current catalog and new enrollment agreement.

Students transferring into a different program session, for example from day to evening weekend, will be transferred and charges will be adjusted accordingly.

Campus Transfers

Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the same program must receive clearance from both campuses. The initial approval will be granted by the Program Director and final approval will be granted by Director of Education or Campus Dean. Transfers between the Los Angeles, Orange County, or Long Beach campuses allow the student's financial aid and balances to transfer.

Transfers to or from the Ontario campus will require students to meet with admissions, to complete a new enrollment agreement under the current catalog, and to reapply for financial aid for the remainder of the program. Transfers to or from the Lynwood campus will be evaluated on a case-by-case basis due to the format of the curriculum offered. All credits attempted and earned at any ACC campus will be considered in measuring the rate of completion for SAP and maximum timeframe. Satisfactory arrangements to pay outstanding balances existing at the time of transfer must be approved by the Campus Executive Director or Campus Dean.

Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the new program must receive clearance from both campuses.

Withdrawal from the College

Students who wish to withdraw from the College should contact their Program Director and are strongly encouraged to meet with the Financial Aid Office. Regardless of the circumstances of withdrawal or the date of notification to the College, the official withdrawal date is the last date of class attendance.

Re-entering Students

In some cases, students wishing to re-enter may be required to appeal for readmission. This appeal must be approved by an appeals committee comprised of faculty and/or staff as deemed appropriate by the College.

Re-entering students may be required to complete competency testing to determine their ability level before being approved for re-entry. Students may be required to repeat previous modules or courses for which they received credit if they cannot demonstrate competency. These repeated modules or courses may not be eligible for Title IV funding. All current and prior coursework will be counted towards the maximum timeframe of the program. The ability to re-enter the College is on a seat availability basis.

Student Re-entries:

- Students who drop voluntarily and who wish to re-enter may initiate the process with an admissions representative.
- Admissions will coordinate the re-entry process for the student.

- Financial Aid Office will review and approve/deny the re-entry to ensure that any financial aid issues are resolved.

- Student Resource Center will review and approve/deny to confirm that any payment plans are current or need revision.

- The Director of Education or Program Director, without consultation or approval of an appeals committee, will review and approve the re-entry ensuring:

  - The student has no conduct or behavioral issues which will impede campus operations, security, or externship or clinical placement.

  - There is seat availability to accommodate the student's re-entry into the next module or course.

- The student participates in academic advisement with the Program Director if there are issues with grades or attendance.

- Students in good standing who drop due to scheduling or availability of a course or module or session change need only the signature of the Director of Education to approve the re-entry.

- Applicants admitted as "Alternate Students" that are cancelled because class capacity has been met may re-enter without additional requirements when they are offered a seat in the next available class within one year of time of admission. Beyond one year, "Alternate Students" may be required to complete a health examination, background check, and/or drug screening.

STUDENT RESOURCE CENTER

The Student Resource Center (SRC) staff is available to provide students with resources that make college life easier. In one convenient location, the SRC responds to basic student questions, needs and requests in the areas of academics, finance, and co-curricular activities. Students are encouraged to visit the SRC with registrar requests, payment questions and any questions regarding transportation, childcare, professional counseling services in the community, and other information, as available, to address special concerns that may arise while attending the College.

Orientation

All new students attend an orientation session prior to the first day of class. Students will be informed of the date and time of the scheduled orientation during the enrollment process.

Students enrolled in the following programs also have specific orientation requirements:

• Associate of Science Degree in Nursing

• Associate of Occupational Science in Radiography

• Associate of Occupational Science in Respiratory Therapy

• Associate of Occupational Science in Surgical Technology

• Associate of Occupational Science-Physical Therapist Assistant

• Associate of Occupational Science-Occupational Therapy Assistant

• Dental Assisting*

• Pharmacy Technician

• Vocational Nursing

*Dental Assisting students are provided with an introduction to anatomy, tooth numbering, and universal precautions, including instrument sterilization.

Advising/Tutoring Assistance

Faculty and staff are committed to assisting students with academic advising and tutoring, when needed. Students are strongly encouraged to meet with their instructors to discuss any academic concerns.

The College provides tutoring assistance for students experiencing academic difficulties, and such students may be required to participate in skill reinforcement sessions outside of regularly scheduled class time. Instructors make every effort to identify students in need of assistance. Students, however, are urged to take the initiative to seek out-of-class help and to discuss their difficulties with their instructors or Program Director.

Housing

The College does not maintain or assume any responsibility for resident student housing. Approximate cost for a one bedroom apartment in the vicinity of our campuses range from $1000 - $1500/month.

Parking

The Los Angeles campus has two parking options available to students:

• Street parking is available near and around the College.

• Daytime parking is available in a parking lot that is located 2 blocks from the College at New Hampshire Ave. and Clinton Ave. Evening parking is available in the building's garage for a fee.

The Orange County campus has free daily parking available around the campus and facility expansion buildings.

The Ontario campus has free daily parking available around the campus.

The Long Beach campus has street parking available near and around college.

The Lynwood campus has free daily parking available around the campus.

Graduate Refresher Courses

The College offers its graduates skill refresher courses. Courses or modules may be audited at no additional charge, subject to space and equipment availability. The cost of any books, supplies, and/or parking will be the responsibility of the graduate. Upon requesting a refresher course, graduates will meet with the Program Director for an assessment of the graduate's specific needs. In order to audit the course, the graduate must have graduated from the College within the previous 12 months.

Graduation Ceremony

Graduation ceremonies recognize the efforts of the College's graduates. Upon successful completion of their programs, graduates are encouraged to attend a graduation ceremony. Graduates who choose to participate in the ceremony are required to pay a graduation fee for their cap and gown. Graduates must also be in financial good standing with the College to attend the ceremony.

Career Services

The Career Services Department is a vital part of the student's educational program. Although employment cannot be guaranteed, the purpose of the department is to actively assist students and graduates in obtaining

desirable employment. The Career Services Department assists students and graduates in a broad range of career planning and advising including: interviewing skills and follow-up; developing job opportunities through leads and networking; the full hiring cycle starting with resumes and job applications; and professional attire workshops.

Students and graduates are strongly encouraged to take advantage of every opportunity to work with the Career Services Department to sharpen their interviewing and presentation skills. Successful employment assistance is dependent upon a mutual, dedicated effort by both the graduate and the Career Services Department. Graduates are also encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform their Career Services Specialist of these efforts.

Employment assistance services are available to all students who successfully complete the requirements for graduation in their program. Employment opportunities may be limited for anyone who has a criminal background. Although a High School Diploma or GED (Ability-to-Benefit) may not be a requirement for enrollment into your respective program, without a High School Diploma or GED (Ability-to-Benefit), your employment opportunities may be limited.

Career assistance is available on an on-going basis to the College's graduates.

STUDENT POLICIES AND PROCEDURES

Dress Code

Students are expected to maintain a neat, clean appearance at all times during their training, both on campus and at externship and clinical sites.

Because a variety of equipment is used during training, certain items of clothing, such as shorts and open shoes, may not be worn for obvious safety reasons.

Students are required to wear their designated uniforms at all times while attending the program.

Note: *Individual programs may enforce a more stringent dress code policy. Please refer to the respective Student Handbook or syllabi for any specific program requirements.*

Academic Honor Code

Academic honesty, integrity, and ethics are required of all members of the College community. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the College at all times. Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from the College.

The general public, professional organizations and accrediting bodies hold individuals in the health care industry to a high standard and expect us to monitor the professional behavior of our colleagues. As future health care professionals, students at the College have a responsibility to follow this model and guide their actions to serve the best interest of their fellow students, faculty and potential patients by maintaining the highest degree of personal and professional integrity. Students are representatives of their profession in and out of the academic environment. Therefore, allegations of misconduct by any student of the College will be taken very seriously.

Work for which students receive credit must be the result of their own effort. Acting honorably in an academic setting requires more than simple honesty. Academic dishonesty takes place whenever a student undermines the academic integrity of the College or attempts to gain an unfair advantage over others. Examples of honor code violations include, but are not limited to:

1. Cheating

   - Using unauthorized materials such as books, notes, cell phones, PDA accessories, or "cheat" sheets to answer examination questions.

   - Taking advantage of information considered unauthorized by an instructor regarding examination questions.

   - Copying another student's homework, written assignments, examination answers, electronic media, or other data.

   - Assisting or allowing someone else to cheat.

   - Failure to report cheating to an academic official of the College.

2. Plagiarism

   - Representing the ideas, expressions, or materials of another without references providing credit.

   - Paraphrasing or condensing ideas from another person's work without proper citation.

   - Failing to document direct quotations and paraphrases with proper citation.

3. Other forms of academic dishonesty

   - Fraud, deception, and the alteration of grades, attendance, or official records.

   - Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.

   - Purchasing and submitting written assignments, homework, or examinations.

   - Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.

   - Submitting work created for another module or course without instructor approval.

   - Misrepresenting oneself or one's circumstance to gain an unfair advantage.

   - Collaborating with another person(s) without instructor approval.

   - Selling or providing term papers, course work, or assignments to other students.

There are four possible consequences for violating the College's Honor Code:

1. Failure of the assignment.

2. Failure of the module or course.

3. Expulsion from the College.

4. Rescinding of a diploma or degree.

All violations of the Honor Code will be reported to the College's administration to investigate. Individual reports will also be evaluated in the context of potential patterns of dishonesty. The faculty, in conjunction with administration, will make a determination of the effect on student status and/or course grades resulting from substantiated reports of honor code violations.

Academic dishonesty jeopardizes the quality of education provided and depreciates the genuine achievements of others. It is everyone's responsibility to actively deter it. Ignoring the presence of academic dishonesty is not acceptable.

All members of the College community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Students, faculty, and staff are all responsible for understanding and upholding the College's policy.

American Career College Ethics Reporting Hotline

If a student witnesses violations of any College policy, the College asks that the violation be reported immediately. Students who feel uncomfortable talking to the Campus Executive Director or Campus Dean should follow the process outlined in the Student Grievance Policy. If the student prefers to make a confidential report, the Ethics Reporting Hotline is available anytime. Call 1-800-448-1681 or go online to: https://www.integrity-helpline.com/accwcu.jsp.

Conduct Policy

Students must conduct themselves in an orderly and considerate manner at all times when on the College premises. Students must present for classes in a coherent and receptive condition. Any behavior that disrupts the College environment, including cheating, harassment, fighting, use of profanity, and stealing, is not acceptable and may lead to probation, suspension or dismissal from the College.

Use of cell phones is not permitted during any class or lab session, at clinical/externship sites, and should be kept to a minimum while on campus. Faculty and staff have the right to confiscate cell phones used during scheduled class, lab or clinical/externship periods.

In addition, children or other visitors are not allowed in class or on campus at any time.

Note: Programs may have specific conduct policies, and violation of those specific conduct policies may result in disciplinary action. Please refer to the program's Student Handbook for any specific policies.

Sexual Harassment/Violence Prevention

Sexual harassment of students or applicants in any form is unacceptable conduct that will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words, a display of sexually suggestive objects or pictures anywhere on College property, sexually explicit or offensive jokes, physical assault, and other verbal, visual, or physical conduct of a sexual nature.

No student, applicant, faculty member or other employee of the College shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades or educational experience. Similarly, no faculty member or employee shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Any student or applicant who feels that he or she is a victim of sexual harassment by any student, applicant, faculty member or other College employee should bring the matter to the attention of the Campus Executive Director, Campus Dean or Human Resource Administrator at the telephone number specified in this catalog. Any questions about this policy or potential sexual harassment should also be brought to the attention of the above College officials.

The College will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action, if warranted.

Family Educational Rights and Privacy Act of 1974, As Amended

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

Review and Correction

A student has the right to inspect and review his/her educational records within 45 days of the day the College receives a request for access. Students should submit to the Campus Registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed. If circumstances prevent the student from inspecting and reviewing the records in person, such as distance or disability, or other circumstance, a copy of institutional records may be provided at the College's option. A charge will be assessed to the student for such copies.

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

Disclosure of Educational Records

Information defined as Directory Information may be released without a student's consent.

The College defines Directory Information to include:

- Name
- Address
- Phone Number
- Email address
- Birthday and month
- Enrollment Status/Grade Level (e.g. First Term, Second Term, etc.)
- Date of Graduation
- Degrees and Honors Received
- Photos

- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent School Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)

Note: A student's social security number can never be considered Directory Information.

A student may opt out of Directory Information disclosure by submitting a written request to the Registrar within 80 days of the student's start of classes.

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

Generally, schools must have written permission from the student in order to release any personally identifiable information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials, including teachers, with legitimate educational interest, as defined;
- Authorized representatives with a legitimate educational interest, as defined;
- Other schools to which a student is transferring or has already transferred;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

It is possible, under limited circumstances, that your record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate educational interest. For example, your record may be provided to the US Department of Education for audit purposes, and the Department could share that record with the Office of Inspector General.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints must be filed within 180 days of the alleged violation and specify the violation with enough detail to identify the referenced violation. The name and address of the Office that administers FERPA is:

> **Family Policy Compliance Office**
> **Department of Education**
> **Independence Avenue, SW**
> **Washington, DC 20202-4605**

The College will maintain a log of all written FERPA record requests including the records disclosed and the interest of the parties who requested the records.

Additional FERPA information available from the College's Student Resource Center includes:

- Procedures for the inspection and review of records

- Procedures for requesting amendment of records

- Other related procedures

Student/Employee Fraternization

Employees of the College are prohibited, under any circumstances, to date or engage in any fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have consented to such conduct. Further, employees may not entertain students or socialize with students outside of the College environment. Similarly, any action or comment by an employee which invites romantic or sexual involvement with a student is considered highly unethical, in violation of College policy, and may result in disciplinary action by the College.

Inappropriate employee behavior includes, but is not limited to: flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, e-mail, letters, notes, text messaging, social networks, etc.) unrelated to course work or official College matters; giving or accepting rides; giving or offering housing; selling or buying anything even of nominal value; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

We also expect that our students will behave in a professional manner towards faculty and staff and will follow the same guidelines as are presented here for employees. If a student witnesses or hears of a College employee's participation in an inappropriate relationship with a student, we ask that the incident be reported to the Campus Executive Director, Campus Dean or the Ethics Hotline immediately.

Student Complaint/Grievance Procedure

Students with complaints/grievances relating to classroom matters should first discuss them with their instructor. Unresolved complaints/grievances should be directed to the Program Director.

If dissatisfied with response or solution, follow the steps below:

CALL 1-800-956-7832 and ask for the **campus you are attending** .

- **Level 1** : Contact the Director of Education (as applicable) and the Campus Executive Director or Campus Dean. If dissatisfied with the response or solution, go to the next level.

- **Level 2** : Contact the College Administration Vice President, Academics or Vice President, Operations. If dissatisfied with the response or solution, go to the next level.

- **Level 3** : Contact the President of American Career College. If dissatisfied with the response or solution, go to the next level.

- **Level 4** : Contact the Chief Executive Officer of American Career College.

Additional College Complaints and Concerns:

If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Bureau of Health Education Schools (ABHES). All complaints considered by ABHES must be in written form, with permission from the complainant(s) for ABHES to forward a copy of the complaint to the College for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by ABHES.

Please direct all inquiries to:
Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314 N

Falls Church, VA 22043
(703) 917-9503

Complaints may also be directed to:
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798
1-800-952-5210

Additional Questions or Complaints regarding the Massage Therapy Program

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the **California Massage Therapy Council** at One Capitol Mall, Suite 230, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5337.

No Weapons Policy

The College prohibits all persons who enter College property from carrying weapons of any kind regardless of whether or not the person is licensed to carry the weapon. Failure to abide by this policy will lead to dismissal from the College.

Drug and Alcohol Abuse Prevention

The College prohibits the illegal and irresponsible use of alcohol and other drugs. The College will strictly enforce federal, state, and local laws, as well as its own alcohol and drug policies and procedures which support these laws. It is the responsibility of every member of the College to know the risks associated with the use and abuse of alcohol and other drugs and to assist the College in creating an environment which promotes health-enhancing attitudes and activities.

The possession or use of drugs or alcohol is strictly forbidden on College premises or during any activities conducted off-campus. Faculty and student peers have an obligation to act on concerns regarding alcohol or drug abuse or dependency when encountered in the student. Students who need counseling assistance for drug or alcohol dependency should contact the Campus Executive Director or Campus Dean, Program Director or Student Resource Center for referrals. All referrals will be kept confidential. Information on drug abuse prevention is available at the College for all students and employees.

The primary goal of students at the College is to achieve academic excellence. Illegal use of alcohol and other drugs will not be tolerated. Also, irresponsible use of alcohol by persons of legal age will not be excused.

1. At no time will the College allow possession, use, and/or distribution of an illegal drug.

2. Students, employees, and guests must adhere to federal, state and local laws and regulations.

3. The College will impose disciplinary action against students and employees for violating these standards of conduct, which may include suspension, termination of employment, or completion of a drug or alcohol rehabilitation program.

4. Brochures are available in the Student Resource Center and the Human Resources Department.

5. Information on Drug Awareness programs, counseling, treatment, and other related services are available through:

   The Center for Drug Abuse Treatment and Referral Hotline: 1-800-662-HELP

6. Students and employees seeking assistance in overcoming drug or alcohol related problems are encouraged to contact this organization.

The following guidelines describe the actions that may be taken when students are suspected of violating drug or alcohol policies:

1. Faculty or peers who suspect a student of alcohol or drug use/dependency (based on a pattern of behavior consistent with impairment) will document specific behaviors or confirmed evidence of such impairment. This documentation will be submitted in writing to the Campus Executive Director/Campus Dean who will determine the action to be taken. If the Campus Executive Director/Campus Dean and involved faculty feel the evidence is compelling and indicates violation of drug and alcohol policies, the student will be confronted with the concerns and evidence. The Campus Executive Director/Campus Dean and involved faculty will decide what type of follow-up is indicated, based on the outcome of this conference.

2. If reasonable suspicion of alcohol or drug use occurs in the classroom or clinical setting, the student will be **immediately** removed from that setting. The faculty member will discuss the concerns with the student. If reasonable suspicion still exists, the Director of Education (or Campus Executive Director/Campus Dean in his/her absence) will be informed and will determine what actions need to be taken. Screening for drugs or alcohol will be required. The student will

have to give consent for such testing and authorization for results to be made available to the College.

Fair Practice Standards for Clinical Work Agreements and Externship Experiences

Clinical and externship experiences are critical and invaluable portions of the College's educational programs. Clinical and externship experiences are an integral part of students' education. To ensure that students get the maximum educational value and benefit from their clinical and externship experiences, the following policies are in effect for all programs:

1. Students are not to be paid for any of the activities they perform during their clinical and externship experiences.

2. Clinical and externship sites hosting the College's students are not to reduce their personnel as a result of the partnership to provide experiences for our students.

3. A preceptor is to be present at all times during all of the procedures in which students are actively involved.*

4. Students are allowed to procure gainful employment outside of their scheduled clinical or externship hours. If a student is an employee of the host site, hours worked as an employee do not count toward clinical or externship experience hours required.**

*Program specific requirements for degree programs may differ based on clinical and externship experience.

** The expectations of externship and clinical experiences are full-time and outside employment is highly discouraged during those experiences.

Student Record Retention

The College will maintain student records for each student, whether or not the student completes the educational program, for a period ending five years after the date of the student's graduation, withdrawal, or termination (with the exception of students who cancel their program). Student transcripts will be maintained indefinitely. The student records shall be retrievable by student name and shall contain all of the following applicable information:

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the College;

- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;

- Copies of all tests given to the student before admission; records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;

- A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;

- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;

- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;

- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;

- Copies of any official advisory notices or warnings regarding the student's progress; and

- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.

- The College shall maintain records of student attendance.

FINANCIAL INFORMATION

The College believes that the cost of education is primarily the responsibility of students and their families. A staff of well-qualified financial aid officers is available to all students to assist in financial advising and applying for aid through financial assistance programs.

Program Tuition and Fees

Tuition and fees are subject to change. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are below:

Diploma Programs

PROGRAM	TUITION	APP FEE[1]	FEES[2]	BOOKS & SUPPLIES[3]	STRF FEE[4]	PROGRAM TOTAL[5]
Dental Assisting	$17,150	$25	$750	$200	$0	**$18,125**
Medical Billing and Coding	$16,500	$25	$750	$850	$0	**$18,125**
Massage Therapy	$17,050	$25	$750	$300	$0	**$18,125**
Medical Assistant	$17,050	$25	$750	$300	$0	**$18,125**
Optical Technician	$17,250	$25	$750	$100	$0	**$18,125**
Pharmacy Technician	$17,175	$25	$750	$175	$0	**$18,125**
Vocational Nursing (Los Angeles & Orange County)	$34,900	$75	$1350	$350	$0	**$36,675**
Vocational Nursing (Ontario)	$34,800	$75	$1350	$450	$0	**$36,675**
Vocational Nursing (Lynwood)	$34,600	$75	$1350	$650	$0	**$36,675**

Degree Programs

PROGRAM	TUITION	APP FEE[1]	FEES[2]	BOOKS & SUPPLIES[3]	STRF FEE[4]	PROGRAM TOTAL[5]
Associate of Occupational Science Degree in Health Information Technology*	$35,565	$75	$850	$2,375	$0	**$38,865**
Associate of Occupational Science Degree Occupational Therapy Assistant	$46,575	$75	$850	$1,925	$0	**$49,425**
Associate of Occupational Science Degree Physical Therapist Assistant	$46,425	$75	$850	$2,075	$0	**$49,425**
Associate of Occupational Science Degree in Radiography	$63,806	$75	$850	$1,944	$0	**$66,675**
Associate of Occupational Science Degree in Respiratory Therapy	$47,400	$75	$850	$1,100	$0	**$49,425**
Associate of Occupational Science Degree in Surgical Technology*	$36,740	$75	$850	$1,200	$0	**$38,865**
Associate of Science Degree in Nursing	$63,300	$75	$6,600	$2,050	$0	**$72,025**

[1] All diploma program students, with the exception of Vocational Nursing, must pay a $25 nonrefundable application fee upon enrollment. Vocational Nursing students and all Associate degree program students must pay a $75 nonrefundable application fee upon enrollment.

[2] Fees vary by program, and include items such as customized uniforms, classroom consumables, Spanish Medical Terminology resources, administrative and technology fees. For clinical and degree programs, it also includes fees associated with health and background screenings, test preparation, examinations, licensure and certification.

[3] Includes books, laptop computer, digital or electronic course materials, and other supplies for which students have the right to opt out and purchase from other sources. ACC is able to offer these books and supplies, including digital or electronic course materials to students below competitive market rates. Opting out does not require the school to provide you with an alternative delivery method and you will be responsible for obtaining all required course materials. Students that choose to obtain or purchase books and supplies from other sources must do so by the 7th day of class. If the course material is not available from any other source but the institution, students will not able to opt out of those required books and supplies.

[4] **As of January 1, 2015, the Student Tuition Recovery Fund (STRF) assessment rate will be zero ($0) per $1,000. Therefore, all institutions required to collect STRF assessments must stop collecting STRF assessments from students.**

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. Payments made to STRF are nonrefundable. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment fee, if either of the following applies: 1) You are not a California resident, or are not enrolled in a residency program, or 2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE). You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1) The school closed before the course of instruction was completed; 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school; 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost; 4) There was a material failure to comply with the Act or BPPE within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the BPPE; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

[5] Total program cost does not include transportation costs to and from externship or clinical sites. This cost is the student's responsibility. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are listed above.

Tuition Payment

Tuition for the first enrollment period of the program selected is due the first session of each module unless alternative arrangements are made with the Financial Aid Department. Payment may be made with cash, check, credit card, or money order made payable to American Career College. Tuition payments should be made in person or online at the Student Resource Center during regular office hours or mailed prior to the due date. Checks that are returned for non-sufficient funds will be assessed a $15 processing fee. If tuition payments by check are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash or by money order.

Past Due Account

Students who fail to make prompt payments, issue personal checks which are returned by banks, or fail to make a good-faith effort to keep their account current and in good-standing, may be subject to late fees and College disciplinary action. Students who have been dismissed for non-payment of tuition will not be re-admitted until all delinquent tuition payments have been paid in full. In addition, the College reserves the right to withhold a diploma or degree and to deny requests for official or unofficial transcripts until the account is brought current. Students must also be in financial good standing to attend the graduation ceremony.

Financial Assistance

The College offers students several options for payment of tuition. All students are encouraged to apply for financial assistance if unable to meet educational costs on their own. The College participates in several types of Title IV programs, most of which are based on financial need.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at https://fafsa.ed.gov/. If you don't already have an FSA ID, apply for one online at https://fsaid.ed.gov/npas/index.htm so that you can e-sign your FAFSA. The College's Financial Aid Officer uses the information from the FAFSA to determine students' eligibility and assists them in deciding what resources are best suited to their circumstances. Students must meet all eligibility requirements to qualify for Federal Student Aid. The Financial Aid Office will provide the student with an estimated award letter based on the information provided on FAFSA. Additional documentation may be required to support the student's request for financial assistance if the FAFSA is selected for verification documentation. Final award letters are made available to students on the ACC secured student portal each academic year at https://myportal.americancareercollege.edu/secure/student/loginstu.aspx. Renewal of financial aid is not automatic. Recipients are required to reapply each year by the announced deadline.

Federal and state grants and loans will be disbursed onto student accounts to cover direct educational costs. Disbursements in excess of direct costs will be refunded to the student (or parent, in the case of a PLUS loan), or in some cases refunded back to the respective lender. Students may elect to have excess funds retained on their account until the end of the aid year or loan period, at their discretion. Federal Work Study earnings will be paid directly to the student via check on a biweekly basis for actual hours worked.

Students who obtain a loan to pay for their educational will be responsible for repayment of the full amount of the loan, plus interest, less the amount of any refund. If a student withdraws, a refund calculation will be completed and a refund of non-federal aid funds may be provided.

Verification Deadlines: If selected for verification, the ACC Financial Aid Department may request additional documentation to support the student's request for financial assistance, including, for example, official IRS Tax Transcripts, signed verification worksheets, proofs of identity, etc. The student must submit all request information in order to receive the estimated financial aid awards. Students are expected to submit all verification materials within 14 days of the request. Exceptions may be made on a case- by- case basis, but failure to submit verification materials within 45 days of the request may result in the loss of institutional scholarships, campus-based aid and federal loans for that term. Pell grant eligibility will be forfeited if requested verification documents are not received by September 30th of the trailing year of the aid year, or within 120 days of the last day of enrollment, whichever comes first.

Financial Aid Unit of Credit

Students may be awarded financial assistance, if eligible, based on the number of financial aid credit units they will earn. For non-degree programs, the U.S. Department of Education requires that students earn one financial aid credit unit for each 25 contact hours of instruction which includes outside preparations (example: homework). For degree programs, the units are based on total academic credits in the program. Students may obtain additional information regarding financial aid credit units from the Financial Aid Office on campus.

Financial Aid Eligibility Requirements

Federal Title IV aid programs that the College participates in includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq and Afghanistan Service Grants, Federal Work Study, and the William D. Ford Direct Loan programs (subsidized, unsubsidized, and PLUS).

To be eligible for financial aid, a student must:

- Demonstrate financial need (for most programs);

- Be a citizen of the United States or an eligible permanent resident;

- Be enrolled in an eligible program;

- Have a valid social security number;

- Maintain satisfactory academic progress toward graduation;

- Be a high school graduate or the equivalent or have established eligibility via the passage of a nationally recognized Ability-To-Benefit test prior to July 1, 2012;

- Not be in default on a financial aid loan nor owe a refund to a financial aid grant received at any postsecondary college or institution;

- Have completed U.S. Selective Service requirements, if applicable.

Financial Aid Programs Available at ACC

Cal Grant Program

Cal Grant B and C are grant programs administered by the State of California and are available to eligible student who have applied before the March 2nd deadline. Student eligibility must be approved by the California Student Aid Commission. Grants are based on funds available from the State and do not have to be repaid. All Cal Grant payments are credited to the student's account to cover tuition, fees, and supplies. However, a student may request direct payment of his or her Cal Grant B access funds up to the date the fund transaction actually occurs.

Chafee Grant Program

The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, student must be a current or former foster youth and not have reached your 22nd birthday as of July 1 of the award year. The court must have established your dependency when you were between the ages of 16 and 18. (KinGap youth, adopted youth, guardian placement, and voluntary placement may not be eligible for the Chafee Grant, unless court dependence was established, at any time, between the ages of 16 and 18). The California Department of Social Services will verify your foster youth eligibility status. Chafee Grant payments will be credited to the student's account to cover tuition, fees, and supplies. Excess Chafee Grant funds may be used to pay for child care, rent, or transportation while attending school.

Federal Pell Grant

The Federal PELL Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal PELL Grant Program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back. A student can receive a Federal Pell Grant for no more than six academic years.

Federal Iraq and Afghanistan Service Grant

The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

Federal Supplemental Educational Opportunity Grant (FSEOG):
Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need. Grants are based on available funds and do not have to be repaid. Need is determined by the financial resources of the student's family and the cost of attending school.

Federal Work-Study (FWS)

The Federal Work-Study Program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to your course of study. Funds under this program are limited. Students interested in obtaining a Federal Work Study job should inquire with the office of the Campus Executive Director or SRC Director.

