



2010 Catalog

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) 952-9066

Facility Expansion Orange County
2461 W. La Palma Ave.
Anaheim, CA 92801

Facility Expansion Orange County
1177 N. Magnolia Ave.
Anaheim, CA 92801

Ontario Main Campus

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

www.americancareer.com

Publishing Date: January of 2010
2nd Edition

Revised: September 1, 2010
Effective September 1, 2010

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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 Office of the Executive Director. All information in the content of this college catalog is current and correct and is so certified as true by David A. Pyle, Chief Executive Officer.

COLLEGE INFORMATION

California State Approval Disclosure Statement

In July 2007, the California law that governed and approved private postsecondary institutions became inoperative. Although the law no longer existed, American Career College continued to operate in substantial compliance with the previously existing law (insofar as compliance was possible), as well as with all federal laws, BVNPT regulations, and accreditation standards.

Although all three American Career College campuses were approved to operate by the former Bureau for Private Postsecondary and Vocational Education, our pending applications for re-approval to operate have not yet been reviewed by the Bureau for Private Postsecondary Education.

The campuses are approved to operate by our accrediting body, ABHES, and have been approved to participate in the Federal Student Aid program through the US Department of Education.

As of January 2010, the Bureau for Private Postsecondary Education (BPPE) was created to oversee private, postsecondary institutions, including American Career College. Under this new law, our Approvals to Operate for all three locations have been extended until 2013 pursuant to Section 94802 (b)(2).

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 P.O. Box 980818, West Sacramento, CA 95798, calling 1-800-952-5210 or www.bppe.ca.gov.

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 1-800-952-5210 or by completing a complaint form, which can be obtained on the bureau's Internet Web site at www.bppe.ca.gov.

American Career College offers the following programs. Not all programs are offered at all locations.

Diploma Programs:

Program Title	Clock Hours	Quarter Credits
Dental Assisting	800	49.5
Health Claims Examiner/Medical Biller	800	43.5
Massage Therapy	720	54.0
Medical Assistant	720	47.0
Optical Dispensing	720	49.0
Pharmacy Technician	720	44.0
Vocational Nursing (Los Angeles/Orange County campuses)	1560	89.0
Vocational Nursing (Ontario campus)	1560	90.5

Associate of Occupational Science Degree Programs:

Program Title	Clock Hours	Quarter Credits
Health Information Technology	1270	105.5
Surgical Technology	1580	104.0
Respiratory Therapy	1920	120.0

Accreditations, Approvals and Memberships

This college voluntarily undergoes periodic accrediting evaluations by teams of qualified examiners including subject specialists in occupational education and private postsecondary school administration.

- Accredited by the Accrediting Bureau of Health Education Schools – 7777 Leesburg Pike, Suite 314N, and North Falls Church, VA 22043 – (703) 917-9503 phone (703) 917-4109 fax. www.abhes.org
- The Associate of Occupational Science in Surgical Technology Program is programmatically accredited by the Accrediting Bureau of Health Education Schools – 7777 Leesburg Pike, Suite 314N, and North Falls Church, VA 22043 – (703) 917-9503 phone (703) 917-4109 fax. www.abhes.org
- The Associate of Occupational Science in Surgical Technology programs at the Los Angeles and Orange County campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee on Education in Surgical Technology – 1361 Park Street, Clearwater, FL 33756, (727) 210-2350.
- The Pharmacy Technician training programs at all campuses are accredited by the American Society of Health Systems Pharmacists (ASHP), 7272 Wisconsin Avenue, Bethesda, Maryland, 20814 - (301) 657-3000. www.ashp.org
- The Associate of Occupational Science in Respiratory Therapy program, Orange County and Ontario campuses, holds a Letter of Review from the Committee on Accreditation for Respiratory Care (www.coarc.com). Committee on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835.
- Approved by the California Board of Vocational Nurse and Psychiatric Technicians (Vocational Nursing program) – 2535 Capitol Oaks Drive, Suite 205 – Sacramento, CA 95833 – (916) 263-7800. www.bvnpt.ca.gov
- The Dental Assisting programs at the Los Angeles and Orange County campuses are approved by the Dental Board of California. The Dental Assisting program at the Ontario campus is provisionally approved and pending final approval. www.dbc.ca.gov (formerly COMDA)
- The Associate of Occupational Science in Health Information Technology (HIT) program at the Orange County campus is in candidacy status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) – 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800 – (312) 233-1100. www.cahiim.org
- Authorized under federal law to issue I-20s to non-immigrant, alien students who meet ACC's admissions requirements.
- Approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code.
- Member of the California Association of Private Postsecondary Schools (CAPPS). www.cappsonline.org