William D. Ford Federal Direct Loan Program

Direct Loan programs are low-interest loans for eligible students to help cover the cost of education. Eligible students borrow directly from the U.S. Department of Education. The loan is then sent to the U.S. Department of Education's Common Origination and Disbursement Center (COD) and disbursed to the College electronically through the Grant Administration and Payment System (G5). The loans are serviced by the Direct Loan Servicing System. Direct loans include Direct Subsidized, Direct Unsubsidized and Direct PLUS loans.

Subsidized Direct Loan

Federal Subsidized loans are available to students with financial need. Students may borrow up to $3,500 for their first academic year and $4,500 for the second academic year (if in VN or a degree program) at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at https://studentloans.gov. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease enrollment or fail to carry at least one-half the normal full-time University workload. Regular payments begin six (6) months after students cease enrollment or fail to carry at least one-half the normal full-time University workload. Borrowers may not receive this type of loan for more than 150% of the length of their program of study. The U.S. Department of Education may stop paying interest if a student who received the maximum period continues enrollment.

Unsubsidized Direct Loan

Unsubsidized Direct Loans are available for students to borrow for education costs. Independent undergraduate students can borrow up to $9,500 for their first academic year, and up to $10,500 for the second academic year (if in VN or a degree program), at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at https://studentloans.gov. With the exception of demonstrating financial need, Unsubsidized Loan borrowers must meet all eligibility criteria of the Federal Subsidized Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six (6) months after students cease enrollment or fail to carry at least one-half the normal full-time school workload. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Direct Parent Loan for Undergraduate Students (PLUS)

Federal Parent Loans for Undergraduate Students provide additional funds for parents to help pay for students' educational expenses. Parents must pass a credit check, or have a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at https://studentloans.gov.

Veterans' Education Benefits

American Career College degree programs are approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code. Students interested in Veterans' Education Benefits should contact the Financial Aid Department. Veterans who are unsure of their eligibility should contact the Veterans Administration. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

Private Loans

The College encourages its students to exhaust their federal student aid options before seeking private loans. However, students and parents who do not qualify for Title IV funds or who need additional funds to cover educational expenses beyond what is covered by Title IV funds may apply for private loans through the lender of their choice. The College Financial Aid Office maintains a list of private lenders who have been known to lend funds to ACC students in the recent past.To qualify, a student generally must be a US citizen, a US national, or a permanent resident and must be creditworthy. If the student has no credit history, he or she may still qualify for a loan by applying with a creditworthy co-borrower.

Federal Iraq and Afghanistan Service Grant

The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

Federal Iraq and Afghanistan Service Grant

The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

American Career College Scholarships & Grants

Scholarships and grants are other types of aid that can help student cover the cost of their education. Unlike student loans, scholarships do not have to be repaid. American Career College offers a limited number of institutional scholarships for students who qualify. All scholarships/grants are subject to continued available funding. Generally, scholarship offers cannot be combined.

Diploma Success Scholarship

The Diploma Success Scholarship is awarded to qualified applicants enrolling in a diploma program for the first time at American Career College. Scholarship amounts vary but will not exceed $2,000.

Eligibility for this scholarship will be determined by committee taking into consideration program of study, entrance test score, unmet financial need, and an original personal statement, written by the applicant. The scholarship will be disbursed in equal amounts in each payment period. There is no cash value for this scholarship; if student leaves the program prior to completion, subsequent disbursements will be forfeited. Funds are limited each quarter; not all applicants will receive an award.

In order to qualify, you must meet the following requirements:

1. Enroll in an ACC diploma program for the first time; and

2. Meet all admissions requirements to the program; and

3. Submit an original one-page personal statement that explains your financial situation and how this scholarship might make an impact on your life.

4. Submit a current FAFSA and required supporting verification documents for the current financial aid year.

ACC Dream Act Scholarship

ACC Dream Act Scholarships are offered to applicants who are not eligible for federal financial aid because they are neither U.S. Citizens nor eligible non-citizens, and who have been approved by the USCIS for deferred action, as evidenced by Form I-797. To qualify for the scholarship, students must present the USCIS Approval Notice, along with a copy of their valid work permit. Scholarship amounts vary, depending on program, availability of funds, and an original personal statement, written by the applicant. The scholarship will be disbursed in equal amounts in each payment period. There is no cash value for this scholarship; if student leaves the program prior to completion, subsequent disbursements will be forfeited. Funds are limited each quarter; not all applicants will receive an award.

Clinical Affiliates Scholarship

This scholarship opportunity is offered to qualified applicants who are either currently employed at one of our active Clinical Affiliates, or who have an immediate family member employed by one of our active Clinical Affiliates who seek to prepare for a career in health care by enrolling at American Career College. The maximum scholarship amount is $5,000 for degree and VN programs, and $2,500 for all other diploma programs. Awards will be disbursed proportionately each payment period based on enrollment status. The total award received may be less if student does not complete entire program.

There is no cash value for this scholarship; if you withdraw from the program before completing, the unused portion of the scholarship will be forfeited.

In order to qualify, you must meet all admissions requirements of the program, and the following additional requirements:

1. You must be a first time applicant to American Career College.

2. You must be employed by one of American Career College's active Clinical Affiliates, or be an immediate family member of one of American Career College's active Clinical Affiliates. (Immediate family for this purpose is defined as parent, child, or spouse.)

3. You must have a recommendation from the Director of Clinical Services for the academic program to which you are applying, as evidenced by their signature on the scholarship application form.

4. Once enrolled, you must maintain continuous enrollment in your program of study. Withdrawal or dismissal from the program will result in a loss of scholarship upon subsequent re-enrollment.

Mark Minsky Scholarship

Mark Minsky began his career at American Career College as a Computerized Business teacher in 2003 at the Los Angeles campus, and later moved on to teaching Math and English at the Orange County campus. While teaching, Mark found his passion helping members of the community who had not finished high school by tutoring them for their High School Equivalency exam. He leaves behind a legacy of successful ACC graduates who transferred to our school after completing their certificate. He had a positive impact on each person he met and has changed thousands of lives for the better. This scholarship opportunity is offered to qualified applicants who have successfully completed the ACC High School Equivalency Preparation Program, have successfully passed the California High School Equivalency exam, possess a High School Equivalency certificate prior to enrollment, and who seek to continue their education and prepare for a career in business or health care by enrolling in a diploma or degree program at American Career College.

This scholarship is in the amount of $500 applied as a tuition credit.

In order to qualify, you must meet all admissions requirements of the program, and the following requirements:

1. You must have successfully completed the American Career College High School Equivalency Preparation Program.

2. You must have earned your High School Equivalency certificate.

3. Enroll in a diploma or degree program at American Career College.

4. Have no disciplinary or conduct violations during your enrollment in the High School Equivalency Preparation Program.

5. Recommendation from an ACC High School Equivalency Preparation Coach, as evidenced by signature on the application.

If you qualify for this scholarship, a total of $500 will be applied proportionately throughout your program as a tuition reduction. There is no cash value for this scholarship; if you withdraw from the program before completing, the unused portion of the scholarship will be lost.

Vocational Nursing Scholarship

This scholarship opportunity is offered to qualified applicants enrolling in the Vocational Nursing Program at American Career College. Eligibility for this scholarship will be determined by committee taking into consideration entrance test scores, unmet financial need, and an original personal statement, written by the applicant. The amount of the scholarship will vary based on a composite score of merit and need criteria but will not exceed $5000, and will be disbursed in equal amounts each payment period in the first and second academic years.

In order to qualify, you must meet the following requirements:

1. Enroll in the VN program for the first time; and

2. Meet all admissions requirements to the program; and

3. Score at least 80% on the HESI entrance exam; and

4. Submit a current FAFSA and required supporting verification documents for the current financial aid year.

5. Submit documentation of a private loan denial with a cosigner for the current academic year.

6. Submit an original one-page essay that explains your financial situation and why you should qualify for the scholarship.

In order to maintain the scholarship in academic year two, the student must have a minimum cumulative GPA of 3.0 and financial need for the second academic year.

The awarding of this scholarship is subject to availability of funding. Not all applicants will receive an award. There is no cash value for this scholarship; if you withdraw from the program before completing, the unused portion of the scholarship will be forfeited.

Continuing Education Scholarship (formerly the Alumni Scholarship)

Designed to encourage qualified graduates of American Career College to continue their education by enrolling in another program to increase their job skills and broaden their employment opportunities. Award amounts vary by program and application date.

St. Francis Grant

This grant opportunity is offered to qualified applicants who are currently employed at St. Francis Medical Center, who seek to prepare for a career in health care by enrolling in the Vocational Nursing program at the Lynwood Campus.

This grant will be in the amount of $5,000, offered as a tuition credit proportionately disbursed each payment period. There is no cash value for this grant; if you withdraw from the program before completing, the unused portion of the grant will be lost.

In order to qualify, you must meet all admissions requirements of the program, and the following additional requirements:

1. You must be continuously employed at St. Francis Medical Center throughout your period of enrollment.

2. You must have a recommendation from the Human Resources Department at St. Francis Medical Center. Recommendation is documented by a Human Resources Department associate signature on the scholarship application form.

3. Once enrolled, you must maintain continuous enrollment in your program of study. Withdrawal or dismissal from the program will result in a loss of grant upon subsequent re-enrollment.

Career Training Education Scholarship Program

This scholarship opportunity is offered to qualified applicants enrolling at the Lynwood Campus of American Career College. Eligibility for this scholarship will be limited to students who graduated from High School where they completed a documented Career Training Education program in the medical field. The minimum passing Accuplacer scores as listed in the ACC catalog must be achieved for consideration for this scholarship. Awards will be made based on the applicant's score on the Accuplacer entrance exam, with highest scorers awarded first. The maximum amount of the scholarship is $2,500, and awards will be disbursed proportionately each payment period. A limited number of scholarships are available, so not all who apply will receive an award. Students with the highest Accuplacer test scores will be awarded based on applications received prior to each start date; however, no more than four scholarships will be awarded each month. Applications are available in the Financial Aid Office.

Respiratory Therapy Scholarship

Available to qualified applicants enrolling in the Respiratory Therapy Program at American Career College.

Eligibility for this scholarship will be determined by committee taking into consideration academic ability, unmet financial need, and evaluation of an original personal statement. Academic ability will be determined by HESI score, and unmet need will be based on balance due to the school for tuition or fees after federal grants and students loans are applied. The amount of the scholarship will vary based on composite score of merit and need criteria but will not exceed $5,000. Funds will be disbursed in equal amounts each quarter. Scholarship funds are limited. Not all who apply will receive an award.

Re-Entry Grant

This grant program is designed to encourage qualified students who withdrew from American Career College's diploma and degree programs to continue their education by re-enrolling in the program from which they withdrew and resuming classes before July 31, 2016. The maximum grant amount will be $1,000. The grant amount will not exceed the student's existing balance from the previous enrollment. If you qualify for this grant, the total amount awarded will be applied as a credit towards tuition and fees in the last payment period of the program prior to graduation. This grant may only be awarded once per student. There is no cash value for this grant; if you withdraw or are dismissed from the program before completing, the grant will be forfeited. This grant award cannot be combined with any other ACC scholarships or grants.

Access Grant

This grant opportunity is designed to provide access to education for qualified applicants from select geographical areas who were enrolled in the Vocational Nursing program at American Career College's Los Angeles or Orange County campuses for the March 2016 or April 2016 starts, but choose instead to enroll in the Vocational Nursing program at American Career College's Ontario or Lynwood campuses. This Access Grant is intended to offset the cost of transportation that may be incurred by traveling to the campuses outside of their immediate geographic area. This grant will be in the amount of $5,000, offered as a tuition credit proportionately disbursed each enrollment period. A current list of applicable geographic areas is available in the Admissions Office. Documentation of residence, such as driver's license, utility bill, etc. will be required for verification purposes. There is no cash value for this grant; if you withdraw from the program before completing, the unused portion of the grant will be lost. This grant may not be combined with any other ACC scholarship or grant.

ACC Ambassador Scholarship

ACC Ambassador Scholarships are designed to encourage the continued professional development of former employees of American Career College who choose to enroll in an ACC associate degree program or Vocational Nursing program on a full-time basis. Eligibility for this scholarship will be determined by a committee, taking into consideration previous employment at ACC, entrance exam score, and evaluation of an original personal statement that describes future career goals. The amount of the scholarship will be 35% of tuition each term of full-time attendance. The scholarship is renewable each academic year for students who maintain Satisfactory Academic Progress. This scholarship award cannot be combined with any other ACC grant or scholarship. A maximum of three scholarships will be awarded each calendar year; not all who apply will receive an award. There is no cash value for this scholarship; if student leaves the program prior to completion, subsequent disbursements will be forfeited.

Cancellation and Tuition Refund Policy

Student's Right to Cancel

New students have the right to cancel the enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the enrollment agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day following the scheduled program start date, whichever is later. Students who remain enrolled beyond day 8 will be charged tuition and fees retroactive to day 1 of the program.

Cancellation shall occur when the student gives written notice of cancellation at the address of the College shown on top of the front page of the enrollment agreement. Students can submit this written notice by mail, hand delivery, or email. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.

If the student cancels the enrollment agreement, the College will not charge institutional charges; however, the College retains the nonrefundable application fee and may charge for equipment not returned in a timely manner in "like new" condition.

Tuition Refund Policy

Students have the right to withdraw from a program of instruction at any time. For the purposes of determining the amount the student owes for the time attended, the student shall be deemed to have withdrawn from the program when any of the following occurs:

- • Notify the College of withdrawal or the actual date of withdrawal; or

- • The College terminates the enrollment; or

- • Student fails to attend any classes for ten (10) consecutive scheduled class days, excluding College holidays.

Students enrolled in degree programs are charged each ten week quarter for the tuition, fees, books, and supplies attributable to the courses attempted during the quarter. Students enrolled in diploma programs other than Vocational Nursing are charged for the entire program during the first module. Students enrolled in Vocational Nursing are charged at the beginning of each academic year for the tuition and fees attributable to courses attempted during the academic year. All book and supplies for diploma programs are charged and distributed during the first module.

If the student withdraws from the program after the period allowed for cancellation of the agreement the College will calculate whether a refund of tuition, fees, books, or supplies is due for the payment period (degree students) or period of enrollment (diploma students). The refund amount will be the difference between earned charges and unearned charges for the payment period or period of enrollment. Earned charges are calculated by dividing the number of calendar days completed (or hours completed for Vocational Nursing or Dental Assisting programs) by the total number of calendar days in the payment period or period of enrollment (or total hours in the period of enrollment for Vocational Nursing or Dental Assisting). The College will remit any required refund within 45 days following the withdrawal.

For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the lenders or grant programs in the order required under Federal Law. For non-federal student financial aid program funds, the institutional/California state refund policy shall be a pro-rata refund of funds paid for institutional charges. Any remaining balance will be paid according to the most recent "Authorization to Retain Funds" form on file with the financial aid office at the time of withdrawal.

If the College has given the student any equipment, including books or other materials, the student shall return it to the College within 10 days following the date of the notice of withdrawal. If the student fails to return this equipment, including books and other materials, in "like new" condition within the 10 day period, the College may deduct its documented cost for the equipment from any refund that may be due to the student. Once the student pays for the equipment, it is the student's to keep without further obligation. In any

event, students will never be charged more than the equipment charges stated in the contract.

Return of Federal Title IV Financial Aid Policy

Return of Federal Title IV Financial Aid

A federal financial aid (Title IV) recipient who withdraws from the College is subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The College is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the College prior to the end of a payment period (degree programs), or the period of enrollment (diploma programs), an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period or period of enrollment. The payment period for degree students is the individual term. The period of enrollment for Vocational Nursing is the academic year. The period of enrollment for all other diploma programs is the entire program length. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including PostWithdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student

- Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS Loan)

- The College originated a Direct Loan (DL)

- The College made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

The College does not include as a post-withdrawal disbursement any funds the College was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.

- Second disbursements of DL for the period that the College is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one half the credit hours in the academic year.

- Disbursements of Federal Pell Grant and Iraq Afghanistan Service Grant funds to a student for whom the College did not receive a valid SAR or a valid ISIR by the deadline date established by the Department of Education

- Federal Pell Grant and Iraq Afghanistan Service Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.

Inadvertent Overpayments

An inadvertent overpayment occurs when the College disburses funds to a student no longer in attendance but prior to the date the College determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the College's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed. Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the College returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the College returns only the unearned portion of the inadvertent overpayment within 45 days of the College's date of determination that the student withdrew. Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the College, but within 30 days of the date of the notification informing the student of the requirements, and in time for the College to meet the 30-day Return deadline, the College performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal. For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the College reviews and addresses eligibility as required. If a student does not provide all verification documents in time for the College to complete verification and meet the R2T4 deadlines, the College includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS Loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation for degree programs and all diploma programs except Vocational Nursing and Dental Assisting. For Vocational Nursing and Dental Assisting, progress toward completion is based on scheduled hours rather than calendar days.

When Funds Are Disbursed Using Different Payment Periods

When the College disburses different types of aid using different payment periods, e.g., one payment period for disbursing grant funds and another payment period for disbursing DL, only one payment period is used in determining earned funds. The payment period ending later is used for the R2T4 calculation.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period or period of enrollment completed by the student as of the student's last date of attendance in the payment period or period of enrollment. If the student withdraws after successfully completing the payment period or period of enrollment, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Diploma Programs (except Vocational Nursing and Dental Assisting) and all Degree Programs

The percentage of the period completed is calculated as follows:

Number of calendar days completed in the payment period or period of enrollment

Total number of calendar days in the payment period or period of enrollment

Total Calendar Days Completed in the Payment Period or Period of Enrollment

The total number of calendar days completed in the payment period or period of enrollment (numerator) is the count of calendar days from the start date of the payment period or period of enrollment to the student's last date of attendance. Calendar days are removed from calendar days completed in the payment period or period of enrollment if any of the following occurred between the payment period or enrollment period start date and the student's last date of attendance:

• Institutionally scheduled breaks of five (5) consecutive calendar days or more

• Holidays

• Inclement weather

- Administrative

- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses

- All approved Leave of Absence calendar days

Total Calendar Days in the Payment Period or Period of Enrollment

The total number of calendar days in a payment period or period of enrollment (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period or period of enrollment. Calendar days are removed from the calendar days in the payment period or period of enrollment, if any of the following occurred or is scheduled to occur from the start date of the payment period or enrollment period to the end date of the payment period or enrollment period:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more

- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses

- All approved Leave of Absence calendar days

- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures

Vocational Nursing (VN) and Dental Assisting (DA)

The percentage of the period completed is calculated as follows:

Number of scheduled hours completed in the enrollment period

Total number of scheduled hours in the enrollment period

Total Scheduled Hours Completed in the Enrollment Period

The total number of scheduled hours completed in the enrollment period (numerator) is the count of scheduled hours from the ;enrollment period start date to the student's last date of attendance.

Total Scheduled Hours in the Enrollment Period

The total number of scheduled hours in a enrollment period (denominator) is determined based upon the number of scheduled hours in the enrollment period.

Calculation Examples

The following examples illustrate the calculations outlined above. The figures provided are examples only; actual amounts may vary for each student/program.

Medical Assistant Example - illustrative purposes only.

Enrollment Period is 8/27/15 to 6/23/16. Last documented date of attendance was 12/16/15. Scheduled breaks of 5 days or more: 12/19/15 – 1/5/16; 11/25/15 – 11/30/15; 1/13/16 – 1/28/16.

Module	Start Date	End Date	Grade
MA100	8/27/15	9/24/15	B
MA200	9/29/15	10/26/15	A
MA300	10/28/15	11/24/15	C
MA400	11/30/15	1/12/16	W
MA500	1/28/16	2/25/16	

Module	Start Date	End Date	Grade
MA600	2/29/16	3/25/16	
MA700	3/29/16	4/25/16	
MA EXT	4/27/16	6/23/16	

Number of calendar days completed in the enrollment period = 75

Total number of calendar days in the enrollment period = 265

Percentage of the enrollment period completed = 28.3%

Dental Assisting Example - illustrative purposes only.

Enrollment Period is 11/11/15 to 9/22/16. Last documented date of attendance was 4/18/16.

Module	Start Date	End Date	Grade
DA-A	11/11/15	12/10/15	B
DA-B	12/14/15	1/27/16	B
DA-C	1/28/16	2/25/16	A
DA-D	2/29/16	3/25/16	A
DA-E	3/29/16	4/25/16	W
DA-F	4/27/16	5/24/16	
DA-G	5/26/16	6/23/16	
DA-H	6/27/16	7/25/16	
DA-EXT	7/27/16	9/22/16	

Number of scheduled hours completed in
the enrollment period = 374

Total number of scheduled hours in the enrollment period = 800

Percentage of the enrollment period completed = 46.8%

AOS Respiratory Therapy Example - illustrative purposes only.

Payment Period is 2/5/16 to
4/14/16. Last documented date of
attendance was 3/8/16. There were no scheduled breaks of 5 days or more.

Number of calendar days completed in the payment
period = 33

Total number of calendar days in the payment period= 70

Percentage of the payment period completed = 47.1%

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the after the last date of attendance is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The College holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. In the R2T4 calculation, the College includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal. Within 14 days of the date that the College performs the R2T4 calculation, the College pays any remaining federal financial aid credit balance in one or more of the following ways:

- in accordance with regulations to pay authorized charges at the College (including previously paid charges that are now unpaid due to a return of Title IV funds by the College)

- in accordance with instructions provided by the student (and parent for a PLUS loan) on the mostly recently submitted 'Authorization to Retain Funds Form' or other written instructions to reduce the student's loan debt (not limited to loan debt for the period of withdrawal). In the absence of a signed 'Authorization to Retain Funds Form' or other written instructions, the College pays the credit balance to the student (or parent for a PLUS loan).

- If the College is unable to locate the student (or parent) when attempting to pay a credit balance to the student (or parent), it returns the funds to federal financial aid programs.

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds that are "unearned" and therefore required to be returned to the funding source. When a return of federal financial aid is required, the College and the student may both need to return funds. The College returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or

- The amount equal to the total College charges incurred by the student for the payment period or period of enrollment multiplied by the percentage of unearned aid.

College (institutional) charges incurred by the student include tuition, fees, books and supplies initially assessed the student for the entire payment period or period of enrollment. Initial charges are only adjusted for changes the College makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the College uses the actual charges to date, to include full tuition, fees, books and supplies for each course in the payment period or period of enrollment, and estimates remaining charges based on the students' program. If after the student withdraws, the College changes the amount of institutional charges it assessed, or decides to eliminate all institutional charges, those changes do not impact the charges or aid earned in the calculation. The College returns federal financial aid funds to programs in the following order up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Unsubsidized Loan
- Subsidized FFEL/Direct Subsidized Loan
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- Iraq & Afghanistan Service Grant (IASG)

After the College allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the College. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the College from the total amount of unearned federal financial aid funds to be returned. The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. The College may round final repayment amounts, for which the College and student are responsible, to the nearest dollar.

DIPLOMA PROGRAMS OF STUDY

Timelines for Return of Funds

The College completes a student's R2T4 calculation within 30 days of the College's date of determination. The College returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the College determines the student has withdrawn.

Deceased Student

If the College receives reliable information indicating an individual borrower or student for whom a parent received a PLUS Loan dies, the College suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Department of Education. Under exceptional circumstances and on a case-by-case basis, the Department of Education may approve a discharge based upon other reliable documentation supporting the discharge request.

Reimbursement to Veterans and Eligible Persons

For information or for resolution of specific payment problems, Veterans should call the DVA nationwide toll free number at 1-800-827-1000.

DENTAL ASSISTING

Locations: Los Angeles, Orange County, Long Beach, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0601

Standard Occupational Classification (SOC) Code: 31-9091.00

QUARTER CREDITS	49.5
IN-CLASS CLOCK HOURS	800
OUTSIDE HOURS	N/A
TOTAL HOURS	800
PROGRAM LENGTH IN WEEKS*	40

*Weeks may be extended depending on holiday schedules.

Career Training Objective

Dental Assistants are key members of the dental team. Dentists rely upon Dental Assistants to perform a wide range of patient, clinical and laboratory procedures. As dental procedures continue to expand and patient awareness of dental services increases, Dental Assistants will continue to be indispensable contributors to dental health care and the community.

The College's Dental Assisting program provides graduates with the skills and knowledge necessary to qualify for an entry-level position as a Dental Assistant. Graduates may also secure employment in other areas of dentistry, such as Pediatric Dentistry, or as a Back Office Assistant, and may work for public health facilities, hospital dental departments, correctional facilities, schools/universities, clinics, and dental suppliers. Emphasis is placed on the Registered Dental Assistant (RDA) practical and written examinations throughout the student's coursework. Students are encouraged to sit for these exams upon successful completion of the program.

The program prepares students for Coronal Polish Certification*, Pit and Fissure Certification* and the requirements necessary to earn a California Radiation Safety Certificate (limited to dental x-ray). Students practice techniques and procedures in a spacious and modern dental laboratory to gain proficiency in those competencies. In addition, equipment, materials, and instruments comparable to those used in an actual dental facility are used in our classrooms.

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 160-hour externship. The program includes instruction on the California Dental Practice Act and infection control in accordance with the requirements of the Dental Board of California. Completion of the program is acknowledged by the awarding of a diploma. Students also receive an 8 hour Infection Control certificate and a 2 hour Dental Practice Act certificate.

*The Coronal Polish Certification and Pit and Fissure Certification are awarded by the State of California upon successful completion of the RDA exams and completion of a state approved module. Students must successfully complete coronal polish, pit and fissure, and radiation safety written and practical examinations with a minimum score of seventy-five percent (75%).

Instructional Equipment

Dental Operatories, Laboratory work area and Lecture room equipped with the following:

- Amalgamators
- Anatomical Models and Charts
- Autoclave
- Automatic Processing Equipment
- High Speed Handpieces
- Impression Materials
- Instrument Tray Set-ups
- Lathe
- Laboratory Handpieces Model Trimmers/Vibrators
- Oral Evacuation Delivery Units
- Operator Stools
- Practice Mannequins/ Typodonts
- Slow Speed Handpieces
- Ultrasonic Equipment
- Vacuum Former
- X-ray Units

- X-ray View boxes

PROGRAM OUTLINE

Required Courses

Module Number	Module Title	Clock Hours	Quarter Credits
DA-A	Fundamentals of Dental Assisting	80	5.5
DA-B	Science of Dentistry	80	5.5
DA-C	Restorative Dentistry/Pharmacology	80	5.5
DA-D	Laboratory Procedures/Prosthodontics	80	5.5
DA-E	Pediatric Dentistry/Orthodontics	80	5.5
DA-F	CPR/Preventive Dentistry	80	5.5
DA-G	Endodontics/Radiography	80	5.5
DA-H	Oral Surgery/Anesthetics	80	6
DAEXT1	Externship I	80	2.5
DAEXT2	Externship II	80	2.5
	Totals	800	49.5

Total Credit Hours: 49.5

MASSAGE THERAPY

Locations: Long Beach, Ontario

Overview

Classification of Instructional Programs (CIP): 51.3501

Standard Occupational Classification (SOC) Code: 31-9011.00, 31-2022.00

Quarter Credits: 54.0

In Class Clock Hours: 720

Outside Hours: 407.5

Total Hours: 1127.5

Number of Weeks: 36*

Accelerated: 28*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The College's Massage Therapy program prepares students with knowledge of basic anatomy/physiology of the human body, as well as massage techniques designed to enhance the physical health of clients. The program is structured to develop proficient understanding of all body systems with particular emphasis on the skeletal and muscular systems of the body. Additionally, students in the Massage Therapy program are exposed to advanced medical terminology, hygiene, safety, and sanitation. To prepare students for practice as a Massage Therapist, knowledge of professional/business ethics and the legal issues related to the practice of Massage Therapy are included in the program.

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Completion of the program is acknowledged by the awarding of a diploma.

Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicant for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq.

Publication of CAMTC's Law related to unfair business practices as related to massage:

1. Pursuant to California Business and Professions Code section 4611, It is an unfair business practice for a person to do any of the following:

   a. To hold himself or herself out or to use the title of "certified massage therapist" or "certified massage practitioner," or any other term, such as "licensed," "certified," "CMT," or "CMP," in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.

   b. To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or any other individual is licensed, certified, or registered by a governmental agency as a massage therapist or massage practitioner.
   Reference: https://www.camtc.org/FormDownloads/policies_and_procedures_for_approval_of_schools.pdf

Instructional Equipment

- Massage Therapy Tables and Chairs

- Massage Therapy Reference Books

- Massage Therapy Lotions, Oils and Gels

- Anatomy / Kinesiology Reference Books

- Anatomical Charts

- Aromatherapy Oils

- Anatomical Model

- Massage Therapy Stones

PROGRAM OUTLINE

Required Courses

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
MT100	Introduction to Massage Therapy and Swedish Massage Technique	6	80	56.25	136.25
MT200	Massage for Pre-Natal, Post-Natal, Infant, Elderly/Geriatric Populations	6	80	31	111
MT300	Eastern Philosophy and Practice	6	80	40.5	120.5
MT400	Sports Massage, Personal Fitness, Self-Care	6	80	55.5	135.5
MT500	Deep Tissue, Myofascial Release and Neuromuscular Therapy	6	80	41	121
MT600	Spa Treatments, Aromatherapy and Stone Massage	6	80	32	112
MT700	Assessment, Treatment Plan and Clinical Massage	6	80	71	151
MT800	Non-Traditional / Alternative Bodywork Therapies	6	80	36.25	116.25

MT900	Ethics, Business and Professional Development / C.P.R.	6	80	44	124
	Totals	54	720	407.5	1127.5

Anatomy, Physiology and Pathology of the Systems of the Body are taught throughout the program and are identified in the Module Descriptions.

Total Credit Hours: 54

MEDICAL ASSISTANT

Locations: Los Angeles, Orange County, Long Beach, Ontario, ACC at St Francis

Overview

Classification Of Instructional Programs (CIP): 51.0801

Standard Occupational Classification (SOC) Code: 31-9092.00, 43-6013.00

Quarter Credits: 48.5

In Class Clock Hours: 760

Outside Hours: 269

Total Hours: 1029

Number of Weeks: 36*

Accelerated: 28*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

Medical Assistants are an important part of the health care team and their responsibilities continue to expand. The Medical Assistant program is designed to provide students with the knowledge and skills necessary to work successfully as an entry-level team member in a medical office, clinic, health-maintenance organization (HMO) or other health care setting. Employer demand for Medical Assistants has expanded in recent years to include work as medical experts and investigators in legal settings, in call centers to support medical product distribution and service, and in other industries which intersect with health care fields and functions.

Medical Assistant students develop knowledge and skills in administrative and clinical procedures. Competency in preparation of patients for examinations, back-office clinical procedures, administration of medications, and routine laboratory procedures is coupled with a thorough knowledge of the front-office skills necessary to function as part of an efficient medical office. Students learn these skills using a variety of media and instructional methodology. Students also perform skills in professional development and career preparation.

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 200 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon successful completion of the program, graduates will be prepared for employment as entry-level medical assistants. Medical Assistant graduates may also secure employment in other related positions in the medical field, such as Medical Receptionist.

Instructional Equipment

• Anatomical Charts/Models

- Audiometer
- Autoclave
- Centrifuge
- Electrocardiograph Machines
- Examination Tables
- Glucometer
- Mayo Stands
- Microscopes
- Nebulizer
- Otoscope/Opthalmoscope
- Personal Computers
- Scales
- Skeleton
- Sphygmomanometers
- Stethoscopes
- Surgical Instruments
- Thermometers
- Training Mannequins
- Wheelchair/crutches/walker

PROGRAM OUTLINE

Required Courses

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
MA100	Medical Assistant Role and Responsibilities	6	80	50	130
MA200	Office Procedures and Clinical Practices	6	80	42	122
MA300	Medical Terminology/Transcription/ Patient Records	6	80	32	112
MA400	Electrocardiogram and Laboratory Procedures	6	80	35	115
MA500	Medical Office Business Procedures	6	80	33	113
MA600	Clinical and Surgical Procedures	6	80	38	118
MA700	Clinical Procedures and Pharmacology	6	80	39	119
MAEXT	Externship	6.5	200	N/A	200
	Totals	48.5	760	269	1029

Total Credit Hours: 48.5

MEDICAL BILLING AND CODING

Locations: Los Angeles, Orange County, Long Beach, Ontario, ACC at St Francis

Overview

Classification Of Instructional Programs (CIP): 51.0713

Standard Occupational Classification (SOC) Code: 43-9041.01, 43-9041.02, 43-6013.00, 43-4021.00

Quarter Credits: 48.5

In Class Clock Hours: 760

Outside Hours: 214

Total Hours: 974

Number of Weeks: 36*

Accelerated: 28 weeks*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Medical Billing and Coding program is designed to provide students with the knowledge and skills necessary to work successfully as an entry level medical biller and/or medical coder in a medical office, clinic, health maintenance organization (HMO), other health care setting, insurance company, or independent billing company.

This program will be offered in the blended delivery format. Blended modules combine traditional or face-to-face classroom instruction with asynchronous online instruction to optimize the learning experience of the user. Blended modules are indicated by an asterisk (*) in the program outline.

In preparation for the blended modules, students must:

1. Complete the online New Student Blended Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended modules;

2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

In this program, students will develop their knowledge and skills within a blended model of education. Preparing students for the real life experience of health care data delivery systems, students will engage in on-line learning, as well as lab and computer software applications. Students will become familiar with, and able to use industry related reference materials such as the Current Procedural Terminology (CPT), International Classification of Diseases (ICD-CM), and Health Care Procedures Coding Systems (HCPCS). In addition, students will also demonstrate ability and understanding of Medisoft and other industry-related software systems.

The Medical Billing and Coding program is divided into seven, 80-hour modules. The seven modules satisfy both industry-related prerequisites and execution of coding applications. The Medical Billing and Coding externship provides a unique opportunity to gain valuable experience in the field and alongside working professionals. This experience is designed to help students prepare for a successful transition into their career as a medical biller and/or medical coder.

Completion of the program is acknowledged by the awarding of a diploma.

Instructional Equipment

• Billing and Coding References: CPT, ICD-CM, and HCPCS Manuals

• Medical Office Software

• Word Processing Software

• Medical Claims Software

• Textbook and E-Text Materials

• On-line Course Material

- Lab Equipment

PROGRAM OUTLINE

Required Courses

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
MBC101	Medical Office Procedures*	6	80	30	110
MBC201	Claims Processing*	6	80	31	111
MBC301	Hospital Billing and Coding*	6	80	30	110
MBC401	Medical Law and Ethics*	6	80	33	113
MBC501	Reimbursement and Collections Methods*	6	80	30	110
MBC601	State and Government Health Plans*	6	80	30	110
MBC701	Managed Care and Private Health Plans*	6	80	30	110
MBCEXT	Externship	6.5	200	N/A	200
	Totals	48.5	760	214	974

*Modules offered in a blended format, a combination of online and on ground.
Total Credit Hours: 48.5

OPTICAL TECHNICIAN

Locations: Los Angeles, Orange County, Long Beach, Ontario

Overview

Classification of Instructional Programs (CIP): 51.1801

Standard Occupational Classification (SOC) Code: 29-2081.00, 51-9083.00

Quarter Credits: 50.5

In Class Clock Hours: 760

Outside Hours: 241.5

Total Hours: 1001.5

Number of Weeks: 36*

Accelerated: 28*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Optical Technician program's main objective is to offer a comprehensive training program to prepare students for employment in entry-level positions in the field of Opticianry. The secondary objective of the program is to prepare students for the National Opticianry Competency Exam and Contact Lens Registry Exam administered by the American Board of Opticianry and National Contact Lens Examiners (ABO/NCLE). Graduates are encouraged to sit for the national examination.

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 200-hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon successful completion of the program, graduates will be prepared to pursue entry-level positions as opticians, optical lab technicians, optical dispensers, and contact lens fitters. Successfully attaining the available national certifications enhance the graduate's marketability in the field and are required for self-employment, as well as management positions in the optical field.

Instructional Equipment

- Calculators
- Charts
- Diameter Gauges
- Dispensing Hand Tools
- Frames
- Hand Edgers
- Hand Magnifier
- Keratometers
- Layout Blockers
- Lens Groovers
- Lens Polishers
- Lenses
- Lensometers
- PD Sticks
- Pupilometers
- Radiuscopes
- Slit Lamps
- Soft and Rigid Contact Lenses
- Thickness Gauges
- Tinting Units
- Wet/Dry Edgers

PROGRAM OUTLINE

Required Courses

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
OPT1	Light and Single Vision	6	80	40.75	120.75
OPT2	Multifocals	6	80	32	112
OPT3	Frames/Lenses	6	80	31.5	111.5
OPT4	Soft Contact Lenses	7	80	38.5	118.5
OPT5	Rigid Contact Lenses	7	80	37.5	117.5
OPT6	Anatomy/Physiology/Prisms	6	80	30.25	110.25
OPT7	Optical Office Procedures	6	80	31	111
OPTEXT	Externship	6.5	200	N/A	200
	Totals	50.5	760	241.5	1001.5

Total Credit Hours: 50.5

PHARMACY TECHNICIAN

Locations: Los Angeles, Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0805

Standard Occupational Classification (SOC) Code: 29-2052.00, 31-9095.00

Quarter Credits: 46.0

In Class Clock Hours: 780

Outside Hours: 405.5

Total Hours: 1185.5

Number of Weeks: 36*

Accelerated: 28*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Pharmacy Technician program is designed to provide students with the technical knowledge and practical skills necessary for an entry-level position in retail, wholesale, hospital, or home health pharmacy settings, or in a prior authorization department, compounding lab and other positions related to the manufacturing, distribution or support of pharmacy products.

Pharmacy Technician students learn pharmacy law, basic chemistry, pharmacology, dosage calculations, inpatient pharmacy procedures, and retail pharmacy procedures. Major emphasis is placed on learning the trade and generic names of selected drugs, drug classifications, indications, routes of administration, side effects, dosages, and storage requirements. Pharmaceutical preparation skills including filling prescriptions, unit dose drug distribution system, and preparation of sterile products are introduced, explained, and practiced. Students learn pharmaceutical and medical terminology including abbreviations and symbols used in prescribing, dispensing and charting. Basic anatomy and related pathological conditions are introduced. The responsibilities and duties of the Pharmacy Technician, including ethical standards within the practice of pharmacy, are presented. Basic computer operations, such as data input procedures used in maintaining patients' medication records, are covered under daily keyboarding and typing lab schedules. Hands-on procedures in all aspects of pharmacy operation, including extemporaneous compounding, unit dose cassette filling, IV admixtures compounding using aseptic technique, and retail pharmacy practices are also covered in the pharmacy lab.

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 300 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon completion of the program, students will be employable as entry-level pharmacy technicians. Graduates may also secure employment in other areas of the Pharmacy field, such as Pharmacy Assistants or Pharmacy Clerks.

Instructional Equipment

- Anatomical Charts/Models
- Conical and cylindrical graduates
- Laminar-Flow Workbench

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- Mortars and Pestle

- Ointment slabs and spatulas

- Personal Computers

- Pharmacological References

- Triple beam and electronic balances

PROGRAM OUTLINE

Program Outline

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
PT1	Pharmacy Law	6	80	71	151
PT2	Drug Fundamentals	6	80	69	149
PT3	Pharmacology	6	80	68.5	148.5
PT4	Drug Distribution	6	80	71	151
PT5	IV Preparation	6	80	57	137
PT6	Retail Pharmacy	6	80	69	149
PTEXT	Externship	10.0	300	N/A	300
	Totals	46	780	405.5	1185.5

Total Credit Hours: 46.0

VOCATIONAL NURSING (LYNWOOD)

Locations: ACC at St Francis

Overview

Classification of Instructional Programs (CIP): 51.3901, 51.3902, 51.3999

Standard Occupational Classification (SOC) Code: 29-2061.00

Lecture Hours: 621

Skills Lab Hours: 162

Clinical Hours: 810

Total Hours: 1593

Number of Weeks (day): 64*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Lynwood Campus' Vocational Nursing (VN) Program provides students with a conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) and its integration into the provision of nursing care within the scope of the Vocational Nurse Practice Act. The course of study is designed to utilize a curriculum that progresses from simple to complex concepts in theory and clinical skills. The VN students are required to successfully complete 1593 clock hours; (621 theory hours, 972 clinical hours) with a minimum 78% grade in theory and a "Pass" grade in all clinical competencies.

Students who successfully complete the graduation requirements for the Vocational Nursing program are eligible to take the Vocational Nurse licensure examination for the State of California. Upon passing the Vocational Nurse State licensure examination, the licensee may be employed as a Licensed Vocational Nurse in health care settings.

At the conclusion of the Vocational Nursing (VN) Program, the graduate will be able to:

1. Demonstrate the integration and application of the conceptual framework of Knowledge, Skills, Values, Meanings, and Experience and its integration into the provision of nursing care within the scope of the Vocational Nurse Practice Act.

2. Apply basic critical thinking/reasoning and nursing process related to the promotion of physiological integrity, focusing on the following skills:

   • Provision of basic patient care and comfort.

   • Review of standardized nursing care plans or discussion of appropriate nursing action.

   • Administration of effective, safe, pharmacological therapies.

   • Recognition of the manifestation of disease processes requiring and/or preventing physiological adaptation.

3. Participate in the implementation of a plan of care for patient and family which promotes psychosocial integrity with emphasis on therapeutic communication, effective coping mechanisms, and psychosocial adaptation.

4. Recognize and utilize opportunities to promote and maintain health and wellness within the scope of Vocational Nurse practice.

5. Integrate theoretical knowledge of factors – ethical, legal, cultural, spiritual, economic, and environmental – influencing health in the provision of nursing care.

6. Demonstrate awareness of accurate documentation, its standards and potential legal issues.

7. Demonstrate knowledge and competency in providing a safe and effective care environment.

8. Discuss normal physical and psychosocial growth and development of the neonate, child, adolescent, and adult and older adult.

9. Demonstrate understanding of leadership and supervision, its application into the provision of nursing care within the scope of Vocational Nurse Practice Act.

10. Collaborate with the health care team in providing information regarding community resources accessible to patients and family

Instructional Equipment

• Anatomy Charts

• Glucometers

• Medication Carts

• Procedure Kits

• Skeleton

• Stethoscopes

• Wheelchair / Walker

• Anatomical Models

• Hospital Beds with Overbed and Side Tables

• Procedural Anatomical Mannequins

• Scale

• Sphygmomanometers

• Thermometers/Electronic/Tympanic

PROGRAM OUTLINE

Term 1

Course Code	Course Title	Lecture Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN10	Strategies for Success	54	0	0	54	3.0
VN14	Overview of Human Anatomy & Physiology	54	0	0	54	3.0
VN21	Fundamentals of Nursing	72	0	0	72	4.0
CLN21L	Fundamentals of Skills Lab	0	162	0	162	3.0
CLN21	Fundamentals Clinic	0	0	54	54	1.5
	Totals	180	162	54	396	14.5

Term 2

Course Code	Course Title	Lecture Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN24	Introduction to Psychology	54	0	0	54	3.0
VN25	Life Span Psychology: Human Growth & Development	54	0	0	54	3.0
VN12B	Introduction to Nutrition for Nurses	36	0	0	36	2.0
VN20	Pharmacology I	27	0	0	27	1.5
VN22	Medical Surgical Nursing I	36	0	0	36	2.0
CLN22	Medical Surgical I Clinical	0	0	108	108	2.0
VN23	Gerontology	9	0	0	9	0.5
CLN23	Gerontology Clinic	0	0	54	54	1.0
	Totals	216	0	162	378	15

Term 3

Course Code	Course Title	Lecture Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN30	Pharmacology II	27	0	0	27	1.5
VN31	Medical Surgical II	54	0	0	54	3.0
CLN31	Medical Surgical II Clinical	0	0	216	216	4.0
VN32	Mental Health Nursing	27	0	0	27	1.5
CLN32	Mental Health Clinic	0	0	54	54	1.0
	Totals	108	0	270	378	11

Term 4

Course Code	Course Title	Lecture Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN40	Obstetrical Nursing	27	0	0	27	1.5
CLN40	Obstetrical Clinical	0	0	54	54	1.0
VN41	Pediatric Nursing	27	0	0	27	1.5
CLN41	Pediatric Clinical	0	0	54	54	1.0
VN42	Medical Surgical Nursing III	54	0	0	54	3.0
CLN42	Medical Surgical III Clinical	0	0	189	189	3.5
VN43	Leadership/Supervision	9	0	0	9	0.5
CLN43	Leadership/Supervision Clinical	0	0	27	27	0.5
	Totals	117	0	324	441	12.5

VOCATIONAL NURSING (LA/OC)

Locations: Los Angeles, Orange County

Overview

Classification Of Instructional Programs (CIP): 51.3901, 51.3902, 51.3999

Standard Occupational Classification (SOC) Code: 29-2061.00

Quarter Credits: 89.0

Theory Hours: 580

Skills Lab Hours: 124

Clinical Hours: 856

Total Hours:1560

Number of Weeks (Day): 56*

Number of Weeks (Evening/Weekend): 86*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those that pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into modules approximately 13 weeks in length (20 weeks for evening/weekend). Each module is comprised of prescribed units of study that build upon each other. Students begin their training in VN100 and progress sequentially through each module until all modules have been successfully completed. Upon successful completion of four modules, the student must pass VN500 and an exit examination in order to graduate from the program. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Instructional Equipment

- Anatomy Charts
- Glucometers
- Medication Carts
- Procedure Kits
- Skeleton
- Stethoscopes
- Wheelchair / Walker
- Anatomical Models

- Hospital Beds with Overbed and Side Tables

- Procedural Anatomical Mannequins

- Scale

- Sphygmomanometers

- Thermometers/Electronic/Tympanic

PROGRAM OUTLINE

Required Courses

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN100	Introduction To Client Centered Care I	168	108	96	372	25
VN200	INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS II	172	8	192	372	22
VN300	INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS III	120	8	280	408	20.5
VN400	INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS IV	120	0	288	408	21.5
VN500	NURSING LICENSURE PREPARATION			0		
	Totals	580	124	856	1560	89

Students must fulfill all of the requirements of VN500 to graduate from the program.

Total Credit Hours: 89.0

MODULE OVERVIEWS

VN100 Introduction to Client Centered Care

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN100-1-LA	Introduction to Client Centered Care IA (Weeks 1-6) (Weeks 1-10 eve/weekend)	100	80	0	180	14
VN100-2-LA	Introduction to Client Centered Care IB (Weeks 7-13) (Weeks 11-20 eve/weekend)	68	28	96	192	11
	Totals	168	108	96	372	25

VN200 Introduction to the Client with Self-Care Deviations II

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN200-1-LA	Life Cycles/Integumentary System	29	0	32	61	3.5
VN200-2-LA	Musculoskeletal System	29	0	32	61	3.5
VN200-3-LA	Respiratory System	43	8	48	99	6
VN200-4-LA	Cardiovascular System	43	0	48	91	5.5
VN200-5-LA	Gastrointestinal System	28	0	32	60	3.5
	Totals	172	8	192	372	22

VN300 Introduction to the Client with Self-Care Deviations III

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN300-1-LA	Endocrine System	46	8	112	166	8.5
VN300-2-LA	Reproduction System	19	0	48	67	3.5
VN300-3-LA	Renal/Urinary System	27	0	72	99	5
VN300-4-LA	Immunology	9	0	8	17	1

VN300-5-LA	Oncology	9	0	16	25	1
VN300-6-LA	Leadership/Supervision	10	0	24	34	1.5
	Totals	120	8	280	408	20.5

VN400 Introduction to the Client with Self-Care Deviations IV

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN400-1-LA	Obstetrics	19	0	48	67	3.5
VN400-2-LA	Pediatrics	19	0	48	67	3.5
VN400-3-LA	Neuro/Sensory System	45	0	120	165	8.5
VN400-4-LA	Nursing Specialties/Rehabilitation	18	0	24	42	2.5
VN400-5-LA	Senior Practicum	19	0	48	67	3.5
	Totals	120	0	288	408	21.5

VN500 Nursing Licensure Preparation

Students must take and pass VN500 and an exit exam to graduate from the program.

VOCATIONAL NURSING (ONTARIO)

Locations: Ontario

Overview

Classification of Instructional Programs (CIP): 51.3901, 51.3902, 51.3999

Standard Occupational Classification (SOC) Code: 29-2061.00

Quarter Credits: 90.5

Theory Hours: 580

Skills Lab Hours: 124

Clinical Hours: 856

Total Hours: 1560

Number of Weeks (Day): 54*

Number of Weeks (Evening/Weekend): 86*

*Weeks May Be Extended Depending on Holiday Schedules

Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level vocational nurse position in a medical office, clinic, health maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those who pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into modules approximately 13 weeks in length (20 weeks for evening/weekend). Each module is comprised of prescribed courses of study that build upon each other. Students begin their training in VN100 and progress sequentially through each module until all modules have been successfully completed. Upon successful completion of four modules, the student must pass VN500 and an exit examination in order to graduate from the program. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Instructional Equipment

• Anatomy Charts

• Glucometers

• Medication Carts

• Procedure Kits

• Skeleton

• Stethoscopes

• Wheelchair / Walker

• Anatomical Models

• Hospital Beds with Overbed and Side Tables

• Procedural Anatomical Mannequins

• Scale

• Sphygmomanometers

• Thermometers/Electronic/Tympanic

PROGRAM OUTLINE

Required Courses

Module	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN100	INTRODUCTION TO CLIENT CENTERED CARE I	159	108	96	363	24.5
VN200	CAREOF THE CLIENT WITH HEALTH CARE DEVIATIONS I	162	8	192	362	22
VN300	CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS II	120	8	288	416	21.5
VN400	ADVANCED CLIENT CENTERED CARE II	139	0	280	419	22.5
VN500	NURSING LICENSURE PREPARATION					
	Totals	580	124	856	1560	90.5

Students must fulfill all of the requirements of VN500 to graduate from the program
Total Credit Hours: 90.5

MODULE OVERVIEWS

VN100 Introduction to Client Centered Care I

Module	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN100-1-ONT	Introduction to Client Centered Care IA (Weeks 1-8)	84	92	0	176	13
VN100-2-ONT	Introduction to Client Centered Care IB (Weeks 8-13)	75	16	96	187	11.5

		159	108	96	363	24.5
	Totals	159	108	96	363	24.5

VN200 Care of the Client with Health Care Deviations I

Module	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN200-1-ONT	Integumentary System	27	0	32	59	3.5
VN200-2-ONT	Musculoskeletal System	27	0	32	59	3.5
VN200-3-ONT	Respiratory System	41	8	48	97	6
VN200-4-ONT	Cardiovascular System	41	0	48	89	5.5
VN200-5-ONT	Gastrointestinal System	26	0	32	58	3.5
	Totals	162	8	192	362	22

VN300 Care of the Client with Health Care Deviations II

Module	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN300-1-ONT	Endocrine System	46	8	138	192	9.5
VN300-2-ONT	Urinary System	33	0	68	101	5.5
VN300-3-ONT	Immunology/Oncology	18	0	36	54	3
VN300-4-ONT	Reproductive System	23	0	46	69	3.5
	Totals	120	8	288	416	21.5

VN400 Advanced Client Centered Care II

Module	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VN400-1-ONT	Maternal/Child	24	0	48	72	4
VN400-2-ONT	Neurological System	39	0	112	151	7.5
VN400-3-ONT	Mental Health/Rehabilitation	28	0	72	100	5
VN400-4-ONT	Leadership	20	0	48	68	3.5
VN400-5-ONT	Professional Roles	28	0	0	28	2.5
	Totals	139	0	280	419	22.5

VN500 Nursing Licensure Preparation

Students must take and pass VN500 and an exit exam to graduate from the program.

ASSOCIATE DEGREE PROGRAMS OF STUDY

ASSOCIATE OF OCCUPATIONAL SCIENCE IN HEALTH INFORMATION TECHNOLOGY

Locations: Orange County

Overview

Classification of Instructional Programs (CIP): 51.0707

Standard Occupational Classification (SOC) Code: 29-2071.00, 11-9111.00, 31-9094.00

Quarter Credits: 96.0

Clock Hours: 1210

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

A total of 96 quarter credits are required to earn the Associate of Occupational Science (AOS) degree in Health Information Technology (HIT), which includes completion of general education, computer literacy and specialized health information technology courses.

Select courses in the HIT program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to optimize the learning experience of the user. Blended courses are indicated by an asterisk (*) in the course listings below.

In preparation for the blended courses, students must:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses;

2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

The objective of this program is to provide students with the appropriate general education, didactic theory, and hands-on skills required to begin and/or enhance a career in Health Information Technology.

The HIT program teaches students how to use technology to collect, analyze, monitor, maintain and report health data. These functions include, among other duties, processing requests for the release of personal health information, the coding of clinical information, and processing and using health data for clinical quality management, billing and reimbursement, and compliance while protecting patient privacy.

The training program is divided into eight 10-week quarters and is a blended schedule consisting of courses taken on campus and online. Graduates of this program may pursue entry-level positions involving health information technology in a variety of health care settings.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

Instructional Equipment List

• Anatomical Charts

• Anatomical Models

- Anatomical Software

- Billing Procedural Coding References

- Medical Claims SoftwareMedical Office Software

- Medical/Dental Reference Books

- Personal Computers/Laptops

- Word Processing Software

- Medical Office Software

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2
ENGL100	Written Communications I*	40	0	4
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology*	40	0	4
	Totals	180	0	16

Core Health Information Technology and Other Courses

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT230	Advanced Anatomy and Physiology*	20	0	2
ANAT230-L	Advanced Anatomy and Physiology Lab*	40	0	2
CAREER200	Career Advantage*	20	0	2
CSCI121	Computer Applications*	50	0	4
CSCI201	Database Management	50	0	4
HIT103	Health Care Data Management*	40	0	4
HIT104	Health Information Systems*	40	0	4
HIT112	Health Care Delivery Systems*	20	0	2
HIT115	Health Care Statistics and Registry*	50	0	4
HIT120	Coding I*	60	0	4
HIT130	Coding II*	60	0	4
HIT140	Coding III*	60	0	4
HIT211	Compliance and Reimbursement Methodologies*	40	0	4
HIT221	Management Concepts in Health Care*	40	0	4
HIT225	Health Care Data Sets*	20	0	2
HIT231	Legal and Regulatory Issues in Health Information Technology*	20	0	2
HIT240	Electronic Health Records*	40	0	4
HIT254	Health Information TechnologyPracticum*	200	180	8
HIT255	Health Information Technology Seminar*	20	0	2
MEDT111	Medical Terminology*	20	0	2
PATH214	Pathophysiology I*	40	0	4
PATH224	Pathophysiology II*	40	0	4
PHAR200	Pharmacology Principles*	40	0	4
	Totals	1030	180	80

*Courses offered in a blended format, a combination of online and on ground.
Total Credit Hours: 72.0

ASSOCIATE OF OCCUPATIONAL SCIENCE, OCCUPATIONAL THERAPY ASSISTANT

Locations: Orange County

Overview

Classification of Instructional Programs (CIP): 51.0803

Standard Occupational Classification (SOC) Code: 31-2011.00, 31-2012.00

Quarter Credits: 98.0

Clock Hours: 1710

Number of Weeks: 80*

*Weeks May be Extended Depending on Holiday and Break Schedules

Career Training Objective

The students in the Occupational Therapy Assistant (Associate of Occupational Science) program are educated to practice as occupational therapy assistants (OTA). The OTA works under the supervision of the occupational therapist (OT). Throughout the curriculum, OTA students are exposed to traditional areas of practice where occupational therapy professionals deliver their services. These areas of practice include, but are not limited to: working with children and youth in clinical inpatient outpatient services, as well as in schools; working with adults in clinical inpatient outpatient services, as well as in work hardening programs; working with older adults in hospitals, long-term care facilities, and in adult day care centers; and working with adults with mental health and behavioral challenges who receive OT services in behavioral clinics, acute care community hospitals, and state hospitals. The students will have exposure to emerging practice areas, specifically to the driver rehabilitation program.

The OTA program teaches students to implement occupational therapy treatment care plans, train and educate clients and their caregivers, collaborate with clients in designing therapeutic activities, be sensitive to clients' different cultural backgrounds, embrace occupation-based practice as "the means and the end" of the OT practice, and to collaborate with other health care professionals to provide excellent, occupation-based and client-centered care.

The OTA program curriculum, in congruency with our philosophical belief that humans are active beings, encourages students into becoming active in their own process of learning. The curriculum is organized following a human developmental model (biological and psychological) as the conceptual curriculum framework and the three domains of Bloom's Taxonomy of Learning Domains as the categories of educational activities. The human developmental model is used to guide students in learning and understanding the impact of challenges on occupational performance during the life span of individuals, as well as developing their clinical skills. The three domains of Bloom's taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills as students begin to recognize facts, procedural patterns, as well as concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum. Personal attitude is very important in the delivery of health care. As such, OTA students' awareness of their own behavioral strengths and weaknesses and how that affects their attitude is strongly emphasized from day one of the program. This is accomplished through self-assessment of behavior using a modified form of the Generic Abilities Assessment tool.

The program is 98 quarter credits to be completed in twenty months. The last four months of the program are dedicated to a full time Fieldwork experience (clinical education under the supervision of an OTA or OT professional).

Graduates of the Occupational Therapy Assistant program will be eligible to take the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice and licenses are usually based on the results of the NBCOT Certification Examination.

Note that a felony conviction may affect a graduate's ability to perform fieldwork, take the NBCOT certification examination, and attain state licensure.