Statement of Ownership

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

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

The corporate address for both corporations is: 200 E. Baker St., Suite 201, Costa Mesa, CA 92626.

College History and Description

American Career College was incorporated in California on January 11, 1978, at which time 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 permanently to American Career College. In November of 2000, the Anaheim Campus 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., which purchased Atlantis Medical College in Norco, California. Subsequently, the school'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. Subsequently, in June of 2008, the Norco campus moved to its current new school facility in Ontario, California.

In 2008, American Career College expanded its level of offerings to include allied healthcare programs awarded with an Associate of Occupational Science degree.

Facilities

The American Career College Los Angeles campus occupies approximately 50,000 square feet in a three-story building. The Orange County branch campus occupies approximately 21,000 square feet in a two-story building. The Orange County Facility Expansion Building 2 occupies approximately 21,000 square feet on the second floor of a two-story building, and the Orange County Facility Expansion Building 3 occupies approximately 13,000 square feet in a one-story building. The campuses have large classrooms appropriately furnished with laboratory and instructional furniture for the type of work performed. Well-equipped, up-to-date computer labs are available for all classes and for independent study. The facilities are readily accessible for handicapped students, and both campuses are conveniently located near good public transportation and have easy freeway access.

American Career College Ontario is located at 3130 East Sedona Court in Ontario, CA 91764 and contains classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. The Ontario campus is a stand-alone, two-story building that occupies approximately 60,000 square feet. The facility is readily accessible for handicapped students. In addition to ample parking spaces, it is conveniently located near public transportation and has easy freeway access.

The Resource Centers/Libraries at all campuses are open during the day and evening to accommodate all students and offer reference sources and materials related to the college curricula. In addition, all students have access to the Library Information Resources Network (LIRN) online

library database. The LIRN Virtual Library Collection consists of an expanded academic database consisting of holdings from arts and the humanities to social sciences, science and technology.

Student Lounges are open to students, and vending machines provide a variety of snacks and refreshments. Students are encouraged to use the lounges when eating and asked to respect the rights of all students for a clean environment.

Maintaining and preserving American Career College 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. Students may consume food and beverages in the Student Lounges, which is designated for this purpose. Smoking is prohibited within the college.

Blended Learning Classrooms

Blended courses at American Career College combine traditional or face-to-face 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 opportunity 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 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. Because American Career College is aware that students may have multiple ways of learning, the sights and sounds associated with blended courses add a valuable dimension to the educational experience. Moreover, animations, graphs, charts, and slide presentations are regularly integrated into the courses.

Mission Statement/Educational Philosophy

American Career College is dedicated to the belief that all students have the right to succeed to their full potential. To meet this challenge in postsecondary education, American Career College's mission is to provide adult learners with the skills and technical knowledge needed for initial employment in entry-level positions.

American Career College's goals include, but are not limited to, providing quality educational programs that can be completed in a timely fashion and are facilitated by an outstanding faculty and staff. The programs offered at American Career College are designed to meet the needs of all communities of interest. Continual program reviews, through the assistance of advisory committees, helps to ensure that all programs are up-to-date and relevant to employers' needs.

Statement of Non-Discrimination

American Career 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 Executive Director of the campus who will provide students with procedures available in resolving complaints relating to alleged unlawful discriminatory actions.