Instructional Equipment List

- Fully equipped functioning kitchen
- Two fully equipped bathrooms
- Functioning washer-dryer station
- Typical bedroom
- Adaptive equipment for bathing
- Adaptive equipment for dressing
- Adaptive equipment for grooming
- Adaptive equipment for feeding
- Adaptive equipment for cooking
- Anatomical charts and models, skeleton
- Balance equipment for adults and children
- Hand evaluation kits with dynamometer, pinch meter, and goniometers
- Sensation tests
- Electrotherapy, cryotherapy, ultrasound, hydrocollator, paraffin modalities
- Resistant equipment, bars, balls, bands for hand and arm exercise
- Handwriting training supplies and adaptive equipment
- Projectors, computers, and monitors for presentations
- Pulse oximeters and blood pressure kits
- Sensory modulation supplies for adults and children
- Fully equipped children's therapy area including a swing with attachments
- Toys and games for children
- Transfer boards, tub benches, commode chairs
- Treatment tables, mats, bolsters, wedges, mirrors
- Wheelchairs with position equipment
- Children's seating and positioning equipment
- A variety of walkers and canes
- Computer games
- Computerized assessments for cognitive screening
- Fully equipped splinting center
- Wide variety of developmental, sensory, motor, cognitive, and functional assessments

- Games, workbooks, arts and crafts supplies

- DVDs of educational and popular videos

- Patient education reference materials

- Home safety cards

- Online access to OT instructional videos (ICE Library)

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2
ENGL100	Written Communications I*	40	0	4
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology*	40	0	4
	Totals	180	0	16

Core Occupational Therapy Assistant and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
SCI150	Concepts in Science*	40	0	4
OTA100	Principles of OT*	20	0	2
HP100	Pathophysiology for Health Professionals*	40	0	4
OTA200	Therapeutic use of Occupations*	60	0	4
HP200	Neuroscience*	40	0	4
OTA210	Human Structure and Function in Occupational Therapy*	60	0	4
HP210	Professional Communication for Health Professionals	40	0	3
OTA220	Group Dynamics and Leadership*	30	0	2
OTA225	Introduction to Fieldwork	20	0	1
OTA240	Occupational Performance from Birth to Adolescence*	90	0	6
OTA230	Level I Fieldwork	80	60	3
OTA250	Occupational Therapy Services in Psychosocial Settings*	60	0	4
OTA260	Occupational Performance in Adulthood*	80	0	5
HP220	Inter-professional Collaborative Practice & Cultural Competence in Healthcare*	40	0	3
OTA270	Occupational Performance in the Elderly*	80	0	5
OTA280	OTA Clinical Competency*	30	0	2
HP230	Business Concepts in Healthcare	20	0	2
OTA290-A	Level II Fieldwork A	350	330	12
OTA290-B	Level II Fieldwork B	350	330	12
	Totals	1530	720	82

*Courses offered in a blended format, a combination of online and on ground.

Total Credit Hours: 98

ASSOCIATE OF OCCUPATIONAL SCIENCE, PHYSICAL THERAPIST ASSISTANT

Locations: Orange County

Overview

Classification of Instructional Programs (CIP): 51. 0806

Standard Occupational Classification (SOC) Code: 31-2021.00

Quarter Credits: 96.0

Clock Hours: 1530

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Physical Therapist Assistant (Associate of Occupational Science) program prepares students to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment and observe and record patient progress. Physical Therapist Assistants work under the supervision of a physical therapist in a variety of settings including, but not limited to, ambulatory health care services, hospitals, school settings, federal and county health settings, occupational health settings, and residential care facilities for the elderly.

In the Physical Therapist Assistant (PTA) program, students learn applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic pediatric, developmental, and geriatric physical therapy principles, neurology and orthopedics, documentation skills, interprofessional communication, psychosocial aspects of healthcare, wound and integumentary care, modalities and electrotherapy, rehabilitation principles in orthotic and prosthetic management, personal and professional ethics, cultural competence and application in healthcare, and healthcare business and management principles and application. Correlated clinical experiences take place in the last two terms of the program.

The training program is divided into eight 10- week terms. General education courses and the PTA core courses are integrated throughout the program. The clinical practicum experience begins in term seven. Successful completion of clinical experiences in varied clinical settings under the supervision of a licensed physical therapist is required.

In the state of California, all applicants for PTA licensure must qualify for and pass the National Physical Therapy Examination (NPTE) (Physical Therapist Assistant Examination) and the California Law Examination (CLE), which relates to the practice of physical therapy in California.

Completion of the program is acknowledged by the award of an Associate of Occupational Science degree. The Physical Therapist Assistant Program in Orange County is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 1111 North Fairfax Street, Alexandria, VA 22314; Phone: 703-706-3245; Email: accreditation@apta.org; Website: http://www.capteonline.org).Graduation from a CAPTE-accredited program is required for eligibility to sit for the licensing exam.

The PTA program is designed to help students acquire the knowledge and training to be able to:

1. Promote professional and personal growth that positively impacts the profession of physical therapy.

2. Engage in thought and activities that promote professional responsibility and lifelong learning.

3. Become an advocate for the profession of physical therapy through professional and community representation.

4. Successfully pass the National Physical Therapy Examination and practice competently as an entry level PTA.

5. Demonstrate the capacity to perform the duties of a PTA as an interdisciplinary team member in environments that demonstrate broad forms of diversity in peers and patients.

6. Integrate the knowledge and skills obtained from general and technical education while performing duties as an entry level PTA.

7. Perform duties safely in various physical therapy settings while adhering to ethical guidelines established by the APTA and legal guidelines established by the State Practice Act.

8. Communicate with each patient demonstrating empathy and optimism while maintaining ethical considerations.

9. Demonstrate leadership qualities while practicing under the direction of a physical therapist understanding the limitations as defined within the California Physical Therapy Practice Act.

Instructional Equipment List

- Anatomical charts and models
- Balance trainer/board
- Classroom Response System
- Compression garments and pumps
- Dynamometer, goniometer, gait belts
- Electrotherapy equipment, cryotherapy, ultrasound
- Instructional software resources to augment coursework
- Pneumatic Motorized Arm & Wrist Blood
- Pressure Kits
- Projector, Computer & MonitorProsthetic and orthotic models
- Pulse oximeter, thermometer, stop watch
- Resistance equipment, bars, balls, bands
- Sphygmomanometers & Stethoscope Kits
- Stethoscopes, sphygmomanometer
- Supplies for universal precaution
- Training stairs, parallel bars and ramp
- Transfer boards, tub/ benches, commode
- Treadmill, exercise bicycle
- Treatment tables, mats, bolsters
- Video Camera
- Wheelchair/ walkers/ canes

PROGRAM OUTLINE:

General Education Courses

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2
ENGL100	Written Communications I*	40	0	4
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology*	40	0	4
	Totals	180	0	16

Core Physical Therapist Assistant and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
CAREER200	Career Advantage*	20	0	2
PTA100	Introduction to PTA*	20	0	2
PTA100-L	Introduction to PTA-LAB	40	0	2

PTA104	Professional Communications for the PTA*	40	0	4
PTA150	PTA Law, Ethics & Professionalism*	40	0	4
PTA210	Clinical Kinesiology*	20	0	2
PTA210-L	Clinical Kinesiology-LAB	40	0	2
PTA212	Neuroscience*	40	0	4
PTA214	Clinical Assessment*	20	0	2
PTA214-L	Clinical Assessment-LAB	40	0	2
PTA216	Pathophysiology for the PTA*	40	0	4
PTA220	Therapeutic Exercise I*	20	0	2
PTA220-L	Therapeutic Exercise I-LAB	40	0	2
PTA224	Development & Rehabilitation Across the Life Span*	40	0	4
PTA226	Physical Agents*	20	0	2
PTA226-L	Physical Agents-LAB	40	0	2
PTA230	Therapeutic Exercise II*	20	0	2
PTA230-L	Therapeutic Exercise II-LAB	40	0	2
PTA234	Principles of Rehabilitation*	20	0	2
PTA234-L	Principles of Rehabilitation-LAB	40	0	2
PTA236-L	PTA Clinical Competency Review*	30	0	2
PTA238	Clinical Practicum I	240	240	8
PTA240	Interprofessional Collaborative Practice & Cultural Competence in Healthcare*	20	0	2
PTA244	Business Concepts in Health Care*	20	0	2
PTA258	Clinical Practicum II	360	360	12
SCI150	Concepts in Science*	40	0	4
PTA260	PTA Licensure Exam Review	0	0	0
	Totals	1350	600	80

*Courses offered in a blended format, a combination of online and on ground.

PTA 260 Completion required for graduation.
Total Credit Hours: 96

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOGRAPHY

Locations: Ontario

Overview

Classification of Instructional Programs Code (CIP): 51.0911

Standard Occupational Classification Code (SOC): 29-2034.00

Quarter Credits:130.0

Clock Hours: 2660

Number of Weeks: 100 *

*Weeks may be extended depending on holiday schedules

Career Training Objective

The profession of radiology is guided by the ASRT and ARRT Code of Ethics and therefore it is the expectation of the College that each graduate following successful completion of the certification and registration exam, will work within legal and ethical boundaries. This responsibility requires dedication to applying standards that are outlined within the Code of Ethics for

the Radiologic Technologist. Radiography is also a dynamic discipline that requires growth, personally and professionally, to better prepare for future needs of the profession. These needs may vary in many ways, dependent not only in the environment where one is employed, but across the profession as it changes. While the radiography program provides the requisite knowledge and skills to become competent as an entry level R.T., the program is confident that each graduate adopts the same enthusiasm for self-improvement.

The program will:

1. Provide learning experiences that prepare every student for competent performance as a radiologic technologist that includes, but is not limited to: lecture, interactive and self-discovery activities, problem-based case presentations, small group discussions, mentoring, tactile/kinesthetic activities provided through laboratory experiences and clinical practicums.

2. Provide comprehensive academic and clinical preparation for each student to have a successful result on the ARRT certification and registration exam.

3. Graduate professionals that enthusiastically display leadership responsibilities while providing competent care.

4. Provide access to activities that foster community awareness while responding to the needs of the community.

5. Ensure that the standards required for accreditation for the College and the program is maintained.

6. Support the community of radiologic technologists and health care professionals by providing opportunities for professional development.

Instructional Equipment List

• Cassettes for digital unit

• CR digital reader

• Densitometer

• Lead aprons

• Lead gloves

• Lead mats

• Mini C-arm unit

• Mobile shields

• Patient shields

• Penetrometer Phantoms: torso, chest, hand, elbow, foot, knee

• Portable radiography unit

• Sandbags

• Sensitometer

• Sponges

• Thyroid shields

• X-Ray unit: console, table with float top, tube/collimator, wall unit

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2

ENGL100	Written Communications I*	40	0	4
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology*	40	0	4
	Totals	180	0	16

Core Radiography and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
RAD101	Introduction to Radiologic Sciences*	10	0	1
RAD102	Medical Terminology*	30	0	3
RAD103	Radiographic Physics*	30	0	3
RAD104	Principles of Image Production*	70	0	6
RAD105	Patient Care*	40	0	3
RAD106	Radiographic Positioning I*	60	0	4
RAD107	Principles of Radiation and Radiation Biology*	40	0	3
RAD108	Radiation Protection*	40	0	3
RAD201	Clinical Practicum I	240	240	8
RAD109	Radiographic Positioning II*	60	0	4
RAD110	Digital Imaging*	20	0	2
RAD202	Clinical Practicum II	270	270	9
RAD111	Law and Ethics in Imaging*	20	0	2
RAD113	Radiographic Positioning III*	40	0	3
RAD203	Clinical Practicum III	300	300	10
RAD204	Clinical Practicum IV	330	330	11
RAD115	Introduction to Computed Tomography*	30	0	3
RAD205	Clinical Practicum V	330	330	11
RAD114	Cross-Sectional Anatomy*	30	0	3
RAD112	Pharmacology/Venipuncture*	30	0	2
RAD206	Clinical Practicum VI	390	390	13
CAREER300	Career Advantage*	30		3
RAD116	Radiology Seminar*	40	0	4
	Totals	2480	1860	114

*Courses offered in a blended format, a combination of online and on ground.
Total Credit Hours: 130

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY THERAPY

Locations: Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0908

Standard Occupational Classification (SOC) Code: 29-1126.00, 29-2054.00

Quarter Credits: 96.0

Clock Hours: 1540

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Associate of Occupational Science degree in Respiratory Therapy program is designed to prepare students as entry-level Respiratory Therapists with the competencies and skills needed to assist with patient respiratory care.

Respiratory Care is a health care discipline which specializes in the promotion of optimum cardiopulmonary function and health. Respiratory Therapists apply scientific principles to prevent, identify, and treat acute or chronic dysfunction of the cardiopulmonary system. Knowledge of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and technology, enable respiratory therapists to effectively offer preventative care to, as well as assess, educate, and treat patients with cardiopulmonary deficiencies.

As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/ environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices, convalescent and retirement centers, educational institutions, field representatives and wellness centers.

The training program is divided into eight 10-week quarters consisting of general education, anatomy and physiology, core respiratory therapy, and clinical practicum courses. Clinical experience in hospital or clinical settings is required for successful completion of the program. Clinical rotations total 720 hours. Each quarter is comprised of prescribed subjects or studies that build upon each other.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

Instructional Equipment List

- Adult Practice Manikins

- Airway Heart and Lung Models

- Crash Cart

- Mechanical Ventilators

- Neonatal Practice ManikinsOxygen, humidity, lung expansion, airway management, pulmonary function, and secretion clearance equipment for skill practice

- Pediatric Practice Manikins

- Piped Air, Oxygen and Suction

- Tracheotomy Trays

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT205	Introduction to Anatomy and Physiology	20	0	2
ANAT205-L	Introduction to Anatomy and Physiology Lab	40	0	2
ENGL110	Written Communications I	40	0	4
MATH110	College Mathematics I	40	0	4
PSYC110	Introduction to Psychology	40	0	4
	Totals	180	0	16

Core Respiratory Therapy and other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
CAREER100	Career Advantage	20	0	1
RESP200	Introduction to Respiratory Science	30	0	3

RESP200-L	Introduction to Respiratory Science Lab	20	0	1
RESP221	Cardiopulmonary Anatomy and Physiology	40	0	4
RESP233	Respiratory Procedures I	30	0	3
RESP233-L	Respiratory Procedures I Lab	20	0	1
RESP234	Respiratory Pharmacology	30	0	3
RESP234-L	Respiratory Pharmacology Lab	20	0	1
RESP235	Adult Cardiopulmonary Pathophysiology	40	0	4
RESP241	Respiratory Procedures II	30	0	3
RESP241-L	Respiratory Procedures II Lab	20	0	1
RESP243	Introduction to Clinical Practicum	30	0	3
RESP251	Cardiopulmonary Diagnostic Testing	30	0	3
RESP251-L	Cardiopulmonary Diagnostic Testing Lab	20	0	1
RESP253	Rehabilitation and Home Health in Respiratory Care	40	0	4
RESP261	Mechanical Ventilation I	30	0	3
RESP261-L	Mechanical Ventilation I Lab	20	0	1
RESP263	Neonatal / Pediatric Cardiopulmonary Pathophysiology	40	0	4
RESP272	Advanced Ventilation Concepts	30	0	3
RESP272-L	Advanced Ventilation Concepts Lab	20	0	1
RESP283	Critical Care Monitoring	40	0	4
RESP284	Respiratory Care Review	40	0	4
RTCP210	Clinical Practicum I	240	240	8
RTCP212	Clinical Practicum II	240	240	8
RTCP214	Clinical Practicum III	240	240	8
	Totals	1360	720	80

Total Credit Hours: 96

ASSOCIATE OF OCCUPATIONAL SCIENCE IN SURGICAL TECHNOLOGY

Locations: Los Angeles, Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0909

Standard Occupational Classification (SOC) Code: 29-2055.00

Quarter Credits: 96.0

Clock Hours: 1600

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The goal of the Associate of Occupational Science Degree in Surgical Technology program is the preparation of competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains needed to assist with surgical patient care.

The program achieves the primary educational objectives through lectures combined with text, visual aids, and personal experiences of the faculty. The syllabi are such that they allow both depth and scope and adequate time to fully cover each subject. Objectives are reviewed regularly and consistently to make certain they are met.

Select core courses in the Surgical Technology program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to optimize the learning experience of the user. Blended courses are indicated by an asterisk (*) in the course listings below.

In preparation for the blended courses, students must:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses;

2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

"Cognitive Domain." The student will: 1) understand the fundamentals of Human Anatomy and Physiology, Microbiology, and Infectious Process and relate these to safe patient care practices; 2) understand the principles of safe patient care in preoperative, intraoperative, and postoperative settings; and 3) recognize the Surgical Technologist's independent role with the other team members and ancillary service providers.

"Psychomotor Domain." The student will: 1) develop and apply fundamental surgical-assisting skills through practice and evaluation in clinical settings; 2) effectively and accurately apply the principles of asepsis across the range of common surgical experiences; and 3) apply standard precautions and other recognized safe practice guidelines in all surgical settings.

"Affective Domain." The student will: 1) appreciate the variety of patients' needs and the impact of their personal, physical, emotional, and cultural experiences in providing patient care; 2) demonstrate professional responsibility in performance, attitude, and personal conduct; and 3) provide optimal patient care within the confines of the health care community.

The Surgical Technologist functions in association with nurses and surgeons as part of the operating room team to provide care to the patient during the crucial periods of surgery. The Surgical Technologist must create and maintain a safe operating room environment through aseptic surgical techniques. The Surgical Technologist must know the fundamental steps and routine procedures needed to assist the surgeon in the use of surgical instrumentation. Maintaining the equipment and sterile supplies needed to successfully complete each operation is essential to perform efficiently as a member of the surgical team.

The training program is divided into eight 10-week quarters. Clinical experience in hospital settings and surgery centers is required for successful completion of the program, and these clinical rotations total 600 hours (300 hours in quarter VII and 300 hours in quarter VIII). Each quarter is comprised of prescribed subjects or studies that build upon each other.

To complete the program, students must sit for the certification examination administered by the National Board of Surgical Technology and Surgical Assisting. Graduates will qualify for employment as entry-level Surgical Technologists with hospitals and surgery centers.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

Instructional Equipment List

• Anatomical Model

• Back Tables

• Caps

• Face Shields

• Gloves/Gowns

• Gurney

• Laparoscopic Instruments

• Major Tray

• Masks

- Mayo stands

- Minor Tray

- OR Table

- Shoe covers

- Major Tray

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT205	Introduction to Anatomy and Physiology	20	0	2
ANAT205-L	Introduction to Anatomy and Physiology Lab	40	0	2
ENGL110	Written Communications I	40	0	4
MATH110	College Mathematics I	40	0	4
PSYC110	Introduction to Psychology	40	0	4
	Totals	180	0	16

Core Surgical Technology and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT235	Advanced Anatomy and Physiology	20	0	2
ANAT235-L	Advanced Anatomy and Physiology Lab	40	0	2
CAREER200	Career Advantage*	20	0	2
MEDA150	Medical Law and Ethics	40	0	4
SURG100	Introduction to Surgical Technology	40	0	4
SURG111	Surgical Techniques I	40	0	4
SURG111-L	Surgical Techniques I Lab	80	0	4
SURG131-L	Surgical Techniques II Lab	80	0	4
SURG140	General Microbiology	40	0	4
SURG200	Pharmacology	40	0	4
SURG210	Pathophysiology I	40	0	4
SURG230	Pathophysiology II	40	0	4
SURG251	Clinical Orientation	40	0	4
SURG251-L	Clinical Orientation Lab	80	0	4
SURG260	Surgical Procedures I	80	0	4
SURG270	Surgical Procedures II	80	0	4
SURG281	Clinical Practicum I	300	300	10
SURG291	Clinical Practicum II	300	300	10
SURG296	National Certification Review	20	0	2
	Totals	1420	600	80

Total Credit Hours: 96

ASSOCIATE OF SCIENCE DEGREE IN NURSING

Locations: Los Angeles

Overview

Classification of Instructional Programs Code (CIP): 51.3801

Standard Occupational Classification Code (SOC): 29-1141.00

Clock Hours: 1560

Quarter Credits: 97.0

Number of Weeks: 80*

*Weeks May Be Extended Depending on Holiday Schedules

Career Training Objective

A total of 97 quarter credits are required to earn the Associate of Science Degree in Nursing (ADN), which includes completion of general education, fundamentals of nursing, beginning, intermediate, and advanced medical/surgical nursing, obstetrics and pediatrics, mental health, geriatrics, and community health nursing, and leadership with co-requisite clinical practicums for each course, including a preceptorship as a transition course. Selected courses in the ADN program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to allow self-paced content discovery, consumption, and social learning through interacting with peers and faculty online while focusing class time on practical applications of knowledge as well as concentrating on the more challenging concepts for the learners. In preparation for the blended courses, students must:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses.

2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

The objective of this program is to provide students with the appropriate general education, didactic theory, and hands-on skills required to begin a career as a professional nurse.

The ADN program teaches students to use critical thinking, clinical reasoning and the nursing process to deliver evidence-based, patient-centered care for diverse patients in common and emerging health care settings. Using Dorothea Orem's Theory of Self-Care, students, in collaboration with interdisciplinary team members, assist patients through self-care deficits and health deviations. Students will learn to use informatics to communicate, access, monitor and evaluate patient data.

The nursing program is divided into eight 10-week quarters and is in a blended format with each course sharing a percentage of instruction online and a percentage of instruction face to face. Graduates of this program may pursue entry-level positions as Registered Nurses in a variety of health care settings.

In the state of California, all applicants for RN licensure must qualify for and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN), which relates to the practice of registered nursing in California.

Completion of the program is acknowledged by the awarding of an Associate of Science Degree in Nursing.

Instructional Equipment List

- IV Fluid
- Bandage Scissors
- Tubing
- Hemostats
- Foley Catheter Tray
- Syringes (no needles)
- Stethoscope
- Suction Equipment

LVN to RN Program Options

The LVN may desire to complete the entire Registered Nursing curriculum beginning with the first semester of the program. Other options for the LVN include the following:

Option 1: LVN Advanced Placement – Associate of Science in Nursing Degree

Students who select the LVN Option 1 may be granted a maximum of 24 units of required Nursing Science coursework, for credit only. The 24 units would include the following courses: Fundamentals of Nursing, Beginning Medical Surgical Nursing, and Maternal/Child. Advanced placement applicants must meet ADN program prerequisites and course requirements including an overall cumulative grade point average (GPA) of 2.5 for all college coursework.

The following prerequisites must be completed before beginning the program:

• Human Anatomy with lab (4 credits)

• Human Physiology with lab (4 credits)

• College Math (4 credits)

• General Microbiology with Lab (4 credits)

• English Composition (4 credits)

• Proof of IV Certification

After completion of these courses, the student will take one course in term one and one course in term three. Advanced nursing courses start in the fifth term of the curriculum and include the courses below.   Admission to Option 1 is based on space availability. This option allows for career mobility to assist the Licensed Vocational Nurse to advance to the Registered Nurse level. Upon successful completion, the student is awarded an Associate of Science Degree and is eligible to take the NCLEX-RN for licensure in the State of California.

Option 1 ACC LVN Advanced PlacementCurriculum Guide		Credits	General Education	General Education within Area of Study	Area of Study
10 Week Quarters					
Term 1					
NURS 101	Professional Communication & Role Transition Seminar	1			X
Term 3					
Pharm 113	Pharmacology	4		X	
Term 4					
NURS 116	Behavioral Health and Geriatric Nursing	4			X
NURS 116L	Behavioral Health and Geriatric Nursing Lab/Clinical	4			X
SOCY 116	Introduction to Sociology	4		X	
Term 5					
NURS115	Intermediate Medical/Surgical Nursing	4			
NURS115L	Intermediate Medical/Surgical Nursing Lab/clinical	4			
PSCH100	Introduction to Psychology	4	X		
Term 7					
NURS 117	Advanced Medical/Surgical Nursing	4			X
NURS 117L	Advanced Medical/Surgical Nursing Lab/Clinical	4			X

SPCH 117	Communication	4		X	
Term 8					
NURS 118	Advanced Medical/Surgical Nursing II Leadership	4			X
NURS 118L	Advanced Medical/Surgical Nursing II Lab/Clinical	4			X
HUM 118	Cultural Pluralism	4		X	
Total Program Quarter Credits		53			

Option 2: LVN to Non-Degree Nurse (45 Quarter Unit option)

Prior to admission, an LVN applicant will meet with the DON who provides objective counseling for the 45 unit option. Persons interested in this curriculum option are advised that a degree will **not** be granted, a certificate will **not** be given, and the student will **not** be a graduate of the ADN nursing program. A transcript which documents the required courses completed for RN licensure will be available. Completion of this option may not be recognized for RN licensure outside of California.

Each candidate will be assessed individually including review of LVN transcripts and other Advanced Placement Criteria by the DON and Admissions Committee. Admission to Option 2 is based on space availability.

Students who have chosen the 45 unit LVN Option 2 must have a current unencumbered LVN license in the State of California and must have successfully completed the required coursework with a minimum grade of C. IV Certification is recommended.

Option 2 ACC LVN 45 Unit RNCurriculum Guide		Credits	General Education	General Education within Area of Study	Area of Study
10 Week Quarters					
Term 1					
PHYS111	Human Physiology with Lab	4		X	
Term 2					
MICR112	General Microbiology with Lab	4		X	
Term 3					
PHARM113	Pharmacology	4			X
Term 4					
NURS116	Behavioral Health and Geriatric Nursing	4			X
NURS116L	Behavioral Health and Geriatric Nursing Lab/Clinical	4			X
Term 7					
NURS117	Advanced Medical/Surgical Nursing	4			X
NURS117L	Advanced Medical/Surgical Nursing Lab/Clinical	4			X
Term 8					
NURS118	Advanced Medical/Surgical Nursing II Leadership	4			X
NURS118L	Advanced Medical/Surgical Nursing II Lab/Clinical	4			X
Total Program Quarter Credits		**36**			

PROGRAM OUTLINE

General Education Courses:

Course Number	Course Title	Clock Hours	Clinical Hours	Quarter Credits

MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology*	40	0	4
ENGL100	Written Communications I*	40	0	4
SOCY116	Introduction to Sociology*	4	0	4
SPCH117	Oral Communication*	40	0	4
HUM118	Cultural Pluralism*	40	0	4
	Totals	**204**	**0**	**24**

Core Associate Degree in Nursing and Other Courses:

Course Number	Course Title	Clock Hours	Clinical Hours	Quarter Credits
NURS101	Professional Communication & Role Transition Seminar	10	0	1
ANAT111	Human Anatomy*	50	0	4
PHYS111	Human Physiology*	50		4
NURS112	Fundamentals of Nursing*	40	0	4
NURS112C	Fundamentals of Nursing, Clinical	120	120	4
MICR112	General Microbiology*	50	0	4
NURS113	Beginning Medical/Surgical Nursing*	40	0	4
NURS113C	Beginning Medical/Surgical Nursing, Lab/Clinical	120	120	4
PHARM113	Pharmacology for Nursing*	40		4
NURS114	Maternal/Child Nursing*	40	0	4
NURS114C	Maternal/Child Nursing, Lab/Clinical	120	120	4
NURS115	Intermediate Medical/Surgical Nursing*	40	0	4
NURS115C	Intermediate Medical/Surgical, Lab/Clinical	120	120	4
NURS116	Behavioral Health Geriatric Nursing*	40	0	4
NURS116C	Behavioral Health Geriatric Nursing, Lab/Clinical	120	120	4
NURS117	Advanced Medical/Surgical Nursing*	40	0	4
NURS117C	Advanced Medical/Surgical Nursing, Lab/Clinical	120	120	4
NURS118	Advanced Medical/Surgical Nursing II*	40	0	4
NURS118C	Advanced Medical/Surgical Nursing II, Lab/Clinical	120	120	4
	Totals	**1320**	**840**	**73**

*Courses offered in a blended format, a combination of online and on ground.
Total Credit Hours: 97

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GENERAL QUESTIONS REGARDING THE COLLEGE

Any questions regarding topics covered in this catalog or any other topics not covered in this catalog should be directed to the Campus Executive Director or Campus Dean.

COURSES

ANAT - Anatomy

ANAT 111 - Human Anatomy (4)

Includes a logical analysis of body tissues, organs, and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic, and gross anatomy of preserved specimens and models.

Prerequisite: None. Corequisite: None.

ANAT 200 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses.

Prerequisite: None. Corequisite: ANAT200-L.

ANAT 205 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses.

Prerequisite: None. Corequisite: ANAT205-L.

ANAT 230 - Advanced Anatomy and Physiology (2)

The purpose of this course is to develop an advanced understanding of the organization, general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT200. Corequisite: ANAT230-L.

ANAT 235 - Advanced Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT205. Corequisite: ANAT235-L.

200-L

ANAT 200-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None. Corequisite: ANAT200.

ANAT 205-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous,

endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None. Corequisite: ANAT205.

ANAT 230-L - Advanced Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an advanced understanding of the organization, general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: ANAT200-L. Corequisite: ANAT230.

ANAT 235-L - Advanced Anatomy and Physiology Lab (2)

The purpose of this course is to develop and advanced understanding of the organization and general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT205-L. Corequisite: ANAT235. Crosslisted as: ST.

CAREER - Career Advantage

CAREER 100 - Career Advantage (1)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today?s market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None. Corequisite: None.

CAREER 101 - Career Advantage (1)

CAREER 200 - Career Advantage (2)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today?s market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None. Corequisite: None.

CAREER 300 - Career Advantage (3)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today?s market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

CLN - Vocational Nursing Clinical

CLN 21 - Fundamentals Clinic (1.5)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the provision of direct client care to meet clients' basic health needs. Students will study the following topics: a) history of nursing, b) the relationship of basic anatomy, physiology, growth and development to client care; c) basic nursing care skills; d) ethical, legal, cultural, economic and spiritual issues influencing nursing care; e) therapeutic communication techniques to establish caring client relationships; and f) respect for diverse values and beliefs. Beginning medical-surgical nursing is introduced with the nursing care of perioperative patients. At course completion, students are eligible to apply for nursing assistant certification (CNA) by equivalency.

CLN 21L - Fundamentals of Skills Lab (3.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the provision of direct client care to meet clients' basic health needs. Students will study the following topics: a) history of nursing, b) the relationship of basic anatomy, physiology, growth and development to client care; c) basic nursing care skills; d) ethical, legal, cultural, economic and spiritual issues influencing nursing care; e) therapeutic communication techniques to establish caring client relationships; and f) respect for diverse values and beliefs. Beginning medical-surgical nursing is introduced with the nursing care of perioperative patients. At course completion, students are eligible to apply for nursing assistant certification (CNA) by equivalency.

Corequisite: VN21, CLN21.

CLN 22 - Medical Surgical I Clinical (2.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with nursing management and care of noncomplex medical-surgical clients with pathologies of the following body systems: a) cardiovascular, b) peripheral vascular, c) respiratory, d) urinary and e) endocrine: diabetes mellitus. Pathophysiology; clinical manifestations, medical management including diagnostic studies, nutrition, and pharmacotherapy, and nursing care are integrated into the discussion of each system. The use of critical thinking to make problem-solving decisions about nursing care needs is stressed. Clinical practice provides opportunity for students to practice nursing procedures, skills, and critical thinking learned in Fundamentals of Nursing. Students will administer medications by oral and injection routes.

Corequisite: VN22.

CLN 23 - Gerontology Clinic (1.0)

This course emphasizes health promotion and care of the older adult. The student studies theories of aging, normal body changes with aging, the concept of wellness in the aged, and principles of health promotion and disease prevention in the older population. Clinical practice sites provide opportunity for students to apply these theoretical concepts while providing nursing care for older adults.

Corequisite: VN23.

CLN 31 - Medical Surgical II Clinical (4.0)

This course continues the integration of the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the nursing management and care of clients with pathologies of the following organs or systems: a) gastrointestinal tract; b) liver; c) gallbladder; d) endocrine system; e) musculoskeletal, f) integumentary, and g) reproductive. Pathophysiology; clinical characteristics, medical management including diagnostic studies, nutrition, and pharmacotherapy; and nursing care are integrated in the discussion of each system. The student will provide health teaching to clients with identified health needs, using established teaching plans. Monitoring of intravenous therapy is added to the administration of medications via oral and injection routes.

Corequisite: VN31.

CLN 32 - Mental Health Clinic (1.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing management and care of clients with mental health problems. The role of the vocational nurse in the provision of nursing care for psychiatric clients will be studied. Students will provide nursing care, including participation in therapeutic relationships, for clients with mental health problems in both psychiatric and non-psychiatric setting.

Corequisite: VN32.

CLN 40 - Obstetrical Clinical (1.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing care of childbearing women and their families. The course focuses on providing nursing care for healthy women experiencing a healthy pregnancy with the goal of physical safety and emotional satisfaction for the new family. Course content addresses care of mother and baby from conception to postpartum as well as discharge and home care. A brief overview of high-risk situation will be included. Students will practice skills necessary to provide care in prenatal clinics, the labor and delivery suites, newborn nursery, and on the postpartum care units.

Corequisite: VN40.

CLN 41 - Pediatric Clinical (1.0)

This course applies and integrates the curriculum conceptual framework of Knowledge, Skills, Values,

Meanings and Experience (KSVME) in the management and care of pediatric clients. The principles and skills to assist children in achieving and maintaining an optimum level of health and development are compared to skills needed for treatment and rehabilitation of children who have health deviations. Students will have the opportunity to practice these principles and skills when providing care to pediatric clients.

The purpose of this course is to provide vocational nursing students with basic knowledge about the practice of nursing with the young clients, and their families across the health continuum, including health promotion, disease management, minimizing complications and health restoration.

Corequisite: VN41.

CLN 42 - Medical Surgical III Clinical (3.5)

This course completes the integration of the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the nursing management and care of clients with pathologies of the following systems: a) neurological system, b) sensory system, c) immune system, including HIV/AIDS, d) blood/lymph system, and e) cancerous diseases. Other topics will include nursing care of patients with stable, complex medical problems, such as the chronic vegetative state. Pathophysiology, diagnostic studies, nutrition, pharmacotherapy, and nursing care are integrated into discussion of each system and health problem. End-of-life care including hospice and palliative care are studied.

The purpose of this course is to provide vocational nursing students with opportunities to provide care for several patients and to practice procedures, skills, and critical thinking learned in all previous course in the program. The student will continue to monitor intravenous therapy and administer medications to clients via all routes except intravenous.

Corequisite: VN42.

CLN 43 - Leadership/Supervision Clinical (0.5)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with a beginning leadership and supervisory style the implements these values. Practice of selected leadership roles will be in an assigned clinical long-term care facility.

The purpose of this course is to provide vocational nursing students with the opportunity to practice learned leadership skills to promote the provision of good nursing

care by the nursing team and to use critical thinking to solve problems that arise during the clinical shift.

Corequisite: VN43.

CSCI - Computer Science

CSCI 121 - Computer Applications (4)

This course offers an introduction to basic computer terms and the hands-on experience and skill development necessary to perform basic, intermediate and advanced tasks in Microsoft Windows and Microsoft Word. Upon completion of this course, students should be able to navigate the Microsoft Windows desktop, control panel and software applications; create a letter, memo and table in Microsoft Word; apply acquired knowledge and skills to new situations; and perform basic problem solving and troubleshooting skills.

Prerequisite: None. Corequisite: None.

CSCI 201 - Database Management (4)

This course is designed to introduce the fundamentals of databases. The students will develop skills in the design, construction, modification and use of databases. Structured Query Language (SQL) will be emphasized, as will (to a lesser extent) Microsoft Access. Special attention will be paid to issues surrounding the use of database technology on the Web, including typical Web database uses, platform options and application server options and concepts.

Prerequisite: None. Corequisite: None.

DA - Dental Assisting

-A

DA -A - Fundamentals of Dental Assisting (5.5)

This module is designed to introduce the student to the dental health team, ethics and jurisprudence, and expected levels of professionalism will also be addressed. The anatomy and physiology of the head and neck as it relates to the practice of dentistry is included. Use and care of dental equipment and the operatory are emphasized. This module will also introduce the student to chart dental caries and restorations on both geometrical and anatomical charts. Infection control will be reviewed and practiced.

Prerequisite: None.

-B

DA -B - Science of Dentistry (5.5)

This module is designed to introduce the student to the basic concepts and principles of microbiology as it pertains to dentistry. Special emphasis will be placed on the proper methods and ramifications of infection control issues including OSHA regulations and the disease transmission process. Periodontics theory and practice will be addressed. Infection control will be reviewed and practiced.

Prerequisite: None.

-C

DA -C - Restorative Dentistry/Pharmacology (5.5)

This module is designed to introduce the student to various materials and instrumentation. The student will be exposed to the use and care of the Caries Detection Device. Pharmacology and drugs as they relate to dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.

-D

DA -D - Laboratory Procedures/Prosthodontics (5.5)

This module will address cultural differences and issues of diversity in the workplace. Students will study concepts related to cultural values and language diversity, as well as analyze programs and procedures for meeting the needs of diverse populations. Students will leave this module with an understanding of the various facets of multiculturalism, diversity issues, and various methods of preparing health care personnel to address diversity issues. The student will be exposed to and practice with a variety of impression materials as well as producing primary impressions. Theory and practice of permanent and removable prosthodontics will also be presented. Infection control will be reviewed and practiced.

Prerequisite: None.

-E

DA -E - Pediatric Dentistry/Orthodontics (5.5)

This module emphasizes both the preventive and restorative techniques in pediatric/operative dentistry. Theory and practice in orthodontics will be introduced. Infection control will be reviewed and practiced.

Prerequisite: None.

EXT

DA EXT1 - Externship I (2.5)

The externship courses give students the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of the College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Dental students must complete their externship training to fulfill program requirements.

Prerequisite: DA-A, DA-B, DA-C, DA-D, DA-E, DA-F, DA-G, DA-H.

DA EXT2 - Externship II (2.5)

The externship courses give students the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of the College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Dental students must complete their externship training to fulfill program requirements.

Prerequisite: DA-A, DA-B, DA-C, DA-D, DA-E, DA-F, DA-G, DA-H.

-F

DA -F - CPR/Preventive Dentistry (5.5)

This module is designed to give the student exposure to the principles and practices of preventing and controlling dental disease with emphasis on nutrition and plaque control. The student will receive basic training in standard first aid and in recognizing and dealing with medical emergencies. Exposure to sealant materials in the field of preventive dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.

-G

DA -G - Endodontics/Radiography (5.5)

Basic principles of dental radiology including theory and techniques will be presented. Emphasis will be placed on operation of the x-ray equipment, safety practices, mounting, and evaluation of dental films. Basic principles of head and neck anatomy, as well as radiographic

anatomical landmarks, will be covered. Once the student has fulfilled the necessary program requirements, she/he will receive a state certificate to perform x-rays in the dental office. The specialty of Endodontics will be explored. Infection control will be reviewed and practiced.

Prerequisite: None.

-H

DA -H - Oral Surgery/Anesthetics (6)

This module is designed to introduce the student to surgical procedures performed in dentistry. The student will also be exposed to the various methods and techniques of anesthesia. Infection control will be reviewed and practiced.

Prerequisite: None.

ENGL - English

ENGL 100 - Written Communications I (4)

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students? capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None. Corequisite: None.

ENGL 110 - Written Communications I (4)

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students? capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None. Corequisite: None.

ENGL 114 - English Composition

HIT - Health Information Technology

HIT 103 - Health Care Data Management (4)

This course provides an introduction into the health information management profession. The focus of the course is placed on providing the student with an understanding of the functions of the health record, the content and structure of the health record across the continuum of health care, the techniques used in the storage and maintenance of health records, the different indexes and registries and the typical health information technology functions performed by the health information department.

Prerequisite: HIT112. Corequisite: ENGL110, ANAT205, ANAT205-L.

HIT 104 - Health Information Systems (4)

This course provides an overview of the fundamentals of information systems, identifies the major types of information system applications used in health care, describes how information systems are used for managerial and clinical support, addresses information security and explores the evolution of the electronic health record.

Prerequisite: HIT103, HIT112. Corequisite: PSYC100, ANAT235, ANAT235-L.

HIT 112 - Health Care Delivery Systems (2)

This course provides students with the historical overview of the health care system from ancient times until present. The focus of this course is placed on providing the student with the understanding and ability to assist in the implementation of the Integrated Delivery System (IDS) within health care organizations so as to provide a full range of health care services. Additionally, along with the IDS implementation, students will learn a continuum of care protocol, i.e. right care, right time, and the right provider. During this course the student will also be introduced to the decision making structure and organization, as well as how to provide support for the different decision makers in the health care organization, including executives, managers, supervisors, and clinicians.

Prerequisite: None. Corequisite: MATH100, CSCI121, MEDT111.

HIT 115 - Health Care Statistics and Registry (4)

This course presents the concept and techniques related to statistical analysis of data, descriptive rates and basic research methods used for hospitals, communities, and clinical research. The focus of this course is on the collection, interpretation, presentation, and reporting of medical statistics with emphasis on reliability and validity of data. The importance of the health care statistics in relation to management, decision-making, governmental agencies, quality assessment, utilization review, risk management and research will be discussed. Vital and public health reporting and statutory and regulatory requirements, as well as secondary data sources; are also covered.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, CSCI121, ENGL100, HIT103, HIT104, HIT112, MATH100, MEDT111, PSYC100. Corequisite: PATH214, CSCI201.

HIT 120 - Coding I (4)

This course presents an overview of nomenclature and classification systems, with focus on coding inpatient clinical information from medical records; introduction to International Classification of Diseases, Tenth Revision, Clinical Modification (ICD10-CM); instruction in coding diagnoses and procedures using ICD10-PCS coding, sequencing and coding conventions. Review of complications and co-morbidities.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, CSCI121, CSCI201, ENGL100, HIT103, HIT104, HIT112, HIT115, MATH100, MEDT111, PATH214, PSYC100. Corequisite: PHAR200, PATH224.

HIT 130 - Coding II (4)

Students will focus on Basic HCPCS coding, with a focus on CPT4 coding (Anesthesia, E&M, Surgical, Pathology/Laboratory, Radiology and Medicine) and HCPS II codes. Students receive hands on practice with outpatient records.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, CSCI121, CSCI201, ENGL110, HIT103, HIT104, HIT112, HIT115, HIT120, MATH100, MEDT111, PATH214, PATH224, PHAR200, PSYC100. Corequisite: HIT211, HIT225, HIT231.

HIT 140 - Coding III (4)

Students focus on several coding systems including ICD-10-CM, ICD-10-PCS, HCPCS and CPT4. Students receive hands on practice coding and abstracting patient records and utilizing an encoder.

Distribution: 1. Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, CSCI121, CSCI201, ENGL110, HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT211, HIT225, HIT231, MATH100, MEDT111, PATH214, PATH224, PHAR200, PSYC100. Corequisite: HIT221, HIT240.

HIT 211 - Compliance and Reimbursement Methodologies (4)

This course provides an understanding of the historical development of healthcare reimbursement in the United States and explains the different reimbursement systems commonly used since the start of prospective payment systems. The course also addresses a variety of healthcare reimbursement methodologies with a focus on Medicare prospective payment systems. Also addressed within this course is the history of fraud and abuse and corporate compliance in healthcare.

Prerequisite: HIT103, HIT104, HIT112, HIT115, HIT120. Corequisite: HIT130, HIT225, HIT231.

HIT 221 - Management Concepts in Health Care (4)

This course discusses the nature of organizations and the basic elements of team leadership. In addition, it describes management of an organization's human resources and addresses the supervisor's role in health care facilities recruitment and retention efforts. Other topics include communication, strategic planning, job descriptions, teamwork, SWOT analysis, problem identification, critical thinking, performance standards, budget and the methods of supply management. Quality improvement for a job function within a health information management department is also examined.

Prerequisite: HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT211, HIT225, HIT231. Corequisite: HIT140, HIT240.

HIT 225 - Health Care Data Sets (2)

This course is a study of the health care code sets, clinical terminologies, and classification systems encountered in today's health care environment. Special attention will be paid to issues surrounding the latest advances in health care data management, health care informatics and the electronic health record.

Prerequisite: HIT103, HIT104, HIT112, HIT115, HIT120. Corequisite: HIT130, HIT211, HIT231.

HIT 231 - Legal and Regulatory Issues in Health Information Technology (2)

This course serves as an introduction to the legal issues pertaining to health care, health information and the health record as a legal document (ex: Release of information). Students will study the United States' legal system and court process with emphasis on legal and ethical issues within the health care environment. Fraud and abuse, patient privacy and confidentiality, and professional practice law and ethics will be covered.

Prerequisite: HIT103, HIT104, HIT112, HIT115, HIT120. Corequisite: HIT130, HIT211, HIT225.

HIT 240 - Electronic Health Records (4)

One of the most unifying practices of modern health care delivery is centered on the development of the electronic medical record. This course offers a broad foundation in health care models and legal policy perspectives, multiple user information requirements, and strategies for mounting and managing organizational initiatives regarding the electronic medical record.

Prerequisite: HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT211, HIT225, HIT231. Corequisite: HIT140, HIT221.

HIT 254 - Health Information TechnologyPracticum (8)

Field-Based: To provide the student with coding and other health information technology practice experiences in a hospital, physician's office, clinic or other healthcare setting with directed projects common to a clinical coding specialist on the job. Virtual Practicum: completion of virtual lab activities such as release of information, electronic health recording, coding, etc.

Prerequisite: ANAT200, ANAT200-L, ANAT230, ANAT230-L, CSCI121, CSCI201, ENGL100, HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT140, HIT211, HIT221, HIT225, HIT231, HIT240, MEDT111, PATH214, PATH224, PHAR200, PSYC100. Corequisite: HIT255, CAREER200.

HIT 255 - Health Information Technology Seminar (2)

This will prepare the student for the Registered Health Information Technologist (RHIT) exam via a series of review exercises and practice exams and final mock (RHIT) exam.

Prerequisite: ANAT200, ANAT200-L, ANAT230, ANAT230-L, CSCI121, CSCI201, ENGL100, HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT140, HIT211, HIT221, HIT225, HIT231, HIT240, MEDT111, PATH214, PATH224, PHAR200, PSYC100. Corequisite: HIT254.

HP - Health Professionals

HP 100 - Pathophysiology for Health Professionals (4)

This course applies knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to infection control and vital signs assessment will be emphasized.

Prerequisite: NONE. Corequisite: NONE.

HP 200 - Neuroscience (4)

This course focuses on the study of the central and peripheral nervous system in the execution of normal functioning, specifically in regards to physical, cognitive, emotional and sensory functioning. Students will use their understanding of anatomy as a foundation to understand the functioning of the central and peripheral nervous system. Students will learn how disease and illness of the nervous system impacts occupational performance. Students will be introduced to therapy interventions and learn the role of the OT practitioner in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies.

Prerequisite: ANAT200. Corequisite: NONE.

HP 210 - Professional Communication for Health Professionals (3)

Professional Communications for the Health Professionals prepares students to produce verbal and written communications appropriate to practice environments and community. Emphasis is placed on communicating in a manner that is sensitive to age, gender, culture and/or socioeconomic status. The course further expands on the importance of communicating to the client and public the value of occupation in the achievement of health that was introduced in Principles of Occupational Therapy. Documentation skills in OTA200, HP200 and OTA210 are introduced in are further developed, incorporating commonly accepted medical terminology.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

HP 220 - Inter-professional Collaborative Practice & Cultural Competence in Healthcare (3)

This course advances students' knowledge and skill in professional and legal communications used with a wide range of audiences involved in health services delivery. Emphasis is placed on effective inter-professional team skills and the specific roles of OT practitioners, as well as Occupational Therapy's contributions to health promotion. Students further examine cultural factors impacting service delivery. Additional topics include state and federal regulation, quality improvement and supervision of nonprofessional personnel.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

HP 230 - Business Concepts in Healthcare (2)

This course is designed to introduce basic management concepts and an overview of federal and state systems and structures impacting OT practice. Students will explore responsibilities of practice managers with further identification of sociopolitical challenges specific to the healthcare setting. Topics such as advocacy for clients and the profession, credentialing and licensure, reimbursement, marketing, quality improvement, supervision of personnel and students, professional development, and liability issues will be covered.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

HUM - Humanities

HUM 118 - Cultural Pluralism (4)

Compares varied cultural traditions among groups of people in a given society who are interdependent and autonomous. Emphasis on shared socioeconomic and politic systems in a society and an appreciation of the distinct cultural practices among groups who coexist in society.

Prerequisite: None. Corequisite: None.

MA - Medical Assistant

MA 100 - Medical Assistant Role and Responsibilities (6)

In this module, students are introduced to the role and responsibilities of the Medical Assistant. Students are introduced to the legal responsibilities of physicians and health care team members, as well as physician/patient contracts and types of consents. The importance of asepsis and sterile techniques in today's health care environment is covered. Medical emergencies and first aid procedures are introduced and practiced. Students learn how to interact and communicate effectively in a professional environment. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 200 - Office Procedures and Clinical Practices (6)

In this module, students learn to identify the basic structural components and functions of the skeletal, muscular, and integumentary systems. Related diseases and terminology are presented, and laboratory procedures commonly performed in physicians' offices are introduced. Common pathological conditions are studied. Students explore concepts in radiology and learn the proper use of a microscope. An emphasis is placed on patient care, including the complete physical exam and positioning and draping for a variety of procedures. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 300 - Medical Terminology/Transcription/ Patient Records (6)

In this module, students become familiar with the use of the medical dictionary, medical terms and medical abbreviations. Students develop skills in preparing and processing insurance claims. An emphasis is placed on setting up, maintaining and organizing patient records. Students become familiar with record management systems and develop skills in filing and indexing. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of written communications. Students develop keyboarding skills on the computer. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 400 - Electrocardiogram and Laboratory Procedures (6)

In this module, the circulatory and respiratory systems, including the structure and function of the heart and lungs, are introduced. Common pathological conditions are studied. Students learn about the electrical pathways of the heart muscle in preparation for connecting EKG leads and recording an electrocardiogram. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation

procedures. Instruction in cardiopulmonary resuscitation (CPR) enables students to respond to an emergency. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 500 - Medical Office Business Procedures (6)

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students accomplish tasks in bookkeeping and reconciliation procedures. Students learn how to schedule appointments and effectively communicate on the telephone using proper etiquette. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 600 - Clinical and Surgical Procedures (6)

In this module, students learn to identify the basic structural components and functions of the neurosensory, endocrine and reproductive systems. Common pathological conditions are studied. Students learn how to prepare patients for examinations conducted in physicians' offices or the outpatient settings. Students are also introduced to assisting minor surgical procedures and the importance of patient education. Aseptic techniques are taught and practiced. Diagnostic laboratory tests routinely performed in physicians' offices or outpatient settings and their results are reviewed. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 700 - Clinical Procedures and Pharmacology (6)

In this module, students learn to identify the basic structural components and functions of the digestive and urinary system. The renal system's anatomical structures and common diseases are presented. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. An introduction to pharmacology is presented. Basic therapeutic drugs, their uses, classifications, dosage calculations and effects on the body are covered. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA EXT - Externship (6.5)

This externship course enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements.

Prerequisite: MA100, MA200, MA300, MA400, MA500, MA600, MA700.

MAS - Medical Assistant

MAS 100 - Medical Assistant Role and Responsibilities (5)

In this module, students are introduced to the role and responsibilities of the Medical Assistant. Students are introduced to the legal responsibilities of physicians and health care team members, as well as physician/patient contracts and types of consents. The importance of asepsis and sterile techniques in today's health care environment is covered. Medical emergencies and first aid procedures are introduced and practiced. Students learn how to interact and communicate effectively in a professional environment. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 200 - Office Procedures and Clinical Practices (5)

In this module, students learn to identify the basic structural components and functions of the skeletal, muscular, and integumentary systems. Related diseases and terminology are presented, and laboratory procedures commonly performed in physicians' offices are introduced. Common pathological conditions are studied. Students explore concepts in radiology and learn the proper use of a microscope. An emphasis is placed on patient care, including the complete physical exam and positioning and draping for a variety of procedures. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 300 - Medical Terminology/Transcription/ Patient Records (5)

In this module, students become familiar with the use of the medical dictionary, medical terms and medical abbreviations. Students develop skills in preparing and processing insurance claims. An emphasis is placed on setting up, maintaining and organizing patient records. Students become familiar with record management systems and develop skills in filing and indexing. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of written communications. Students develop keyboarding skills on the computer. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 400 - Electrocardiogram and Laboratory Procedures (5)

In this module, the circulatory and respiratory systems, including the structure and function of the heart and lungs, are introduced. Common pathological conditions are studied. Students learn about the electrical pathways of the heart muscle in preparation for connecting EKG leads and recording an electrocardiogram. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Instruction in cardiopulmonary resuscitation (CPR) enables students to respond to an emergency. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 500 - Medical Office Business Procedures (5)

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students accomplish tasks in bookkeeping and reconciliation procedures. Students learn how to schedule appointments and effectively communicate on the telephone using proper etiquette. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 600 - Clinical and Surgical Procedures (5)

In this module, students learn to identify the basic structural components and functions of the neurosensory, endocrine and reproductive systems. Common pathological conditions are studied. Students learn how to prepare patients for examinations conducted in physicians' offices or the outpatient settings. Students are also introduced to assisting minor surgical procedures and the importance of patient education. Aseptic techniques are taught and practiced. Diagnostic laboratory tests routinely performed in physicians' offices or outpatient settings and their results are reviewed. Topics in professional development and career preparation are presented.

Prerequisite: None.

MAS 700 - Clinical Procedures and Pharmacology (5)

In this module, students learn to identify the basic structural components and functions of the digestive and urinary system. The renal system's anatomical structures and common diseases are presented. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. An introduction to pharmacology is presented. Basic therapeutic drugs, their uses, classifications, dosage calculations and effects on the body are covered. Topics in professional development and career preparation are presented.

Prerequisite: None.

EXT

MAS EXT1 - Externship I (3)

The externship courses enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements.

Prerequisite: MAS100, MAS200, MAS300, MAS400, MAS500, MAS600, MAS700.

MAS EXT2 - Externship II (3)

The externship courses enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements.

Prerequisite: MAS100, MAS200, MAS300, MAS400, MAS500, MAS600, MAS700.

MATH - Mathematics

MATH 100 - College Mathematics I (4)

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations and inequalities.

Prerequisite: None. Corequisite: None.

MATH 110 - College Mathematics I (4)

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.

Prerequisite: None. Corequisite: None.

MBC - Medical Billing and Coding

MBC 101 - Medical Office Procedures (6)

In this module students will gain an understanding of daily operations in a medical office. Professional communication, interpersonal skills, and medical office policies and procedures will also be discussed. Students will also learn anatomy and physiology of the integumentary system and the structure and function of cells and tissues. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Surgery coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate

and assign diagnostic and procedural codes relating to the integumentary system, cells, tissues, neoplasms, and the surgery section of the CPT manual.

Prerequisite: None.

MBC 201 - Claims Processing (6)

Students will gain an understanding of the complete cycle of claims processing in this module. They will also learn how to recognize form locators and the sections they apply to on a CMS-1500 form as well as understand plan participation and payment methods. In addition students will learn how to differentiate between a rejected and denied claim form. Students will also learn anatomy and physiology of the cardiovascular, lymphatic, and immune systems. Pathophysiology and pharmacology related to these systems will also be discussed. Pathology and Laboratory services and procedure coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. By the end of this module students should feel comfortable using coding manuals as well as logic based computerized coding software.

Prerequisite: None.

MBC 301 - Hospital Billing and Coding (6)

In this module students will gain an understanding of hospital organizational structures, billing systems, and coding of inpatient procedures. Students will become familiar with the Uniform Bill 2004 (UB-04) form and its application to hospital billing. Hospital reimbursement system such as Diagnosis Related Groups (DRG), Resource-Based Relative Value Scale (RBRVS), and Ambulatory Payment Classification (APC) will be discussed. Students will also learn anatomy and physiology of the muscular and skeletal systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Radiology coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the muscular and skeletal systems and the radiology section of the CPT manual.

Prerequisite: None.

MBC 401 - Medical Law and Ethics (6)

Students will gain an understanding of the legal and ethical aspect of healthcare in this module. Student will become familiar with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as well as the Occupational Health and Safety Administration (OSHA) requirements for the medical office setting. Legal requirements regarding patient's privacy and confidentiality will also be discussed. Students will also learn anatomy and physiology of the male and female reproductive systems as well as the endocrine system. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Inpatient surgery coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the male and female reproductive systems as well as the endocrine system, and the inpatient surgery section of the CPT manual.

Prerequisite: None.

MBC 501 - Reimbursement and Collections Methods (6)

In this module, students will study the use of coded data and health information in reimbursement and payment systems appropriate to all healthcare as well as managed care settings. Contemporary prospective payment systems and charge master maintenance and evaluation of fraudulent billing practices will be covered. Capitation, fee-for-service, relative value unit (RVU), and usual, customary, and reasonable (UCR) reimbursement methods will be discussed. Students will learn to interpret an Explanation of Benefits (EOB) for purposes of collection and payment. Students will also learn anatomy and physiology of the digestive and urinary systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Medicine coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the digestive and urinary systems and the medicine section of the CPT manual.

Prerequisite: None.

MBC 601 - State and Government Health Plans (6)

Students will learn about state and government health plans such as Medicare, Medicaid, Tricare, CHAMPVA, Workers' Compensation, and Disability in this module. Students will learn to complete the CMS1500 Claim form under government program guidelines. The National Correct Coding Initiative (NCCI) will be introduced. The Affordable Care Act as it relates to state and government programs will be discussed. Students will also learn anatomy and physiology of the respiratory system. Medical terminology, pathophysiology and pharmacology related to this system will also be discussed. Anesthesia coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the respiratory system and the anesthesia section of the CPT manual.

Prerequisite: None.

MBC 701 - Managed Care and Private Health Plans (6)

In this module students will gain an understanding of managed care organizations including HMO's and PPO's. Private insurance plans will also be discussed. Students will also learn anatomy and physiology of the nervous system and special senses. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Evaluation and Management coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the nervous system, special senses and the evaluation and management section of the CPT manual.

Prerequisite: None.

EXT

MBC EXT - Externship (6.5)

Upon successful completion of all modules, Medical Billing and Coding students participate in 200-hours of externship. The externship module enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Prerequisite: MBC101, MBC201, MBC301, MBC401, MBC501, MBC601, MBC701.

MBCS - Medical Billing and Coding

MBCS 101 - Medical Office Procedures (5)

In this module students will gain an understanding of daily operations in a medical office. Professional communication, interpersonal skills, and medical office policies and procedures will also be discussed. Students will also learn anatomy and physiology of the integumentary system and the structure and function of cells and tissues. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Surgery coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the integumentary system, cells, tissues, neoplasms, and the surgery section of the CPT manual.

Prerequisite: None.

MBCS 201 - Claims Processing (5)

Students will gain an understanding of the complete cycle of claims processing in this module. They will also learn how to recognize form locators and the sections they apply to on a CMS-1500 form as well as understand plan participation and payment methods. In addition students will learn how to differentiate between a rejected and denied claim form. Students will also learn anatomy and physiology of the cardiovascular, lymphatic, and immune

systems. Pathophysiology and pharmacology related to these systems will also be discussed. Pathology and Laboratory services and procedure coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. By the end of this module students should feel comfortable using coding manuals as well as logic based computerized coding software.