Rehabilitation Act and Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), American Career College abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in 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 documented disability and the Disability Services Coordinator and/or

Executive Director has consulted with the student and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

American Career 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 aid or service, please contact the Student Services Office at the respective campus. Students should submit requests with supporting documentation at least two weeks prior to the beginning of the first day of classes or as soon as practical.

Officers and Key Personnel

David A. Pyle	Founder and Chief Executive Officer
Eric Chiusolo	Chief Financial Officer
Al Nederhood	President
Katherine Lee Carey, Esq.	General Counsel
Timothy Lee	Vice President of Admissions
Glenda Giles-Luick	Vice President of Human Resources
Rick Moore	Vice President of Employer Relations
Don Corvin	Assistant Vice President of Compliance
Rosie Brownlee	Regional Director of Admissions
Linda Holden	Regional Director of Career Services
Thu Pacis	Administrative Director of Core Programs

Los Angeles Campus Personnel

Administration

Rita Totten	Executive Director
Colleen Gerth	Executive Assistant
Susana Bruno	Receptionist
Christina Martinez	Receptionist
Jessica Garcia	Campus Greeter
Miguel Ruiz	Parking Greeter

Admissions

Tamra Adams	Director of Admissions
Garin Yeghiazarian	Assistant Director of Admissions/ Admissions Manager, Vocational Nursing, Evening/Weekend
Nancy Duong	Admissions Manager, Vocational Nursing, Day
Jennifer Biechele	Admissions Representative
Roland Carlos	Admissions Representative
Dinah Cortez	Admissions Representative
Melissa Guerrero	Admissions Representative
Mary Hansson	Admissions Representative
Miriam Martinez	Admissions Representative
Tiffany Moore	Admissions Representative
Gloria Moreno	Admissions Representative
Rosie Ochoa	Admissions Representative
"Liz" Jackie Granados	Admissions Representative
Chrystian Silva	Admissions Representative
Trilby Sheeser	Admissions Representative
Jackie Vasquez	Admissions Representative
Judith Eddins	Admissions Coordinator

Business Office

Alicia Suzuki	Business Manager
Jennifer Saldana	Cashier
Robert Staley	Student Billing Coordinator

Career Services

Gohar Abrahamian	Director of Career Services
Shakeh Apkarian	Assistant Director of Career Services
Alicia Lewis	Career Services Administrative Assistant
Jason Arana	Career Services Specialist
Marcy Ascencio	Career Services Specialist
Gillian Diamond	Career Services Specialist
Steven Earnhart	Career Services Specialist
Alice Hines	Career Services Specialist
Lorrie Rodriguez	Career Services Specialist
Seema Yedavalli	Career Services Specialist
Nellie Acevedo	Externship Coordinator, Dental Assisting
Teresita Mancera	Externship Coordinator, Health Claims Examiner/ Medical Biller
Sheryl Stewart	Externship Coordinator, Medical Assistant
Yakov Berdichevskiy	Externship Coordinator, Optical Dispensing
Tadeh Eyvazian	Externship Coordinator, Pharmacy Technician
Vani Sawhne	Externship Coordinator, Pharmacy Technician

Education Administration

Dr. Anoosh T. Megerian	Director of Education
Margaret Griffith	Assistant Director of Education
Starr Codd	Director of Clinical Services
Sarah McKee	Librarian /Administrative Assistant
Odetta Ayvazyan	Senior Registrar
Na'Desha Enoch	Registrar
Helen Laguatan	Registrar
Arla Bradley	Assistant Registrar

Financial Aid

Evelyn Mancuso	Senior Director of Financial Aid
Henry S. Espinoza	Assistant Director of Financial Aid
Robert Mayorquin	Student Loan Officer
Monique Lee	Student Loan Officer
Margarita Alvarado	Financial Aid Officer
Eladesma Alvarez	Financial Aid Officer