Prerequisite: None.

MBCS 301 - Hospital Billing and Coding (5)

In this module students will gain an understanding of hospital organizational structures, billing systems, and coding of inpatient procedures. Students will become familiar with the Uniform Bill 2004 (UB-04) form and its application to hospital billing. Hospital reimbursement system such as Diagnosis Related Groups (DRG), Resource-Based Relative Value Scale (RBRVS), and Ambulatory Payment Classification (APC) will be discussed. Students will also learn anatomy and physiology of the muscular and skeletal systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Radiology coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the muscular and skeletal systems and the radiology section of the CPT manual.

Prerequisite: None.

MBCS 401 - Medical Law and Ethics (5)

Students will gain an understanding of the legal and ethical aspect of healthcare in this module. Student will become familiar with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as well as the Occupational Health and Safety Administration (OSHA) requirements for the medical office setting. Legal requirements regarding patient's privacy and confidentiality will also be discussed. Students will also learn anatomy and physiology of the male and female reproductive systems as well as the endocrine system. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Inpatient surgery coding guidelines will be introduced. Students will

learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the male and female reproductive systems as well as the endocrine system, and the inpatient surgery section of the CPT manual.

Prerequisite: None.

MBCS 501 - Reimbursement and Collections Methods (5)

In this module, students will study the use of coded data and health information in reimbursement and payment systems appropriate to all healthcare as well as managed care settings. Contemporary prospective payment systems and charge master maintenance and evaluation of fraudulent billing practices will be covered. Capitation, fee-for-service, relative value unit (RVU), and usual, customary, and reasonable (UCR) reimbursement methods will be discussed. Students will learn to interpret an Explanation of Benefits (EOB) for purposes of collection and payment. Students will also learn anatomy and physiology of the digestive and urinary systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Medicine coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the digestive and urinary systems and the medicine section of the CPT manual.

Prerequisite: None.

MBCS 601 - State and Government Health Plans (5)

Students will learn about state and government health plans such as Medicare, Medicaid, Tricare, CHAMPVA, Workers' Compensation, and Disability in this module. Students will learn to complete the CMS1500 Claim form under government program guidelines. The National Correct Coding Initiative (NCCI) will be introduced. The Affordable Care Act as it relates to state and government programs will be discussed. Students will also learn anatomy and physiology of the respiratory system. Medical terminology, pathophysiology and pharmacology

related to this system will also be discussed. Anesthesia coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the respiratory system and the anesthesia section of the CPT manual.

Prerequisite: None.

MBCS 701 - Managed Care and Private Health Plans (5)

In this module students will gain an understanding of managed care organizations including HMO's and PPO's. Private insurance plans will also be discussed. Students will also learn anatomy and physiology of the nervous system and special senses. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Evaluation and Management coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the nervous system, special senses and the evaluation and management section of the CPT manual.

Prerequisite: None.

EXT

MBCS EXT1 - Externship I (3)

Upon successful completion of all modules, Medical Billing and Coding students participate in 160-hours of externship, presented in 2 modules (EXT1 and EXT2). The externship modules enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Prerequisite: MBCS101, MBCS201, MBCS301, MBCS401, MBCS501, MBCS601, MBCS701.

MBCS EXT2 - Externship II (3)

Upon successful completion of all modules, Medical Billing and Coding students participate in 160-hours of externship, presented in 2 modules (EXT1 and EXT2). The externship modules enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Prerequisite: MBCS101, MBCS201, MBCS301, MBCS401, MBCS501, MBCS601, MBCS702.

MEDA - Medical Law

MEDA 150 - Medical Law and Ethics (4)

This course has been designed to introduce students to biomedical and health care ethics. Topics include a wide range of subjects, from exploring the rights of women, to monitoring the pregnancies of troubled women; from domestic violence, to high tech home care. This course has also been designed to help students understand how health care professionals and consumers make very difficult health care choices for their patients, their loved ones, and themselves.

Prerequisite: None. Corequisite: None.

MEDT - Medical Terminology

MEDT 111 - Medical Terminology (2)

This course is an introduction to basic medical terminology and prepares students for more advanced coursework in subsequent courses such as microbiology, pathophysiology, and pharmacology classes by providing an introduction to general medical terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical practice.

Prerequisite: None. Corequisite: None.

MICR - Microbiology

MICR 112 - General Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and Multicellular parasites are studied, with special concentration given to microorganisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation.

Corequisite: None.

MT - Massage Therapy

MT 100 - Introduction to Massage Therapy and Swedish Massage Technique (6)

This module provides an overview of the history, development, and general concepts of massage therapy. The course examines various theories and clinical studies related to the application of massage therapy, exploring the physiological and therapeutic effects of massage on the systems and organs of the human body. This module introduces students to medical terminology and covers the levels of organization in the body, cells, and tissues; and the anatomy and physiology of the muscular system. Other topics covered in this module include hygiene, sanitation, and safety; massage equipment and safety; appropriate client positioning, bolstering and draping; basic Swedish massage techniques; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 200 - Massage for Pre-Natal, Post-Natal, Infant, Elderly/Geriatric Populations (6)

This module instructs students in massage technique modifications for working with pre- and post-natal women, infants, and elderly/geriatric populations. Various massage protocols and unique considerations specific to each population are covered in this module. The course examines theories and clinical studies related to the application of massage therapy, exploring the physiological and therapeutic effects of massage on the systems and organs of the human body. This module covers anatomy and physiology of the skeletal, reproductive, and lymphatic systems; pathologies of the reproductive and lymphatic systems; and career

preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 300 - Eastern Philosophy and Practice (6)

This module explores specialized therapies in massage and bodywork, including Asian Bodywork Theor(ABT) and the principles of Traditional Chinese Medicine (TCM). The course covers the Yin/Yang Theory, Qi, TCM Meridians, and Five Element Theory. This module also explores the theory and application of Acupressure, Shiatsu and Reflexology techniques. Other topics covered in this module include the anatomy and physiology of the endocrine system; pathologies of the endocrine system; mechanisms of health and disease; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 400 - Sports Massage, Personal Fitness, Self-Care (6)

This module instructs students regarding how to adapt basic massage techniques for sports massage applications. Pre-event, post-event, maintenance, and restorative massage protocols are addressed in this module; general concepts of emergency medical response and first aid are also covered. The course examines theories and clinical studies related to the application of massage therapy, exploring the physiological and therapeutic effects of massage on the systems and organs of the human body. This module also addresses how to incorporate basic lymphatic facilitation, as well as neuromuscular and myofascial techniques into a sports massage session. Other topics covered in this module include personal fitness and self-care; the anatomy and physiology of the cardiovascular system; pathologies of the cardiovascular system; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 500 - Deep Tissue, Myofascial Release and Neuromuscular Therapy (6)

This module introduces students to the Integrated Deep Tissue System, exploring the theory and application of deep tissue, myofascial, and neuromuscular massage therapy techniques. The course examines chronically contracted muscle groups, dysfunctional conditions within the individual muscles, and the manual alteration of muscular, fascial, and skeletal relationships. The course examines theories and clinical studies related to the

application of massage therapy, exploring the physiological and therapeutic effects of massage on the systems and organs of the human body. Other topics covered in this module include structural alignment and muscular tension; connective tissue massage, the anatomy and physiology of the central nervous system (CNS) and peripheral nervous system (PNS); pathologies of the CNS and PNS; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 600 - Spa Treatments, Aromatherapy and Stone Massage (6)

This module provides an overview of the spa industry, including the history of the industry and various specific spa treatments. Topics covered in this module include the client in-take process and documentation, sanitation and hygiene protocols, appropriate use of spa equipment, basic principles of hydrotherapy, contraindications of various wet and dry spa treatments, and the effects of heat and cold. The course examines theories and applications related to various spa treatments, including face massage, common aromatherapy treatments, dry skin brushing, salt /sugar glow, body wrap techniques, and stone massage. Other topics covered in this module include the anatomy and physiology of the integumentary and respiratory systems; pathologies of the integumentary and respiratory systems; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 700 - Assessment, Treatment Plan and Clinical Massage (6)

This module examines the basic principles on which clinical massage therapy is based, including but not limited to: assessment, treatment plan development and implementation, mechanisms of injury and tissue repair, and the pain-spasm-ischemia cycle. The module also introduces students to biomechanics and Proprioceptive Neuromuscular Facilitation techniques. The course examines theories and applications related to the basic clinical massage therapy, focusing on various regions of the body in order to affect musculoskeletal holding patterns resulting in a balanced realignment of the body structure. Other topics covered in this module include career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 800 - Non-Traditional / Alternative Bodywork Therapies (6)

This module offers the student the opportunity to learn the theory and application of various non-traditional / alternative bodywork therapies including: Reiki, Polarity, Ayurveda, Chakra Balancing and Chromotherapy. Additionally, students will be instructed in Tai Chi, Qi Gong, Stress Management, Guided Imagery, Visualization, and Meditation techniques. Students will be challenged to incorporate various non-traditional / alternative applications learned into their own personalized bodywork session. Other topics covered in this module include the anatomy and physiology of the digestive and urinary systems; pathologies of the digestive and urinary systems; special senses; classes of medication; and career preparation and professional development related to the field of massage therapy.

Prerequisite: None.

MT 900 - Ethics, Business and Professional Development / C.P.R. (6)

This module will introduce students to professional ethics and the daily business aspects of starting, operating, and marketing a successful massage therapy practice. The course includes instruction and practical experiences related to goal setting, success strategies, boundaries, and communication skills. Other topics covered in this module include Chair massage techniques, Dry Table massage techniques, Lomi Lomi massage techniques, and Cardiopulmonary Resuscitation (CPR). This module is also designed to facilitate comprehensive review of the Massage Therapy (MT) program content as students prepare for the state licensing exam.

Prerequisite: None.

NURS - Nursing

NURS 101 - Professional Communication & Role Transition Seminar (1)

This course is designed and intended to help the student begin to master and apply the communication skills and role expectations they will need throughout their career in all areas of nursing practice.

Prerequisite: None. Corequisite: None.

NURS 112 - Fundamentals of Nursing (4)

The purpose of this course is to understand the practical science of nursing as it applies to caring for patients through the continuum from illness to wellness using Dorothea Orem's Theory of Self-Care and the three

important nursing systems: wholly compensatory, partial compensatory, and supportive-educative. The Nursing Process, legal and ethical considerations, patient rights and privacy, growth and development as related to the patient's therapeutic self-care demands are introduced. This course also provides basic patient care skills and focuses on the essential principles and practices of safe, effective care in the multifaceted multicultural nursing field. Patient-centered, evidence-based care, safety and basic documentation associated with providing patient care are integrated throughout the course.

NURS 112C - Fundamentals of Nursing, Clinical (4)

The purpose of this clinical course is to develop an understanding of the knowledge, skills, and attitude for the safe delivery of patient-centered care. Students will learn and practice basic skills including patient hygiene, linen change, patient nutrition and elimination, and self-care agency for the dependent patient. Students will practice assessment skills (head to toe assessment, vital signs, wound care, naso-gastric tube insertion, Foley catheter insertion, suctioning and tracheostomy care) in the skills and simulation lab. Students will spend time in the skills lab practicing skills learned in the theory portion of this corequisite class. Students will also spend time providing total patient care to 1 patient in the long-term care setting. Students will complete a modified care plan on each patient cared for and a comprehensive care plan on 1 patient during this clinical experience. This is a foundational course with subsequent courses building on these concepts.

NURS 113 - Beginning Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include refining the assessment, identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will learn therapeutic, patient-centered, evidence-based nursing care related to health promotion/maintenance and treatment of common medical/surgical health deviations of endocrine (diabetes mellitus), cardiovascular (CAD, peripheral vascular disease, hypertension, stable angina, and basic EKG), respiratory (basic ABG, pneumonia, asthma, TB, and oxygen therapy), and musculoskeletal disorders (autoimmune disorders, soft tissue injuries, bone development, growth, and disease, fractures, and

amputation). Concepts also include medication administration and self-care during the perioperative period including pain management.

NURS 113C - Beginning Medical/Surgical Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 1-2 adult patients with common medical/surgical disorders in the acute care setting with moderate assistance. Nursing practice builds on previous concepts and clinical experiences.

NURS 114 - Maternal/Child Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the maternal child population. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of the woman during child-bearing years and her family including the newborn. The focus will include the prenatal, antepartum, intrapartum, and postpartum period including care of the normal newborn. Complication of pregnancy and birth, and the high risk newborn will also be addressed. Growth and development of the pediatric patient as well as patient-centered, evidence-based nursing care of the child with health deviations related to cardiovascular, respiratory, sensorimotor, gastrointestinal, and genitourinary disorders, physical regulation and sexuality will be presented. Content threaded throughout the course includes contemporary issues in the expanding family, cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human growth and development.

NURS 114C - Maternal/Child Nursing, Lab/Clinical (4)

In this combination Maternal/Child and Pediatric clinical experience, the student will use the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, to provide safe, patient-centered, evidence-based therapeutic care to 2 couplets in the maternity unit, 1 laboring patient, and 1-2 pediatric patients with common to complex conditions in the maternity and pediatric acute care setting with

assistance. These patient assignments will span the course of this clinical rotation in inpatient and outpatient setting.

NURS 115 - Intermediate Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the client's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of adult patients with acute conditions and health deviations related to endocrine (liver, gallbladder, and pancreas) hematology, oncology, and immunology, gastrointestinal (GERD, PUD, IBS, IBD, diverticulitis, appendicitis, and colon cancer), genitourinary disorders (urinary tract, kidneys, and male reproduction), and injuries sustained from burns. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human development.

NURS 115C - Intermediate Medical/Surgical, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self- Care, critical thinking and clinical reasoning, students will provide safe, patient- centered, evidence-based therapeutic care to 2-3 adult patients with common to complex medical/surgical conditions in the acute care setting with minimal assistance. Nursing practice builds on previous concepts and clinical experiences.

NURS 116 - Behavioral Health Geriatric Nursing (4)

In this combined mental health and geriatric population, guided by Orem's Theory of Self-Care, students will gain theoretical knowledge of adult and geriatric patients specific to their developmental level with complex psychosocial self-care deficits and health deviations, as well as adult and geriatric patients with common, chronic medical/surgical conditions. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and

physical, behavioral, and social aspects of human development.

NURS 116C - Behavioral Health Geriatric Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 1 adult or geriatric patient in the acute psychiatric care setting. Students will also care for adult and geriatric patients with common, acute, and chronic healthcare deviations in community settings.

NURS 117 - Advanced Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory and supportive-educative will bem addressed. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of adult and geriatric patients with critical health deviations related to sensory (neurological disorders, spinal cord injuries, CVA, brain tumors, and cranial surgeries) and cardiorespiratory disorders (acid-base balance, ARDS, COPD, VAP, pulmonary hypertension, tension, hemo, and pneumothorax, pulmonary edema, chest trauma, thoracic surgical, dysrhythmias, AMI, ACS, CHF, valve disease, and aneurysms), maintenance of central venous catheters and blood transfusions. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human development.

NURS 117C - Advanced Medical/Surgical Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patientcentered, evidence-based therapeutic care to 1-3 adult and geriatric patients with complex to critical medical/surgical conditions in the acute and critical care setting. Students will also observe patients in the emergency room and cardiac catheterization lab.

NURS 118 - Advanced Medical/Surgical Nursing II (4)

Concepts and principles of leadership and management in professional nursing is the focus of this capstone course. Concepts emphasized will include: legal and ethical issues, leadership styles, power, delegation, group work, conflict, conflict resolution, nursing administration skills, and strategies related to the professional nursing role and the evaluation of nursing care within the healthcare system.

NURS 118C - Advanced Medical/Surgical Nursing II, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 3-4 adult and geriatric patients with complex to critical medical/surgical conditions in the acute and critical care setting. Students will also accompany the case manager, discharge planner, and resource nurse to integrate leadership and management theory into this clinical course.

OPT - Optical Technician

OPT 1 - Light and Single Vision (6)

This module starts with an introduction to light, refraction, and reflection. Students learn basic anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of single vision glasses. American National Standards Institute (ANSI) standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students practice salesmanship through role-playing. Causes and treatments of low vision are discussed. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 2 - Multifocals (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the

horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements, patient measurements and progressive lens mapping techniques. Students practice the steps required to fabricate multifocal glasses using plastic, metal and nylon-chord frames. Vertical imbalance, slab-off, and image jump are discussed. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 3 - Frames/Lenses (6)

In this module, students learn about different lens and frame materials and designs. Students learn about various optical products available in the market. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn about prism and Prentice's Rule. Students receive hands-on experience in lensometer, frame measurements and patient measurements. Students practice frame standard and anatomical alignments and repairs. ANSI standards are presented and students' projects are checked according to the standards. Students are introduced to salesmanship and the personal computer. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 4 - Soft Contact Lenses (7)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented. Students learn to fit, insert and remove soft CL's. Students study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical problems related to CL wear. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.

OPT 5 - Rigid Contact Lenses (7)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented, and they study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical conditions that require specialty contact lens fitting. Keratoconus management is discussed. Presbyopia and multi-focal contact lenses are discussed. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.

OPT 6 - Anatomy/Physiology/Prisms (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Strabismus is discussed and students learn about prescribed prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of glasses with prescribed prisms. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses, and students practice salesmanship through role-playing. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 7 - Optical Office Procedures (6)

This module starts with lectures on anatomy, physiology and medical disorders. Students learn about lens aberrations, calculation of the best base curves and how to use the lens clock. Metric system and diopter power are discussed. Students learn about prescriptions, true powers, and transposition. Students receive hands-on practice in lensometer, frame measurements and patient measurements. Students practice the steps required to fabricate and tint rimless and nylon-chord glasses. ANSI standards are presented and students' projects are

checked according to the standards. Students learn duties of optical office and practice salesmanship through role-playing. Students learn about HIPAA and vision care billing. Students practice adjustments and repair frames using hand tools. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

EXT

OPT EXT - Externship (6.5)

The externship course enables students to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff. Externs are evaluated by supervisory personnel, and the evaluations are placed in the student's permanent record. Optical students must complete their externship training to fulfill graduation requirements.

Prerequisite: OPT1, OPT2, OPT3, OPT4, OPT5, OPT6, OPT7.

OTA - Occupational Therapy Assistant

OTA 100 - Principles of OT (2)

This course presents an introduction to occupational therapy, including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity on occupational performance. Emphasis is on the roles of the occupational therapy assistant. Topics include the role of occupations and activities in daily life and health and wellness; education and functions of occupational therapy professionals in the US and abroad; an introduction to the Occupational Therapy Practice Framework III (OTPF III) as it applies to clients and influences practice; current health care environment and the emphasis on client participation.

Prerequisite: NONE. Corequisite: NONE.

OTA 200 - Therapeutic use of Occupations* (4)

This course builds on foundational concepts introduced in OTA 100. The OTPF 3rd ed. is explored as a tool to understand occupation, occupational performance and engagement. Occupational and activity analysis methods are introduced and applied to occupations representing lifespan periods. Teaching-learning principles and techniques and the role of practice models, frames of

reference, and evidence-based practice are incorporated into learning activities. Introduction to professional documentation and official documents informing OT practice are covered.

Prerequisite: OTA100. Corequisite: NONE.

OTA 210 - Human Structure and Function in Occupational Therapy (4)

This course uses the knowledge gained from anatomy and physiology and applies it to the physiological and mechanical principles of movement, specifically during occupational performance. This will include the study of the function of the skeletal, muscular and neuromuscular systems during normal performance and how pathology of these systems impacts the performance of occupations. The OTPF III will be emphasized as it pertains to client factors. In total, over the term, the student will have 60 contact hours.

Prerequisite: ANAT200. Corequisite: NONE.

OTA 220 - Group Dynamics and Leadership (2)

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles, and the relationship of the self to the group. Concepts taught include group development, roles and functions of groups, decision making, followership, leadership, conflict resolution, negotiation, and relational communication. Students will learn about frames of reference and practice models used to plan and lead therapeutic groups designed for varied client populations.

Prerequisite: PSYC100. Corequisite: NONE.

OTA 225 - Introduction to Fieldwork (1)

This course is designed to prepare students for their fieldwork experiences. Lab instruction will include topics relevant to safe and ethical occupational therapy practice in any setting, including patient confidentiality and HIPAA, OT Code of Ethics, diversity, and inter-disciplinary teamwork. Students will earn CPR and basic first aid certificates, and will be guided through the process of being medically cleared for client contact in a practice setting. Students will also learn and practice skills relevant to professional communication (written and verbal) and collaboration, legal and ethical issues in fieldwork and practice, and will address supervisory issues relevant to practice settings with or without occupational therapy services, in order to best prepare for Level 1 Fieldwork experiences.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

OTA 230 - Level I Fieldwork (3)

This is a health-related, work-based learning experience in which emphasis is placed on development of professional behaviors, communication skills, and beginning intervention skills within a practice setting. Structured assignments will be focused on identifying supports and barriers to occupational performance within the site's population, and on identifying strategies and interventions to enhance occupational performance. Students will work directly with clients (adults and/or children) with a variety of diagnoses and needs. Throughout the experience, students will address the psychological and social needs of the site's population. Students will complete several standardized assessments and develop and lead psychosocially-oriented groups. Students will gain experience with documentation and intervention planning.

Direct supervision will be provided by a qualified professional at the site. FWI provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. An accompanying lab allows students to share and process their experiences as a group and to develop and practice relevant skills.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 240 - Occupational Performance from Birth to Adolescence (6)

The first in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the pediatric population at home, at work and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

OTA 250 - Occupational Therapy Services in Psychosocial Settings (4)

This course will examine the occupational therapy process in relation to individuals with psychosocial disorders and disruptions. Topics include assessment/evaluation tools and techniques, frames of reference, group processes and group dynamics, psychiatric diagnosis based on the current Diagnostic and Statistical Manual, effective documentation skills, and intervention strategies specific to this population. Using the OTPF III as a guide, students build their abilities to plan, implement and evaluate interventions for persons representing the full lifespan. Personal and professional development as a professional responsibility is included.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 260 - Occupational Performance in Adulthood (5)

The second in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of adults at home, at work and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 270 - Occupational Performance in the Elderly (5)

The third in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the elderly at home, in work-related environments, in temporary and long-term institutional settings, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting. Students are exposed to specialized interventions such as low vision, fall prevention and driver rehabilitation.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

OTA 280 - OTA Clinical Competency (2)

This course provides an opportunity for OTA students to advance and review key practice skills essential for successful OTA performance at fieldwork sites. Through a

blended lecture and in-class lab, students will gain the knowledge, skills, and confidence to perform successfully in varied practice settings with a wide range of client populations. The primary focus will be to review and demonstrate competent performance in all essential skills for safe practice as an OTA student under the supervision of a licensed OT.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

OTA 290-A - Level II Fieldwork A (12)

This is the first of two 350 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: Terms 1, 2, 3, 4, 5,and 6. Corequisite: NONE.

OTA 290-B - Level II Fieldwork B (12)

This is the second of two 350 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: Terms 1, 2, 3, 4, 5, 6, and 7. Corequisite: NONE.

PATH - Pathophysiology

PATH 214 - Pathophysiology I (4)

The study of the nature and cause of disease which includes the study of the etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and advanced medical terminology. Through class discussion and assigned case studies students apply the knowledge learned and utilize their critical thinking and problem solving abilities. Courses are organized by body system and do not need to be taken in consecutive order.

Prerequisite: ANAT 200. Corequisite: None.

PATH 224 - Pathophysiology II (4)

The study of the nature and cause of disease which includes the study of the etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and advanced medical terminology. Through class discussion and assigned case studies students apply the knowledge learned and utilize their critical thinking and problem solving abilities. Courses are organized by body system and do not need to be taken in consecutive order.

Prerequisite: PATH214. Corequisite: None.

PHARM - Pharmacology

PHARM 113 - Pharmacology for Nursing (4)

This course provides an in depth understanding of the different classifications of   drugs, and their physiologic and chemical basis of operation within the human body. It also provides an understanding of the methods of delivery of drugs; proper administration of complex pharmacologic treatments; and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None. Corequisite: None.

PHAR - Pharmacology

PHAR 200 - Pharmacology Principles (4)

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed.

Prerequisite: None. Corequisite: None.

PHYS - Physiology

PHYS 111 - Human Physiology (4)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts

studied in lecture and introduce students to clinical techniques.

Prerequisite: None.

PSYC - Psychology

PSYC 100 - Introduction to Psychology (4)

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None. Corequisite: None.

PSYC 110 - Introduction to Psychology (4)

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None. Corequisite: None.

PSYC 115 - Introduction to Psychology

PTA - Physical Therapist Assistant

PTA 100 - Introduction to PTA (2)

This course introduces students to the physical therapy profession with topics including: American Physical Therapy Association (APTA) membership and participation, Standards of Ethical Conduct and Guide to Physical Therapy Practice, as well as laws and regulations pertaining to the practice of physical therapy. Additional areas of study include: cultural perceptual differences, ancillary health care services, and health care delivery systems. Basic concepts for legal and effective clinical documentation are introduced. Each student will present a research paper related to a clinical topic.

Prerequisite: None. Corequisite: None.

PTA 104 - Professional Communications for the PTA (4)

Professional Communications for the Physical Therapist Assistant prepares students for verbal and written communication requirements within the clinical environment and community. Emphasis is placed on understanding and appreciating diverse attitudes regardless of age, gender, culture or socioeconomic status. Learning activities on documentation using approved medical terminology and format are integrated into this course while students explore clinical skills and principles developed in subsequent courses.

Prerequisite: None. Corequisite: None.

PTA 150 - PTA Law, Ethics & Professionalism (4)

This course introduces students to biomedical and health care ethics. Topics include a wide range of subjects from exploring national policy and the rights of patients, to developing appreciation of culture and environment on the patient perspective in health care. This course has also been intended to help students develop tools to assess how health care professionals and consumers make difficult health care choices, and to assess their own biases related to health care perception.

Prerequisite: None. Corequisite: None.

100-L

PTA 100-L - Introduction to PTA-LAB (2)

Introduction to Physical Therapist Assistant Lab introduces students to the physical therapy profession through practical training. Students experience introductory physical therapy practice as they perform basic skills including demonstrating proper body mechanics, positioning, lifting, transfer techniques, gait training, universal precautions, and vital signs. Students will document using basic documentation skills acquired through the course.

Prerequisite: None. Corequisite: None.

PTA 210 - Clinical Kinesiology (2)

Clinical Kinesiology facilitates a deeper understanding of applied musculoskeletal anatomy and the biomechanics associated with human motion. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations. Nervous system anatomy and physiology, and peripheral innervations are also identified. A guided practice approach is advanced to discovery learning in the lab portion of this course, where students begin the process of palpation locating anatomical landmarks and muscular tissue.

Prerequisite: ANAT200, ANAT200-L, PTA216. Corequisite: None.

PTA 212 - Neuroscience (4)

The purpose of this course is to develop an understanding of the organization and general plan of the brain and nervous system in relation to body and movement. This includes the nervous system, neuroanatomy,

neurophysiology, functional transmission, and application as it relates to impact on human movement and health. Further investigation will include membrane properties, processing, neurotransmission, plasticity across the life span, neurobehavior, sensation and perception, clinical syndromes, motor learning, and motor control.

Prerequisite: ANAT200, ANAT200-L. Corequisite: None.

PTA 214 - Clinical Assessment (2)

Clinical Assessment prepares students in theoretical concepts for basic assessment methods in manual muscle testing, arthrokinematic function, special tests, anthropometric measures and goniometry. Students will develop skills for documentation of findings. The student must also provide evidence-based outcome data by performing literature reviews for one of the testing methods performed in this course.

Prerequisite: ANAT 200, ANAT 200-L, PTA 216. Corequisite: None.

PTA 216 - Pathophysiology for the PTA (4)

Pathophysiology for the Physical Therapist Assistant defines and identifies pathology, disease, abnormal laboratory findings, pathogenesis, etiology, history, clinical manifestations, morbidity, mortality, prognosis and epidemiology. Classifications for most diseases are identified by body system. Content within this course defines and describes the pathophysiology of certain diseases while illustrating anticipated impairments, functional limitations, and disabilities that may, in conjunction with the disease, impact the patient. This approach is complemented by identifying the physical therapy interventions and the role of the physical therapist assistant in the disease management.

Prerequisite: ANAT 200, ANAT 200-L. Corequisite: None.