Financial Aid, continued

Michael Boscha	Financial Aid Officer
Maria Elicea	Financial Aid Officer
Lilian Escobar	Financial Aid Officer
Noune Housyan	Financial Aid Officer
Alejandra Quijada	Financial Aid Officer
Cristina Retamoza	Financial Aid Officer
Ana Singh	Financial Aid Officer
Maria Elisabeth Rodriguez	Financial Aid Liaison

Information Technology

Jason Wang	Campus IT Technician
Troy Anderson	IT Assistant

Student Services

Brenda Rodriguez	Student Services Manager
Valentina Aslanyan	Student Services Coordinator
Annabelle Vargas	Student Services Coordinator
Greg Knapp	GED Coordinator
In Young Kim	GED Tutor

Please refer to addendum to this catalog for campus faculty listings.

Orange County Campus Personnel

Administration

Timothy Vogeley	Executive Campus Director
Susana Cardenas	Executive Assistant
Audrey Mae Santos	Receptionist
Monique Beltran	Receptionist
Robin Smith	Campus Greeter

Admissions

Susan Paillet	Sr. Executive Director of Admissions
Caroline Feeney-Vega	Assistant Director of Admissions
Tatiana Thoene	Admissions Manager, Vocational Nursing
Arlene Aguilar	Admissions Representative
Elizabeth Arteaga	Admissions Representative
Adrianna Boylan	Admissions Representative
Delfina Csombor	Admissions Representative
Fran Dadsetan	Admissions Representative
Dorothy Gordillo	Admissions Representative
Lesa Marmorino	Admissions Representative
Kathy Milstead	Admissions Representative
Katherine Smith	Admissions Representative
Dora Tellez	Admissions Representative
Melissa Pouey	Admissions Representative
Elaine Serna	Admissions Coordinator
Eserelda Rodriguez-Barajas	Admissions Coordinator

Business Office

Jayson Capuno	Business Manager
Yvonne Sanchez	Cashier
Merlita Twyman	Student Billing Coordinator

Career Services

Linda Holden	Interim Director of Career Services
Mayra Arzate	Assistant Director of Career Services
Dortha Hall	Career Services Specialist

Career Services, continued

Alejandra Ochoa	Career Services Specialist
Sydne Smith	Career Services Specialist
Justine Ross	Career Services Specialist
Jessica Moore	Career Services Administrative Assistant
Debby Taylor	Externship Coordinator, Dental Assisting
Susan Parella	Externship Coordinator, Health Claims Examiner/ Medical Biller
Jennifer Soltero	Externship Coordinator, Medical Assistant
Ornella Terzoli	Externship Coordinator, Medical Assistant
Jodi Gherna	Externship Coordinator, Optical Dispensing
Caroline Meyers	Externship Coordinator, Pharmacy Technician
Regina Muhammad	Externship Coordinator, Pharmacy Technician

Education Administration

Mary Miller	Director of Education
Joy Laureano	Director of Clinical Services
Bonnie Merkel	Senior Registrar
Livier Arreola	Registrar
Monica Balderas	Registrar
Nicholas Casarez	Registrar

Financial Aid

Carmen Rincon	Director of Financial Aid
Norma Rojas	Assistant Director of Financial Aid
Patrick Lee	Student Loan Officer
Candace Bjorkman	Student Loan Officer
Jose Belloso	Financial Aid Officer
Jennifer Encinas	Financial Aid Officer
Claudia Barajas	Financial Aid Officer
Vicki Camara	Financial Aid Officer
Janette Garcia	Financial Aid Officer
Sheryl Idica	Financial Aid Officer
Pamela Riedberger	Financial Aid Officer
Mireya Espinoza	Financial Aid Liaison

Information Technology

Angel Garcia	Campus IT Technician
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Student Services

Valerie Dickson	Student Services Manager
Chandra Deveroux	Student Services Coordinator
Jessica Lee	Student Services Coordinator
Taylor Burnham	GED Coordinator
Salvador Torres	GED Tutor

Please refer to addendum to this catalog for campus faculty listings.