PTA 220 - Therapeutic Exercise I (2)

Therapeutic Exercise I presents foundational knowledge for application of therapeutic exercise to improve functional outcomes in patients of varying diagnoses, ages and physiological states. Primary areas of study include: prevention and wellness, range of motion, stretching, peripheral joint mobilization, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Relating movement to the anatomy, physiology, arthrokinematics and arthrokinetics are the underpinning fundamentals in this course. Recognition of safety parameters including precautions and contraindications is required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on role utilization of the physical therapist assistant and communication strategies within the established plan of care.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 224 - Development & Rehabilitation Across the Life Span (4)

Development and Rehabilitation across the Life Span provides foundational knowledge required to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist in various clinical settings. This course provides the student with basic knowledge and skills to work with patients along the development continuum from neonate to senescence. The student must identify mental and psychomotor delays related to specific pathologies and implement appropriate interventions that improve function and measure effectiveness. This course facilitates increased awareness in resource management under federal legislation guidelines that improves access to physical therapy services and adaptive equipment. Conditions are identified that require changes in the delivery of care based on socioeconomic status, age, gender and cultural beliefs.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 226 - Physical Agents (2)

Physical Agents emphasizes an understanding of the clinical indications, contraindications, and considerations required for safe application of physical agents for the purpose of improving tissue healing and modulating pain, while improving the patient's capacity for increased function. Students will explore the scientific principles for use of electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies, gravity assisted compression devices, mechanical motion devices and traction units. Students will develop appropriate documentation skills pertinent to effective communication of the intervention applied. Agents will be studied within the context of safety as well as legal and appropriate administration by a physical therapist assistant under the direction and supervision of a physical therapist.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 230 - Therapeutic Exercise II (2)

This course prepares students to implement treatment progression for improved functional outcomes as applied in clinical populations including individuals with neurologic impairments, orthopedic impairments, and in compromised cardiac and pulmonary populations. Therapeutic exercises are explored to facilitate postural awareness and stabilization and are complemented by applying foundational movement principles relative to the anatomy, physiology, and arthrokinematics of the spine. Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation.

Prerequisite: PTA220, PTA220-L. Corequisite: None.

PTA 234 - Principles of Rehabilitation (2)

Principles of Rehabilitation introduces the student to a variety of learning experiences directed towards treating patients of varying system dysfunctions, physical impairments, and functional limitations. Areas of study will include, but are not limited to, rehabilitation implications and principles directed towards: prosthetics, orthotics, cardiac dysfunction, pulmonary dysfunction, vascular deficits, and physical therapy interventions for wounds and burns. Emphasis is also placed on gait analyses, pharmacology, therapeutic massage, and clinical documentation. Upon completion of this course the student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying psychosocial attributes along the entire health care continuum from acute care through home discharge.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 238 - Clinical Practicum I (8)

Clinical Practicum I provides each student with the opportunity to observe and apply basic skills performed within the classroom while under constant supervision in the clinical setting. The aim of this experience includes observation of departmental activities including

familiarization in delegation while applying basic intervention skills, safety awareness, documentation, communication, and modality application.

Prerequisite: All courses through Quarter 6, PTA236-L. Corequisite: None.

PTA 240 - Interprofessional Collaborative Practice & Cultural Competence in Healthcare (2)

This course introduces the student to models of cultural competence, exploration of culture, and communication. Within the course students will develop skills of identification and self-awareness relative to the models and apply this organizational framework to the health care setting. Students will explore culturally specific barriers to health care delivery and outcomes. Students will identify and develop culturally effective communication. Students will explore interprofessional objectives in collaborative practice and patient management. Students will apply didactic concepts through volunteering in a clinical setting or providing community service and will complete a service project.

Prerequisite: None. Corequisite: None.

PTA 244 - Business Concepts in Health Care (2)

In *Business Concepts in Health Care* the student is introduced to the concepts of basic management theories and an overview of the U.S. health care system. Students will explore responsibilities of practice managers with further identification of challenges specific to the health care setting.

Prerequisite: None. Corequisite: None.

PTA 258 - Clinical Practicum II (12)

Clinical Practicum II is a full time 10 week clinical affiliation where students will have the opportunity to experience clinical practice in a minimum of two rehabilitation settings. Upon completion, the student is expected to achieve knowledge and skills that are required to implement a plan of care under the direction of a licensed physical therapist to improve mobility and function of patients of varying diagnoses and impairments. Students are expected to perform clinical skills with increasing efficiency as well as implement knowledge learned through ongoing coursework including cardiopulmonary rehabilitation and therapeutic interventions related to prosthetics and orthotics. Attention will be paid to developing proficiency in the communication and interaction between a PT/PTA as well as demonstrating

appropriate PT/PTA clinical relationship. The student will attain the ability to provide patient care with quality, efficiency, complexity, and consistency under the supervision and guidance of a physical therapist and reflective of a PTA student progressing toward competency consistent with an entry level physical therapist assistant.

Prerequisite: All PTA courses through quarter 7, PTA238. Corequisite: None.

PTA 260 - PTA Licensure Exam Review (0)

This course will prepare students for the National Physical Therapy Examination (NPTE) for the Physical Therapist Assistant, developed and administered by Federation of State Boards of Physical Therapy (FSBPT) via a series of review exercises and practice exams.

Prerequisite: None. Corequisite: None.

220-L

PTA 210-L - Clinical Kinesiology-LAB (2)

Clinical Kinesiology Lab component facilitates a deeper understanding of applied musculoskeletal anatomy and the biomechanics associated with human motion through practical application. Through discovery learning students will begin to develop skills for the process of palpation, locating anatomical landmarks and muscular tissue.

Prerequisite: ANAT200, ANAT200-L, PTA216. Corequisite: None.

PTA 214-L - Clinical Assessment-LAB (2)

Clinical Assessment Lab component provides students practical exposure to standardized physical therapy instruments used to identify patient impairments and functional limitations. Findings will be documented and communicated based on standards for effective and legal clinical documentation. Emphasis is placed on observation and palpation when assessing segment motion and muscle contraction quality.

Prerequisite: ANAT 200, ANAT 200-L, PTA 216. Corequisite: None.

PTA 220-L - Therapeutic Exercise I-LAB (2)

Therapeutic Exercise I Lab component prepares students to apply principles of therapeutic exercise as intervention in an established physical therapy plan of care. Students will explore, identify, and implement therapeutic exercises

as appropriate in diverse simulated patient populations. Primary areas of study include: prevention and wellness, range of motion, stretching, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Students will apply anatomy, physiology, kinematic and kinetic principles to exercise progression. Students will identify safety parameters including precautions and contraindications, and normal and abnormal physiological responses associated with varying forms of exercise. Students will demonstrate appropriate technique, communication, and scope of practice for the physical therapist assistant while performing assessments and simulated program upgrades within the established plan of care.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 226-L - Physical Agents-LAB (2)

Physical Agents Lab component provides students an environment to practice safe application of physical agents to facilitate tissue healing and modulate pain in order to improve patient functional mobility. Students will explore electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies, gravity assisted compression devices, mechanical motion devices and traction units. Students will gain competence by performing therapeutic interventions in simulated patient scenarios with heat, paraffin, fluidotherapy, cold/cryo (cold packs, ice massage and cold baths), vapocoolant, contrast baths, ultrasound, traction, iontophoresis, phonophoresis, biofeedback, hydrotherapy, light/laser, and electrical stimulation. Students will demonstrate administration of the agents and communication as appropriate for a physical therapist assistant under the direction and supervision of a physical therapist on simulated patients having diverse characteristics.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 230-L - Therapeutic Exercise II-LAB (2)

This course is designed to train students in skills to implement safe and effective therapeutic exercise progression to restore functional mobility in specific patient populations. Students will demonstrate therapeutic progressions while developing effective documentation skills and competent teaching of safety and technique. Students will identify safety parameters

including precautions, contraindications, and considerations and will develop and apply understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments, and program upgrades within the established plan of care under the direction and supervision of the primary physical therapist.

Prerequisite: PTA220, PTA220-L. Corequisite: None.

PTA 234-L - Principles of Rehabilitation-LAB (2)

Principles of Rehabilitation Lab component introduces practical learning experiences directed towards treating patients with diverse impairments and functional limitations. Practical application will include, but is not limited to, the following areas of study as they apply to restoration of function: prosthetics, orthotics, cardiac dysfunction and rehabilitation implications, pulmonary dysfunction and rehabilitation, vascular deficiencies, and physical therapy interventions for wounds and burns. Students will develop skills related to gait, pharmacology, therapeutic massage, and clinical documentation. Upon completion of this course the student will have greater knowledge how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying psychosocial attributes along the entire health care continuum from acute care through home discharge.

Prerequisite: PTA214, PTA214-L. Corequisite: None.

PTA 236-L - PTA Clinical Competency Review (2)

Clinical Competency Review provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The

students will be taken through the admission process to discharge in case scenarios. Students will demonstrate weekly progression in a plan of care with their assigned simulated patients as well as appropriate communication and documentation.

Prerequisite: PTA220, PTA220-L, PTA224, PTA226, PTA226-L. Corequisite: None.

PT - Pharmacy Technician

PT 1 - Pharmacy Law (6)

This module provides students with an understanding of the history of pharmacy. It explores laws that govern the field, and the legal duties and responsibilities of both the Pharmacist and Pharmacy Technician are discussed. Effective communication techniques, proper telephone techniques, competency, and ethics are also covered. Students are introduced to various drug reference books and learn to utilize certain resources effectively. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration and side effects. Students gain familiarity with regulatory agencies and their functions including DEA, NAPB, State Boards, FDA, JACHO, ASHP, and CSHP. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 2 - Drug Fundamentals (6)

This module presents a general overview of basic chemistry skills and students learn how to use the Periodic Table of the Elements. The atomic structure, respiratory system, chemotherapy and the gastrointestinal system are discussed. Selected drugs are introduced. Students learn trade and generic names, pharmaceutical compounding, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 3 - Pharmacology (6)

This module presents an introduction to basic pharmacology including the various effects of drugs and the processes involved in pharmacokinetics. The structure

and function of the nervous, cardiovascular, and the urinary systems are introduced. Common pathological conditions and diseases that affect each of the systems are discussed. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 4 - Drug Distribution (6)

In this module, students are introduced to the language of pharmacy abbreviations. Students become adept at deciphering medication orders through daily lab exercises. They learn the mathematical conversions and dosage calculations necessary to correctly process drug orders in the hospital or inpatient pharmacy setting. The Unit Dose Drug Distribution System is introduced. Students apply hands-on procedures in cassette filling, unit dose prepackaging, and pharmaceutical compounding. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 5 - IV Preparation (6)

This module provides the students with an understanding of the procedures, skills, and techniques used in the preparation of sterile products for both hospital and home health care pharmacies. Students learn the calculations involved in the preparation of intravenous solutions. Students apply hands-on procedures in the preparation of sterile products using aseptic technique. Students learn how to prepare large volume solutions, intravenous piggybacks, and total parenteral nutrition. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 6 - Retail Pharmacy (6)

This module provides students with an understanding of the procedures employed in the retail-pharmacy setting. Such procedures include filling prescriptions accurately, drug procurement procedures, and third-party billing requirements. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

EXT

PT EXT - Externship (10.0)

The externship course enables students to demonstrate and reinforce the knowledge and skills learned and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Pharmacy Technician students must complete their externship training to fulfill graduation requirements.

Prerequisite: PT1, PT2, PT3, PT4, PT5, PT6.

RAD - Radiography

RAD 101 - Introduction to Radiologic Sciences (1)

This introductory course outlines the role of a radiologic technologist, the history of radiology, hospital and imaging department operations and exam reimbursement protocol. Students will be introduced to accreditation, certification, professional organizations, and the policies/regulations for the program.

Prerequisite: None. Corequisite: ANAT200, ANAT200-L, MATH100, RAD102.

RAD 102 - Medical Terminology (3)

This course is an introduction to basic medical imaging terminology and prepares students for more advanced coursework in subsequent courses by providing an introduction to general medical imaging terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical imaging practice.

Prerequisite: None. Corequisite: ANAT200, ANAT200-L, MATH100, RAD101.

RAD 103 - Radiographic Physics (3)

This course provides the needed concepts of how a radiographic image is produced for diagnostic radiography, fluoroscopy, and mobile radiography. Atomic structure, magnetism, electricity and the circuitry of the x-ray unit are covered.

Prerequisite: ANAT200, ANAT200-L, MATH100, RAD101, RAD102. Corequisite: ENGL100, RAD104.

RAD 104 - Principles of Image Production (6)

This course will provide a knowledge base about the factors of x-ray image creation, which will include the equipment accessories and exposure factors that affect the quality of a radiograph. The darkroom area and film-processing procedures will be described. Students will participate in laboratory experiments to enhance the comprehension of image creation concepts.

Prerequisite: ANAT200, ANAT200-L, MATH100, RAD101, RAD102. Corequisite: ENGL100, RAD103.

RAD 105 - Patient Care (3)

This course will provide the basic concepts and skills that are required for the appropriate standard of care for patients, which include communication, medical history documentation, and patient assistance. Students will demonstrate competence in taking vital signs and patient transfers. The importance of infection control and the technologists role in medical emergencies will be discussed.

Prerequisite: Term 1, Term 2, Term 3. Corequisite: RAD109, RAD110, RAD115.

RAD 106 - Radiographic Positioning I (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the respiratory system, abdomen, bony thorax, upper and lower extremities and related joints. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: Term 1, Term 2. Corequisite: RAD107, RAD108, PSYC100.

RAD 107 - Principles of Radiation and Radiation Biology (3)

This course provides the concepts of the effects of ionizing radiation on living matter. The material will include the cell structure as it relates to ionizing radiation interactions.

Prerequisite: Term 1, Term 2. Corequisite: PSYC100, RAD106, RAD108.

RAD 108 - Radiation Protection (3)

This course will provide the concepts of proper radiation protection protocols for the general public and imaging personnel. Regulatory agencies, dosage, shielding, and radiation protection principles for radiography, mobile radiography, and fluoroscopy will be explained. Students will perform laboratory experiments to enforce the concepts taught.

Prerequisite: Term 1, Term 2. Corequisite: PSYC100, RAD106, RAD107.

RAD 109 - Radiographic Positioning II (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the vertebral column, cranium, facial bones, and sinuses. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: Term 1, Term 2, Term 3. Corequisite: RAD105, RAD110, RAD115.

RAD 110 - Digital Imaging (2)

This course provides the base knowledge of computer/digital technology and the practical application of use within the radiologic field.

Prerequisite: Term 1, Term 2, Term 3. Corequisite: RAD105, RAD109, RAD115.

RAD 111 - Law and Ethics in Imaging (2)

This course introduces the medico-legal and medical ethics principles of the healthcare profession specific to the imaging profession.

Prerequisite: Term 1, Term 2, Term 3, Term 4. Corequisite: RAD113, RAD201.

RAD 112 - Pharmacology/Venipuncture (2)

This course provides the basic methods for the administration of contrast material and the basic practices of venipuncture for the radiologic technologist. This course meets California Health and Safety Code, Section106985.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6. Corequisite: RAD203.

RAD 113 - Radiographic Positioning III (3)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the gastrointestinal, genitourinary, and special procedures using contrast material. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: Term 1, Term 2, Term 3, Term 4. Corequisite: RAD111, RAD201.

RAD 114 - Cross-Sectional Anatomy (3)

This course provides the basic principles and applications of cross-sectional anatomy as it relates to the imaging profession. The anatomy and relationships of organs to each other in the thorax, abdomen, and cranium will be covered.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5. Corequisite: RAD202.

RAD 115 - Introduction to Computed Tomography (3)

This course provides the advanced student with an introduction to the principles and applications of computed tomography (CT) in the imaging department.

Prerequisite: Term 1, Term 2, Term 3. Corequisite: RAD105, RAD109, RAD110.

RAD 116 - Radiology Seminar (4)

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6, Term 7, Term 8. Corequisite: RAD205.

RAD 201 - Clinical Practicum I (8)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, and sinuses to include mobile radiography will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: Term 1, Term 2, Term 3, Term 4. Corequisite: RAD111, RAD113.

RAD 202 - Clinical Practicum II (9)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, and extremities, vertebral column, cranium, facial bones, and sinuses will continue and competency based assignments for gastrointestinal,

genitourinary and special procedures with contrast will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5. Corequisite: RAD114.

RAD 203 - Clinical Practicum III (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will continue and competency based assignments for mobile radiography, surgical and interventional procedures done under the supervision of certified Radiologic Technologists.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6. Corequisite: RAD112.

RAD 204 - Clinical Practicum IV (11)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue under the supervision of certified Radiologic Technologists.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6, Term 7. Corequisite: CAREER300.

RAD 205 - Clinical Practicum V (11)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography (CT) under the supervision of certified Radiologic Technologists.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6, Term 7, Term 8. Corequisite: RAD116.

RAD 206 - Clinical Practicum VI (13)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography

(CT), Magnetic Resonance Imaging (MRI), under the supervision of certified Radiologic Technologists. Clinical rotation for observing additional imaging modalities will be assigned. Additional imaging modalities will include ultrasound, mammography, radiation therapy, and nuclear medicine.

Prerequisite: Term 1, Term 2, Term 3, Term 4, Term 5, Term 6, Term 7, Term 8, Term 9. Corequisite: None.

RAD 207 - Clinical Practicum VII (12)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will be completed and clinical assignments for advanced imaging modalities such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Interventional Procedures, and Surgery will continue under the supervision of certified Radiologic Technologists. Clinical rotation in additional imaging modalities will be assigned. Additional imaging modalities will include ultrasound, radiation therapy, and nuclear medicine.

Prerequisite: RAD206. Corequisite: None.

RESP - Respiratory Therapy

RESP 200 - Introduction to Respiratory Science (3)

This course introduces students to applications of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; manufacture, storage, handling, transport of medical gases and the design of devices to regulate deliver medical gases.

Prerequisite: None. Corequisite: RESP200-L.

RESP 221 - Cardiopulmonary Anatomy and Physiology (4)

This course is a focused study of cardiopulmonary anatomy physiology. Discussions will center on a systematic understanding of the position, function and interplay of structures within the respiratory, cardiovascular and renal systems as well as control of breathing, gas exchange, acid-base physiology, cardiac electrophysiology and fluid balance. Included in this course will be interpretation of clinical laboratory findings, proper techniques for conducting patient assessment and documentation of the resultant clinical findings.

Prerequisite: ANAT205, MATH110. Corequisite: None.

RESP 233 - Respiratory Procedures I (3)

This course introduces students to basic respiratory care treatments and support modalities; set up, use and troubleshooting of equipment; concepts related to the therapeutic administration of oxygen aerosol therapy in respiratory care and concepts techniques surrounding sampling and proper handling and transport of arterial blood gases. Focus is placed on adherence to techniques ensuring appropriate infection control practices and patient safety. Students will learn to conduct physical and clinical exams and patient assessments to determine and develop appropriate and effective treatment plans.

Prerequisite: RESP200, MATH110. Corequisite: RESP233-L.

RESP 234 - Respiratory Pharmacology (3)

This course introduces students to the study of pharmacological principles related to the treatment of patients with cardiopulmonary disease. The course includes a study of the anatomy and basic function of the central and peripheral nervous systems, principles of drug action, the basic methods of drug administration, standard drug calculations, and the effects of drugs on particular body systems. Inhaled bronco-active aerosols and other agents commonly employed in the care of the cardiopulmonary patient are discussed.

Prerequisite: RESP200, RESP200-L, MATH110. Corequisite: RESP234-L.

RESP 235 - Adult Cardiopulmonary Pathophysiology (4)

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardio-pulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course.

Prerequisite: RESP221. Corequisite: None.

RESP 241 - Respiratory Procedures II (3)

This course is a continuation of Respiratory Procedures I and introduces students to advanced respiratory care treatments and support modalities, set-up, use and troubleshooting required equipment and the RT?s role in performing and assisting with special procedures. Focus is placed on achieving understanding of the application of specific modalities to clinical scenarios, assessing

effectiveness of treatment, modification of treatment based on clinical indication and patient response and operating principles of equipment used.

Prerequisite: RESP233. Corequisite: RESP241-L.

RESP 243 - Introduction to Clinical Practicum (3)

This course prepares students to begin training in the clinical environment. Topics in this course will include professional ethics and communication skills for students; orientation to charting techniques. HIPAA training, The Joint Commission topics related to patient safety initiatives and professionalism in the health care environment. Focus is also placed on issues surrounding universal precautions, blood-born pathogen safety, infection control, dealing with death and dying and diverse populations. During this course all students will complete pre-clinical health exam, immunizations, TB and drug screening. Additionally, each student will receive certification in American Heart Association health care provider CPR and Fire Safety Training.

Prerequisite: ANAT205, ANAT205-L, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP251, RESP251-L, RESP253. Corequisite: None.

RESP 251 - Cardiopulmonary Diagnostic Testing (3)

This course is a study of pulmonary diagnostic testing techniques interpretation for procedures occurring in the PFT laboratory, at the bedside, special procedures imaging departments, pathology and clinical laboratory departments. An emphasis will be placed on how information from various diagnostic tests and studies (such as pulmonary function testing and clinical lab findings) are used to determine the presence, extent, and progression of lung disease and abnormality and also how these findings are utilized to develop an on-going plan of care for the patient.

Prerequisite: RESP235. Corequisite: RESP251-L.

RESP 253 - Rehabilitation and Home Health in Respiratory Care (4)

This course is a study of the role of the respiratory therapist in the alternative site / home care setting. An overview of concepts, procedures, and long- term care and the respiratory therapist's role as part of a multi-disciplinary care team involved in patient care in alternate sites such as pulmonary rehabilitation centers, sub-acute care facilities or the home is addressed. Students will be involved in discussions of health care reform, managed

care and its impact on health care delivery. Billing / Coding procedures, current Joint Commission standards for respiratory home care accreditation, protocols for respiratory home care and a discussion of patient / caregiver education will be discussed.

Prerequisite: None.

RESP 258 - Rehabilitation and Home Health in Respiratory Care (4)

This course is a study of the role of the respiratory therapist in the alternative site / home care setting. An overview of concepts, procedures, and long- term care and the respiratory therapist's role as part of a multi-disciplinary care team involved in patient care in alternate sites such as pulmonary rehabilitation centers, sub-acute care facilities or the home is addressed. Students will be involved in discussions of health care reform, managed care and its impact on health care delivery. Billing / Coding procedures, current Joint Commission standards for respiratory home care accreditation, protocols for respiratory home care and a discussion of patient / caregiver education will be discussed.

Prerequisite: None. Corequisite: None.

RESP 261 - Mechanical Ventilation I (3)

This course is a study of the basic principles of mechanical ventilation, the effects of positive pressure ventilation and classification of mechanical ventilators. Conventional modes of ventilation are compared and contrasted with attention to waveform analysis within these modes. A case study approach is utilized to discuss concepts of initiation of mechanical ventilation, appropriate ventilator management, weaning criteria, determination of appropriateness to wean and clinical application of pharmacotherapy for the mechanically ventilated patient. Non-invasive positive pressure ventilation is also addressed.

Prerequisite: RESP235, MATH110. Corequisite: RESP261-L.

RESP 263 - Neonatal / Pediatric Cardiopulmonary Pathophysiology (4)

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal and pediatric disorders, including respiratory distress syndrome, intracranial hemorrhage, pulmonary hypertension of the

newborn, common respiratory infections in the infant and pediatric population and pediatric trauma.

Prerequisite: RESP221. Corequisite: None.

RESP 272 - Advanced Ventilation Concepts (3)

This course is a study of various non-conventional methods of mechanical ventilator support for adult patients and ventilator management strategies for pediatric and neonatal particular to specific pathophysiologies. Ventilator management protocols are also discussed. Case studies are used to demonstrate appropriate patient assessment and management strategies. Emphasis will be placed on understanding concepts of critical care monitoring, ventilator waveforms and special procedures. Included in the discussion will be assessment and diagnosis of particular maladies leading to the implementation of appropriate care plans in this patient population. Ventilation and oxygenation concepts are addressed as they relate to both conventional and special techniques of mechanical ventilation.

Prerequisite: RESP261, RESP283. Corequisite: RESP272-L.

RESP 283 - Critical Care Monitoring (4)

This course is a study of advanced cardiopulmonary monitoring in the critical care setting. Topics will include intracranial hemodynamics, critical care monitoring of particular patient populations such as open-heart and pediatric patients, hemodynamic monitoring, ventilator waveform analysis and capnography. Proper reading of monitors, accurate interpretation of readings, strengths and shortcomings of various hemodynamic monitoring modalities will be discussed.

Prerequisite: RESP235. Corequisite: None.

RESP 284 - Respiratory Care Review (4)

This course is intended as a final preparation for graduation and attempting the NBRC exams (both TMC and CSE). Students will review subject matter in all major core areas of the respiratory care program.
Summary assessment exams will be administered, with targeted remediation assigned as required prior to a final exit examination.

Prerequisite: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP272, RESP272-L, RESP283, RTCP210, RTCP212. Corequisite: None.

RESP 200-L - Introduction to Respiratory Science Lab (1)

This laboratory course introduces students to experimentation with and application of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; safe and proper selection, assembly, troubleshooting, handling and transport of medical gases as well as devices to regulate deliver medical gases.

Prerequisite: None. Corequisite: RESP200.

RESP 233-L - Respiratory Procedures I Lab (1)

This laboratory course introduces students to the application of non-invasive respiratory care treatments and support modalities, and set up, use and troubleshooting required equipment.

Prerequisite: RESP200, RESP 200-L;. Corequisite: RESP233.

RESP 234-L - Respiratory Pharmacology Lab (1)

This laboratory course introduces students to the application of a variety of methods of aerosolized drug administration in respiratory care. The student will practice selection, assembly, troubleshooting and use of a variety of administration techniques for respiratory medications, patient assessment for clinical indications and patient response to therapy, appropriate patient interaction for administration of therapy, proper documentation of therapy and applicable drug calculations.

Prerequisite: RESP200, RESP200-L, MATH110. Corequisite: RESP234.

RESP 241-L - Respiratory Procedures II Lab (1)

This laboratory course introduces students to set- up, use and troubleshooting of required equipment and the RT?s role in performing and assisting with special procedures.

Prerequisite: RESP233, RESP233-L. Corequisite: RESP241.

RESP 251-L - Cardiopulmonary Diagnostic Testing Lab (1)

This laboratory course introduces students to pulmonary diagnostic testing techniques and interpretation for procedures occurring in the PFT laboratory, and at the bedside.

Prerequisite: RESP235. Corequisite: RESP251.

RESP 261-L - Mechanical Ventilation I Lab (1)

This laboratory course introduces students to the basic principles of mechanical ventilation (both invasive and non-invasive), selection, assembly and testing of the equipment. Additionally, students will practice determining initial ventilator settings, clinical application of pharmacotherapy, assessing appropriateness to wean and discontinuation of mechanical ventilation.

Prerequisite: RESP235. Corequisite: RESP261.

RESP 272-L - Advanced Ventilation Concepts Lab (1)

This laboratory course is a study of various non-conventional methods of mechanical ventilator support for adult patients and ventilator management strategies for pediatric and neonatal particular to specific pathophysiologies. Application of ventilator management protocols will also be practiced. Case studies and clinical simulations are used to practice appropriate patient assessment and management strategies. Emphasis will be placed on integrating an understanding of critical care monitoring, interpretation of ventilator waveforms and managing the ventilated patient during special procedures.

Prerequisite: RESP261, RESP261-L, RESP283. Corequisite: RESP272.

RTCP - Respiratory Therapy Clinical Practicum

RTCP 210 - Clinical Practicum I (8)

This course is an introduction to the clinical environment and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain hands on experience in infection control policy and procedures, selection and assembly of basic respiratory care equipment for the purposes of administering oxygen therapy, humidity and aerosol therapy and broncho-active aerosol therapy. Emphasis will be placed on developing skills of patient assessment, observation, modification of therapy, development of patient care plans and documentation to the patient care record. Students will gain competency in the areas of non-invasive pulmonary hygiene, lung expansion therapy, airway clearance techniques. The student will also develop skills in patient/family education on a variety of therapies and topics in respiratory care. During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study

in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP283. Corequisite: None.

RTCP 212 - Clinical Practicum II (8)

This course is a continuation of the clinical experience from RTCP210 and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain competency in the areas of diagnostic testing carried out in the Pulmonary Function Laboratory, CT, MRI and Radiology departments. The student will also develop skills necessary to safely transport patients between departments within the hospital environment. Students will practice skills necessary to safely obtain arterial blood gases, transport and analyze samples and interpret and report results. Students will practice skills necessary to safely secure the patient airway and obtain arterial blood gases from indwelling arterial catheters. During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP283, RTCP210. Corequisite: None.

RTCP 214 - Clinical Practicum III (8)

This course is a continuation of the clinical experience from RTCP 212 and begins with an orientation to the hospital / respiratory department in terms of policies, procedures, equipment storage location and handling. Students will gain competency in the management of critically ill patients including adult, neonatal and pediatric patients. Students will practice skills necessary to safely place and secure the patient airway, to obtain arterial blood gases via arterial puncture as and from indwelling arterial catheters, to provide patient / family education on a variety of therapies and topics in respiratory care and to communicate effectively within to the members of the patient care team. Students will gain competency in the initiation, management and weaning of the critically ill

patient from a wide range of ventilator support. Students will present a clinical research paper by the end of this practicum in order to demonstrate the integration of didactic theory, clinical experience and research skills in a written format.

Prerequisite: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP272, RESP272-L, RESP283, RTCP210, RTCP212. Corequisite: None.

SCI - Science

SCI 150 - Concepts in Science (4)

This course introduces the student to concepts in physical science through a focus on physics and chemistry. The interdisciplinary approach is a unique delivery of general education science. Concepts and methodology of science are taught by integrating biology, chemistry, physics, and geology through detailed studies of four units: Water, Light, Natural Resources, and Health and Disease each with a recurrent theme of organization, energy transformation, and diversity.

Prerequisite: None. Corequisite: None.

SOCY - Sociology

SOCY 116 - Introduction to Sociology (4)

This course questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues such as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectives, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; population change in society are discussed.