Ontario Campus Personnel

Administration

Scott Wardall	Executive Director
Laura Herrera	Executive Assistant
Elizabeth Acosta	Receptionist
Amanda Reyes	Receptionist
Hoikary Verdin	Campus Greeter

Admissions

Juan Tellez	Director of Admissions
Edna A. Advincula	Admissions Representative
Diego Bressant	Admissions Representative
Luz C. Camarena	Admissions Representative
Osmar Espinoza	Admissions Representative
Miriam Esteban	Admissions Representative
Kimberly Germany	Admissions Representative
Sharon Jackson	Admissions Representative
Thomas Montana, Jr.	Admissions Representative
Adrienne Russell	Admissions Representative
Jimmy Sandoval	Admissions Representative
Juanita Rivera	Admissions Coordinator

Business Office

Jeffrey Seifert	Student Billing Coordinator
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Career Services

Linda Holden	Interim Director of Career Services
Louise Melendez	Assistant Director of Career Services
Cindee Edrosa	Career Services Specialist
Deneatrice Lewis	Career Services Specialist
Jocelyn Olds-McSpadden	Career Services Specialist
Andrea Paredes	Career Services Specialist
Carolina Regla	Career Services Specialist
Consuela Cepeda-Nunez	Career Services Administrative Assistant

Career Services, continued

Juanita Diaz	Externship Coordinator, Health Claims Examiner/ Medical Biller
Luis Martinez	Externship Coordinator, Medical Assistant
Arturo Holguin	Externship Coordinator, Optical Dispensing
Kimberli Lopez	Externship Coordinator, Pharmacy Technician

Education Administration

Gary Timbs	Director of Education
Amanda Ramos	Assistant Director of Education
Maria Garduno	Administrative Assistant
Mario Medina Ortiz	Director of Clinical Services
Shannon Garcia	Registrar
Anna Melendez	Registrar

Financial Aid

Agie Madrid	Director of Financial Aid
Edith Castro	Student Loan Officer
Brenda Durante	Financial Aid Officer
Cynthia Figueroa	Financial Aid Officer
Dricena Hernandez	Financial Aid Officer
Rashinda Hutchinson	Financial Aid Officer
Melissa Pearson	Financial Aid Officer
Maritza Salazar	Financial Aid Officer
Mary Grace Salvador	Financial Aid Liaison

Information Technology

Ignacio Rivera	Campus IT Technician
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Student Services

Amanda Ramos	Student Services Manager
Beckie Glenn	Student Services Coordinator
Lisa Leggette	Student Services Coordinator
Ami Rogers	GED Coordinator
Gail Navarro	GED Tutor

Please refer to addendum to this catalog for campus faculty listings.

Hours of Operation

Office

Office hours are 8:00 AM to 8:00 PM from Monday through Thursday and 8:00 AM to 5:00 PM on Friday.

Day Classes

Day classes are typically offered in 4-hour to 6-hour sessions between 6:00 AM and 5:00 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 sessions between 4:00 PM and 10:30 PM, Monday through Thursday. Schedules vary by program. To obtain exact times for classes offered, please check with the Admissions Department prior to enrollment.

Blended Learning Classes

Students enrolled in blended courses are required to participate in online course activities as outlined in each course's syllabus.

Externship/Clinical

Externships and clinical rotations are scheduled for various timeframes Monday through Sunday, according to the needs of the specific program. Externship and clinical hours are set by the host site and will vary.

Vocational Nursing/Associate of Occupational Science 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 appropriate 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.

Student Holidays for All Programs – Year 2010

HOLIDAY	DATE(S)
New Years Day	January 1, 2010
Martin Luther King, Jr. Day	January 18, 2010
President's Day	February 15, 2010
Memorial Day	May 31, 2010
Independence Day	July 5, 2010
Labor Day	September 6, 2010
Thanksgiving Day & Day After	November 25 & 26, 2010
Winter Recess	December 18, 2010 – January 2, 2011
(Winter Recess does not apply to VN program and may not apply to externships or clinical rotations)	

ADMISSIONS CRITERIA

Pursuant to the mission of the institution, American Career College desires to admit students who possess the appropriate credentials and have demonstrated capacity or potential indicating a reasonable probability of successfully completing the educational programs offered by the College. To that end, the College will evaluate all students and make admissions decisions on an individual basis following the admission policies set forth.