Prerequisite: None. Corequisite: None.

SPCH - Speech

SPCH 117 - Oral Communication (4)

Evaluates the construction, delivery, and analysis of public speaking. Students present several speeches to the class. Communication theory, research, and best practices are discussed in relation to persuasion, ethos, pathos, logos,

logical fallacies, audience analysis, language choice, nonverbal messages, culture and communication, visual aids, listening, supporting materials, organizational patterns, evaluating research, and speech delivery. Different types of speeches are studied, such as informative, persuasive, and special occasion. Students become critical consumers of communication.

Prerequisite: None. Corequisite: None.

SURG - Surgical Technology

SURG 100 - Introduction to Surgical Technology (4)

This course introduces the student to the surgical technology field. History of surgery, surgery today, and history of surgical technology are discussed. The student will also learn about surgical technology as a profession, the structure of health care facilities and hospital organization. In addition, the student will be introduced to the scope of practice as a member of the surgical team and introduced to medical terminology. Furthermore, students will learn about the microbiological considerations of the operating room, the disinfection and sterilization techniques used to process surgical instruments, equipment and supplies. The principles of asepsis are discussed in detail as well.

Prerequisite: None. Corequisite: None.

SURG 111 - Surgical Techniques I (4)

This course introduces the student to the operating room environment. Common hazards and safety precautions are discussed. The student will also learn about technological advances of the modern operating room. In addition, the student will be introduced to basic surgical instrumentation, equipment and supplies. The student will also learn about wound healing, sutures, wound closure techniques, and needle types and parts.

Prerequisite: SURG100. Corequisite: None.

SURG 140 - General Microbiology (4)

This course focuses on a study of several types of microorganisms, with emphasis on bacteria, protists and viruses. The principles of microbiology will be examined using topical investigations of their metabolism, genetics, immunology, and uses, considering both with medical and non-medical illustrations and their applications. Finally, students will develop a better understanding of the nature of the interaction, both harmful and beneficial, between various microbial species and the human environment.

Prerequisite: None. Corequisite: None.

SURG 111-L - Surgical Techniques I Lab (4)

In the laboratory component of this course the student is introduced to basic surgical techniques such as aseptic technique, scrubbing gowning and gloving, establishing a sterile field and organizing the sterile field. The student will also learn how to perform the surgical counts as well as assisting with draping the surgical patient.

Prerequisite: SURG100. Corequisite: None.

SURG 131-L - Surgical Techniques II Lab (4)

In the laboratory component of this course the student demonstrates an intermediate understanding of surgical techniques such as aseptic knowledge, scrubbing gowning and gloving, establishing and organizing the sterile field, surgical counts and draping.

Prerequisite: SURG100, SURG111, SURG111-L. Corequisite: None.

SURG 200 - Pharmacology (4)

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed.

Prerequisite: SURG100. Corequisite: None.

SURG 210 - Pathophysiology I (4)

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Diagnostic, General, OB/GYN, Ophthalmology, ENT and GU. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, SURG100, SURG111, SURG111-L, SURG131-L. Corequisite: None.

SURG 230 - Pathophysiology II (4)

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Plastic/Reconstructive, Orthopedic, Cardiothoracic, Cardio/Peripheral Vascular, Oral/Maxillofacial and Neurological Surgery. The student will learn about disease processes and their corresponding surgical treatments.

Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, SURG100, SURG111, SURG111-L, SURG131-L. Corequisite: None.

SURG 251 - Clinical Orientation (4)

This course introduces the student to basic principles of peri-operative patient care. The scope of practice is discussed with the characteristics and needs of the surgical patient. The student will also learn about the principles of surgical case management from the perspective of the surgical technologist in the scrub role. This course will prepare the student for their clinical rotation and the Certified Surgical Technologists (CST) exam given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

SURG 260 - Surgical Procedures I (4)

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role-STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: Minor, General, Obstetric and Gynecological Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L . Corequisite: None.

SURG 270 - Surgical Procedures II (4)

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role - STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: ENT, Genitourinary, Neuro, Orthopedic and Endoscopic Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L . Corequisite: None.

SURG 281 - Clinical Practicum I (10)

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologists role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90 cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 281 and SURG 291.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270. Corequisite: None.

SURG 291 - Clinical Practicum II (10)

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologist role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90 cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 281 and SURG 291.

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270. Corequisite: None.

SURG 296 - National Certification Review (2)

This course will prepare the student for the Certified Surgical Technologist (CST) exam via a series of review exercises and practice exams. This is a blended course (online and live classroom contact hours and requirements).

Prerequisite: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270. Corequisite: None.

SURG 251-L - Clinical Orientation Lab (4)

In this course the student should be able to satisfactorily perform the aspects of the Surgical Technologist in the Scrub Role (STSR) in preparation for clinical rotation.

VN - Vocational Nursing

VN 10 - Strategies for Success (3.0)

This course introduces principles that lead to success in college, at work, and in social life. Preparation for the vocational nursing program is emphasized. This course includes an introduction to the program curriculum framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME), and the learning skills of critical thinking, time management, effective study habits, math computation, test taking strategies, career and academic planning, and utilization of available campus resources. Students will be actively involved in practicing techniques that promote success. Basic medical and nursing terminology will also be included in this course.

The purpose of this course is to provide vocational nursing students with basic knowledge about the different types of learner, learning style, time management, learning skills, critical thinking and learning resources to ensure success in vocational nursing.

Corequisite: VN14, VN21, CLN21, CLN21L.

VN 12B - Introduction to Nutrition for Nurses (2.0)

This course is an introduction to the basic principles of nutrition related to the health and wellness of individuals throughout the lifespan. Students will learn to use the recommended healthy diet patterns, as described in the web publications of MyPlate, as a tool to assist patient teaching. Other topics include medically prescribed diets, parenteral nutrition, and drug interaction with nutrients.

The purpose of this course is to introduce basic principles of the science of nutrition and present their application in person centered care.

Prerequisite: CLN21, CLN21L, VN10, VN14, VN21. Corequisite: VN24, VN25, VN20, VN22, CLN22, VN23, CLN23.

VN 14 - Overview of Human Anatomy & Physiology (3.0)

This course provides the basics necessary to understand the anatomy and physiology of the human body, and the pathogenesis of common disorders with emphasis on the physiological basis of the disease process and clinical correlations.

The purpose of the course is to provide the vocational nursing students with basic knowledge about the Anatomy and the Patho-physiological basis of human disorders as it affects the different body systems and how they interrelate to each other.

Prerequisite: None. Corequisite: VN10, VN21, CLN21, CLN21L.

VN 100-1-LA - Introduction to Client Centered Care IA (Weeks 1-6) (Weeks 1-10 eve/weekend) (14)

The unit is designed to provide the student with an orientation to the College and an introduction to the role of the student nurse in the Nursing Profession. It includes a discussion of all policies and the procedures applicable to the program. The unit includes an introduction to basic fundamental nursing skills and concepts in basic care. Instruction for CPR certification is provided. It provides the framework for developing the initial skills required for all subsequent specialty areas of clinical nursing. Nursing skills are utilized that assist the patient in meeting health care needs.

Prerequisite: None.

VN 100-1-ONT - Introduction to Client Centered Care IA (Weeks 1-8) (13)

The unit is designed to provide the student with an orientation to the College and an introduction to the role of the student nurse in the Vocational Nursing (VN) Program and the Nursing Profession. It will include a discussion of all policies and procedures applicable to the program, an introduction to Orem's Self-Care Framework for nursing, and its application in the nursing process. The unit will include concepts in client care including assessing client self-care agency and identifying self-care deficits/requisites. It provides the framework for developing the initial fundamental nursing skills required for use in all subsequent specialty areas of clinical nursing practice. Utilizing components of the nursing process and Orem's Self-Care Framework to promote health associated with life processes and general well-being, the unit will emphasize meeting client needs for air, water, food, elimination, activity and rest, prevention of hazards, promotion of functioning and development of social groups. Concepts of health and illness and therapeutic communication will be addressed.

Prerequisite: None.

VN 100-2-LA - Introduction to Client Centered Care IB (Weeks 7-13) (Weeks 11-20 eve/weekend) (11)

The unit is designed to provide the student with an introduction to the concepts of nursing care of the surgical client, pre- and post-operatively. An introduction to Anatomy, Physiology, Nutrition, and Pharmacological consideration will provide the student with the necessary foundation of knowledge that is needed for progression in the program.

Prerequisite: None.

VN 100-2-ONT - Introduction to Client Centered Care IB (Weeks 8-13) (11.5)

The unit is designed to provide the student with beginning knowledge or applying theory to practice utilizing critical thinking. Clinical focus is on the VN role, responsibilities, and skills in extended care clinical settings. This unit will continue to build upon the basic concepts and skills learned in VN100A and also include an introduction to integrated concepts of anatomy and physiology, nutrition, and pharmacology.

Prerequisite: None.

VN 100 - Introduction To Client Centered Care I (25)

Prerequisite: None.

VN 100 - INTRODUCTION TO CLIENT CENTERED CARE I (24.5)

Prerequisite: None.

VN 20 - Pharmacology I (1.5)

This course explores the relationship between pharmacology and the role of the vocational nurse. The following content areas of clinical pharmacology will be studied: fundamental concepts of pharmacology; groups of therapeutic drugs; prototypes of drug groups; commonly prescribed individual drugs; the interrelationships between body systems and drugs; and the role of the nursing process in drug therapy. Other topics include legal and ethical issues of medication administration within the vocational nurse scope of practice.

VN 21 - Fundamentals of Nursing (4.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the provision of direct client care to meet clients' basic health needs. Students will study the following topics: a) history of nursing, b) the relationship of basic anatomy, physiology, growth and development to client care; c) basic nursing care skills; d) ethical, legal, cultural, economic and spiritual issues influencing nursing care; e) therapeutic communication techniques to establish caring client relationships; and f) respect for diverse values and beliefs. Beginning medical-surgical nursing is introduced with the nursing care of perioperative patients. At course completion, students are eligible to apply for nursing assistant certification (CNA) by equivalency.

Prerequisite: None. Corequisite: VN10, VN14, CLN21, CLN21L.

VN 22 - Medical Surgical Nursing I (2.0)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with nursing management and care of noncomplex medical-surgical clients with pathologies of the following body systems: a) cardiovascular, b) peripheral vascular, c) respiratory, d) urinary and e) endocrine: diabetes mellitus. Pathophysiology; clinical manifestations, medical management including diagnostic studies, nutrition, and pharmacotherapy, and nursing care are integrated into the discussion of each system. The use of critical thinking to make problem-solving decisions

about nursing care needs is stressed. Clinical practice provides opportunity for students to practice nursing procedures, skills, and critical thinking learned in Fundamentals of Nursing. Students will administer medications by oral and injection routes.

Prerequisite: None.

VN 23 - Gerontology (0.5)

This course emphasizes health promotion and care of the older adult. The student studies theories of aging, normal body changes with aging, the concept of wellness in the aged, and principles of health promotion and disease prevention in the older population. Clinical practice sites provide opportunity for students to apply these theoretical concepts while providing nursing care for older adults.

Corequisite: CLN23.

VN 24 - Introduction to Psychology (3.0)

This course is an introduction to general psychology. Students will learn human behavior and mental processes with emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology.

The purpose of this course is to teach the concepts and facts of psychology. It is also the purpose of this course to introduce students to the science of learning and memory that can increase the amount of information learned and retained.

VN 25 - Life Span Psychology: Human Growth & Development (3.0)

This course is an introduction to lifespan development that will focus on physical, cognitive, and social and personality development. It will cover the entire range of human existence from its beginnings at conception to its inevitable ending at death. The course will cover basic theories and concepts about the lifespan, chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, childhood, adolescence, early, middle, and late adulthood.

The purpose of this course is to teach the concepts and facts of growth and development across the lifespan. It is also the purpose of this course to integrate theory, research, and applications, focusing on human development and to allow students to understand how people come to be the way they are.

Prerequisite: VN10, VN14, VN21, CLN21, CLN21L.

VN 200-1-LA - Life Cycles/Integumentary System (3.5)

Life Cycles of the Middle Adult will introduce the student to the developmental tasks associated with the adult ages 35-65. Physical, social, and emotional characteristics will be identified. The integumentary system will introduce the student to the anatomy and physiology of the integumentary system, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. Assessment, emergency treatment, and the complications of major burns are identified. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with an integumentary disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-1-ONT - Integumentary System (3.5)

This section will introduce the student to the anatomy and physiology of the integumentary system. Common diseases and diagnostic procedures related to the integumentary system will be discussed. Related pharmacological agents and specific nutritional needs are described. Assessment, emergency treatment, and the complications of burns are identified. The unit emphasizes nursing care of the client with self-care deficits associated with a disorder of the integumentary system. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-2-LA - Musculoskeletal System (3.5)

The musculoskeletal system introduces the student to the anatomy and physiology of the muscles, bones, and related structures. The common diseases involving the system, related diagnostic tests, pharmacological agents, and nutrition are discussed. The nursing interventions and psychosocial aspects of the client with a musculoskeletal disorder are emphasized. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-2-ONT - Musculoskeletal System (3.5)

The musculoskeletal system introduces the student to the anatomy and physiology of the muscles, bones, and related structures. The common diseases involving the system, related diagnostic tests, pharmacological agents,

and nutrition are discussed. The nursing interventions and psychosocial aspects of the client with a musculoskeletal disorder are emphasized. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-3-LA - Respiratory System (6)

The respiratory system introduces the anatomy and physiology of the upper and lower respiratory system. Common diseases and diagnostic procedures related to the respiratory system are discussed along with pharmacological agents and specific nutritional needs. The quarter emphasizes the nursing interventions and psychosocial aspects for the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-3-ONT - Respiratory System (6)

The respiratory system introduces the anatomy and physiology of the upper and lower respiratory system. Common diseases and diagnostic procedures related to the respiratory system are discussed along with pharmacological agents and specific nutritional needs. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-4-LA - Cardiovascular System (5.5)

The circulatory system introduces the student to the anatomy and physiology of the heart and gives a detailed description of blood and how it circulates through the body. The differences between veins and arteries, blood and lymph, angina and MI are delineated. Common diseases, pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize nursing interventions for the client with cardiovascular disorders regarding life-styles and exercise. Important psychosocial concerns are addressed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-4-ONT - Cardiovascular System (5.5)

The circulatory system introduces the student to the anatomy and physiology of the heart and gives a detailed description of blood and how it circulates through the body. The differences between veins and arteries, blood

and lymph, angina and MI are delineated. Common diseases, pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize nursing interventions for the client with cardiovascular disorders regarding life-styles and exercise. Important psychosocial concerns are addressed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-5-LA - Gastrointestinal System (3.5)

The gastrointestinal system will introduce the student to the anatomy and physiology of the gastrointestinal system. Accessory organs and a description of the process of digestion, common diseases, diagnostic procedures, related pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects for the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200-5-ONT - Gastrointestinal System (3.5)

The gastrointestinal system will introduce the student to the anatomy and physiology of the gastrointestinal system, accessory organs and a description of the process of digestion. Common diseases, diagnostic procedures, related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects for the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100.

VN 200 - INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS II (22)

Prerequisite: VN100.

VN 200 - CAREOF THE CLIENT WITH HEALTH CARE DEVIATIONS I (22)

Prerequisite: VN100.

VN 30 - Pharmacology II (1.5)

This course continues the focus on the nurse's responsibilities in medication administration. Study of the effects of drugs upon body systems will be continued. Attention will be given to the special care needed when administering drugs to pediatric or geriatric clients. The importance of health teaching is emphasized along with a review of legal and ethical issues.

VN 31 - Medical Surgical II (3.0)

This course continues the integration of the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the nursing management and care of clients with pathologies of the following organs or systems: a) gastrointestinal tract; b) liver; c) gallbladder; d) endocrine system; e) musculoskeletal, f) integumentary, and g) reproductive. Pathophysiology; clinical characteristics, medical management including diagnostic studies, nutrition, and pharmacotherapy; and nursing care are integrated in the discussion of each system. The student will provide health teaching to clients with identified health needs, using established teaching plans. Monitoring of intravenous therapy is added to the administration of medications via oral and injection routes.

Corequisite: CLN31, VN30, VN32, CLN32.

VN 32 - Mental Health Nursing (1.5)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing management and care of clients with mental health problems. The role of the vocational nurse in the provision of nursing care for psychiatric clients will be studied. Students will provide nursing care, including participation in therapeutic relationships, for clients with mental health problems in both psychiatric and non-psychiatric setting.

Corequisite: CLN32, VN30, VN31, CLN31.

VN 300-1-LA - Endocrine System (8.5)

The endocrine system unit will introduce the student to the anatomy and physiology of the endocrine system including how hormones work on a negative feedback system. Common diseases, diagnostic procedures, related pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects regarding care of the client with an endocrine disorder. Additional emphasis is placed on care of the diabetic client, administration of insulin, and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300-1-ONT - Endocrine System (9.5)

This unit discusses the endocrine system and changes in the anatomy and physiology across the lifespan. Common diseases, diagnostic procedures, related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects regarding care of the client with an endocrine disorder. Additional emphasis is placed on care of the diabetic client, administration of insulin and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300-2-LA - Reproduction System (3.5)

The reproductive system unit will introduce the student to the anatomy and physiology of the male and the female reproductive systems. Common disorders, diseases, hormonal changes, diagnostic procedures, and pharmacological agents are all discussed in this segment of the unit. Also included is a discussion of birth control methods. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a disorder of the reproductive system. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300-2-ONT - Urinary System (5.5)

This unit discusses the urinary system and changes in the anatomy and physiology across the lifespan. Common disorders, diseases and diagnostic procedures, pharmacological agents and specific nutritional needs are discussed. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a urinary disorder. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300-3-LA - Renal/Urinary System (5)

The urinary system will introduce the student to the urinary anatomy and physiology of the urinary system including the process of urine formation, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. Discussion will include the role of the nurse in the care of a client receiving dialysis and the effect of aging on the urinary systems function. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a urinary disorder.

Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300-3-ONT - Immunology/Oncology (3)

This unit discusses the body's immune system and changes in anatomy and physiology across the lifespan and discusses the homeostatic reaction that takes place in the presence of foreign antigens and cells that have undergone malignant changes. Also included will be discussions of location, staging, and the emotional response to the diagnosis of cancer.

Prerequisite: VN100, VN200.

VN 300-4-LA - Immunology (1)

Immunology essentially deals with the body's ability to distinguish the self from the non-self. Discussions will include the function of the immune system, homeostasis, immune-incompetence, and the different types of immunities.

Prerequisite: VN100, VN200.

VN 300-4-ONT - Reproductive System (3.5)

This unit discusses the male and female reproductive systems and changes in the anatomy and physiology across the lifespan. Common disorders, diseases, hormonal changes, diagnostic procedures, pharmacological agents and nutritional needs are discussed. Also included is a discussion of women's health issues including birth control methods. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with disorders of the reproductive system. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200.

VN 300 - Oncology (1)

Oncology nursing is the care of people with cancer. Discussions include prevention, diagnosis, and the pathophysiology of cancer.

VN 300-5-LA - Oncology (1)

Oncology nursing is the care of people with cancer. Discussions include prevention, diagnosis, and the pathophysiology of cancer.

Prerequisite: VN100, VN200.

VN 300 - Leadership/Supervision (1.5)

The leadership unit will introduce the student to styles of leadership, supervision, and the team concept in health care.

VN 300-6-LA - Leadership/Supervision (1.5)

The leadership unit will introduce the student to styles of leadership, supervision, and the team concept in health care.

Prerequisite: VN100, VN200.

VN 300 - INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS III (20.5)

Prerequisite: VN100, VN200.

VN 300 - CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS II (21.5)

Prerequisite: VN100, VN200.

VN 40 - Obstetrical Nursing (1.5)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing care of childbearing women and their families. The course focuses on providing nursing care for healthy women experiencing a healthy pregnancy with the goal of physical safety and emotional satisfaction for the new family. Course content addresses care of mother and baby from conception to postpartum as well as discharge and home care. A brief overview of high-risk situation will be included. Students will practice skills necessary to provide care in prenatal clinics, the labor and delivery suites, newborn nursery, and on the postpartum care units.

Corequisite: CLN40, VN41, CLN41, VN42, CLN42, VN43, CLN43.

VN 41 - Pediatric Nursing (1.5)

This course applies and integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) in the management and care of pediatric clients. The principles and skills to assist children in achieving and maintaining an optimum level of health and development are compared to skills needed for treatment and rehabilitation of children who have health deviations. Students will have the opportunity to practice these principles and skills when providing care to pediatric clients.

The purpose of this course is to provide vocational nursing students with basic knowledge about the practice of nursing with the young clients, and their families across the health continuum, including health promotion, disease management, minimizing complications and health restoration.

Corequisite: VN40, CLN40, CLN41, VN42, CLN42, VN43, CLN43.

VN 42 - Medical Surgical Nursing III (3.0)

This course completes the integration of the curriculum conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) with the nursing management and care of clients with pathologies of the following systems: a) neurological system, b) sensory system, c) immune system, including HIV/AIDS, d) blood/lymph system, and e) cancerous diseases. Other topics will include nursing care of patients with stable, complex medical problems, such as the chronic vegetative state. Pathophysiology, diagnostic studies, nutrition, pharmacotherapy, and nursing care are integrated into discussion of each system and health problem. End-of-life care including hospice and palliative care are studied.

The purpose of this course is to provide vocational nursing students with opportunities to provide care for several patients and to practice procedures, skills, and critical thinking learned in all previous course in the program. The student will continue to monitor intravenous therapy and administer medications to clients via all routes except intravenous.

Corequisite: VN40, CLN40, VN41, CLN41, CLN42, VN43, CLN43.

VN 43 - Leadership/Supervision (0.5)

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with a beginning leadership and supervisory style the implements these values. Practice of selected leadership roles will be in an assigned clinical long-term care facility.

The purpose of this course is to provide vocational nursing students with the opportunity to practice learned leadership skills to promote the provision of good nursing care by the nursing team and to use critical thinking to solve problems that arise during the clinical shift.

Corequisite: VN40, CLN40, VN41, CLN41, VN42, CLN42, CLN43.

VN 400-1-LA - Obstetrics (3.5)

The obstetrics unit explains the physiology of conception and describes the anatomical and physiological changes that take place during pregnancy, labor and delivery, and

the post-partum period. Appropriate diagnostic and nutritional requirements are discussed. The unit includes fetal development, complications of pregnancy, and disorders of the newborn. Special emphasis is placed on the effects of drugs and alcohol usage during pregnancy. Nursing interventions and psychosocial aspects regarding the care of the client during pregnancy, labor and delivery, and the post-partum period are discussed. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200, VN300.

VN 400-1-ONT - Maternal/Child (4)

This obstetrical component of this unit explains the physiology of conception and describes the anatomical and physiological changes that take place during pregnancy, labor and delivery, and the post-partum period. Appropriate diagnostic and nutritional requirements are discussed. The unit includes fetal development, complications of pregnancy, and disorders of the newborn. Special emphasis is placed on the effects of drug and alcohol usage during pregnancy. Nursing interventions and psychosocial aspects regarding the care of the client during pregnancy, labor and delivery, and the post-partum period are discussed. The pediatric component of this unit approaches the care of the client based on growth and development theory. Content will include the stages of growth and development, common childhood diseases, common pediatric procedures, related pharmacology (including immunizations), nutritional needs, accident prevention, and nursing interventions. Special emphasis is placed on the impact illness has on the child as well as the family. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200, VN300.

VN 400-2-LA - Pediatrics (3.5)

The pediatric unit approaches the care of the client based on the growth and development theory. Unit content will include the stages of growth and development, battered child syndrome, common childhood diseases, common pediatric procedures, related pharmacology (including immunizations), nutritional needs, accident prevention, and nursing interventions. Special emphasis is placed on the impact illness has on the child as well as the family. Selected clinical experiences allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200, VN300.

VN 400-2-ONT - Neurological System (7.5)

The neurological system will introduce the student to the anatomy and physiology of the neuron, the brain, the cranial nerves, the eye and the ear, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize nursing interventions including the importance of neurological assessment and measurements that are recommended in preventing complications. Psychosocial aspects and the effects of aging on the neurological system are discussed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200, VN300.

VN 400-3-LA - Neuro/Sensory System (8.5)

The neurosensory system will introduce the student to the anatomy and physiology of the neuron, the brain, the cranial nerves, the eye and the ear, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize nursing interventions including the importance of neurological assessment and measurements that are recommended in preventing complications. Psychosocial aspects and the effects of aging on the neurosensory system are discussed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Prerequisite: VN100, VN200, VN300.

VN 400-3-ONT - Mental Health/Rehabilitation (5)

This unit discusses the mental health/illness continuum, growth and development, characteristics of a mentally healthy client, human sexuality and lifestyle choices. Change and sources of stress will be addressed as well as factors that influence an individual's response to change and stress. Nursing agency will be discussed in each situation. The five axes of the DSM-IV-TR will be introduced with common psychiatric disorders and their general care and treatment. The issues of codependency, addiction, the impaired nurse, abuse, home health and end of life issues will be addressed. The student is expected to utilize effective therapeutic modalities and assist the client throughout the rehabilitation process. The client undergoing rehabilitation therapy is attempting to restore what has been lost or diminished by the effects of change, stress, disorder or injury, which encompasses clients who have survived physiological, psychosocial or spiritual trauma.

Prerequisite: VN100, VN200, VN300.

VN 400-4-LA - Nursing Specialties/Rehabilitation (2.5)

Mental health concepts define the characteristics of mentally healthy clients. The unit will describe factors that influence an individual's response to change and stress. The effective use of defense mechanisms is identified. The student is expected to utilize effective therapeutic communication skills and assist the client throughout the rehabilitation process.

Prerequisite: VN100, VN200, VN300.

VN 400-4-ONT - Leadership (3.5)

The unit will introduce the student to styles of leadership and supervision and differentiate leadership from management. Emphasis is placed on the scope of practice and the role of the VN as described in the Vocational Nursing Practice Act in relation to role and delegation ability. Selected clinical experiences allow the student to practice appropriate nursing skills in the clinical setting.

Prerequisite: VN100, VN200, VN300.

VN 400-5-LA - Senior Practicum (3.5)

The Senior Practicum unit explores ethical and legal aspects, negligence, malpractice, change, the decision-making process, and the Nursing Practice Act and its mandates. Home health, death and dying, hospice, disaster nursing, and the role of the health care team are included. Selected clinical experiences allow the student to practice appropriate nursing skills in the clinical setting.

Prerequisite: VN100, VN200, VN300.

VN 400-5-ONT - Professional Roles (2.5)

The Professional Roles unit will prepare the student to transition from student to graduate and from graduate to working LVN. Professional role is discussed in regards to licensing, certification, continuing education, employment and membership in professional organizations. The unit will include a comprehensive review of the program content and prepare the student for taking the NCLEX-PN examination.

Prerequisite: VN100, VN200, VN300.

VN 400 - INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS IV (21.5)

Prerequisite: VN100, VN200, VN300.

VN 400 - ADVANCED CLIENT CENTERED CARE II (22.5)

Prerequisite: VN100, VN200, VN300.

VN 500 - Nursing Licensure Preparation

This review builds on previous learning in nursing theory, psycho-social sciences, basic statistics, nursing research and experiential learning as well as integrating the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking. This review is designed to recap and reflect on the program, and prepare students to take and pass the Exit HESI examination which is a graduation requirement for the Vocational Nursing program. Objectives of the review include: (1) Review of fundamental skills and the knowledge necessary for effective test-taking strategies; and (2) Review of fundamental issues learned throughout the VN program. Prerequisites: Participants registered in the Nursing Licensure Preparation review must have successfully completed all didactic classes as well as the completion of all clinical hours prior to beginning the review.

VN 500-1-ONT - Students must take and pass VN500 and an exit exam to graduate from the program.

This review builds on previous learning in nursing theory, psycho-social sciences, basic statistics, nursing research and experiential learning as well as integrating the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking. This review is designed to recap and reflect on the program, and prepare students to take and pass the Exit HESI examination which is a graduation requirement for the Vocational Nursing program. Objectives of the review include: (1) Review of fundamental skills and the knowledge necessary for effective test-taking strategies; and (2) Review of fundamental issues learned throughout the VN program. Prerequisites: Participants registered in the Nursing Licensure Preparation review must have successfully completed all didactic classes as well as the completion of all clinical hours prior to beginning the review.

VN 500 - NURSING LICENSURE PREPARATION

This review builds on previous learning in nursing theory, psycho-social sciences, basic statistics, nursing research and experiential learning as well as integrating the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking. This review is designed to recap and reflect on the program and prepare students to take and pass the Exit HESI examination which is a graduation requirement for the Vocational Nursing program. Objectives of the review include: (1) Review of fundamental skills and the knowledge necessary for effective test-taking strategies;

and (2) Review of fundamental issues learned throughout the VN program. Prerequisites: Participants registered in the Nursing Licensure Preparation review must have successfully completed all didactic classes as well as the completion of all clinical hours prior to beginning the review.

Prerequisite: VN100, VN200, VN300, VN400.

VN 500 - NURSING LICENSURE PREPARATION

NURSING LICENSURE PREPARATION

Prerequisite: VN100,VN200,VN300, VN400.

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