Students should apply for admission as soon as possible to be officially accepted for a specific program and starting date. Applicants' families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions. Please see addendum to this catalog for scheduled start dates.

Students must complete the admissions process and be in attendance on the first day of class for all programs except Vocational Nursing and Associate of Occupational Science degree programs. Students who fail to complete the admissions process and attend the first day will be required to reschedule to another start date.

Students applying for admission to the Vocational Nursing program or an Associate of Occupational Science degree program should complete the admissions process and be in attendance on the first day of the courses offered; however, applicants may be allowed to complete the admission process and begin no later than the fifth business day following the first day of class.

Admissions Policy for Applicants with Felony Convictions

American Career 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 representative and they can provide further assistance.

General Admission Policies

Listed below are the specific requirements and procedures that American Career College has established for admission to the College:

- Students are required to visit American Career College prior to enrollment so that they may obtain a better understanding of the College and view its facilities and equipment.
- All applicants are required to complete an application form and engage in a personal interview with an Admissions Representative.
- All applicants must take and pass a standardized entrance exam.
- All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).
- 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 Representative.**

High School Graduates or the Equivalent

- An applicant who is a high school graduate or the equivalent must provide acceptable proof of high school graduation or equivalency, as follows:
 - Applicants enrolling in the Vocational Nursing (VN) program or Associate of Occupational Science degree programs must provide a copy of their high school diploma, transcripts, or a copy of their GED **prior** to official acceptance. Students enrolling in these programs will not be allowed to start classes until acceptable documentation is provided.
 - Applicants enrolling in the Pharmacy Technician, Dental Assisting, Health Claims Examiner/Medical Biller, Medical Assistant, Optical Dispensing, or Massage Therapy programs must provide a copy of their high school diploma, transcripts, or a copy of their GED within 30 days of enrollment.
 - 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).
- All applicants who are high school graduates or the equivalent must take and pass a standardized entrance exam.
 - Applicants who fail the entrance exam must wait a minimum of 7 calendar days prior to retaking an alternate version of the exam**.
 - In the event an applicant fails both versions of the CPAt exam, the Wonderlic exam will be administered a minimum of 7 days from the last attempt.
 - If an applicant fails all versions of the exams (CPAt and Wonderlic), he/she must wait a minimum of 30 days from the last attempt prior to retesting for admission into the school.
 - Passing standard entrance exam scores for all programs are valid for five years; however, if a student drops from a program and then re-enters the same program or a different program within five years, the re-entering student may be required to retest depending on the minimum testing requirements at the time of re-entry, ability to provide the previous test results, etc.
 - Some programs may have additional or different testing requirements. Please read the information provided for specific programs below.

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

CPAt Examination	Minimum Score
Dental Assisting	120
Health Claims Examiner/Medical Biller	120
Massage Therapy	120
Medical Assistant	120
Optical Dispensing	120
Pharmacy Technician	125
Associate of Occupational Science in Health Information Technology	150
Associate of Occupational Science in Respiratory Therapy	150
Associate of Occupational Science in Surgical Technology	150
Vocational Nursing	160

Wonderlic Basic Examination	Minimum Score
Verbal	200
Quantitative	210
Wonderlic Examination (Associate Degree & Vocational Nursing Programs **)	
Students must achieve a 12th grade equivalency passing score as defined by Wonderlic.	

Ability-to-Benefit Students

Ability-to-Benefit (ATB) students are those who do not possess a high school diploma, GED, or recognized equivalent, are beyond the California State age of compulsory school attendance, and have achieved minimum passing scores on the Wonderlic test as established by the United States Department of Education. Tests are administered by an independent test proctor and are scored by the test publisher. ATB students may not enroll until passing scores have been received by the College. All ATB students will undergo pre-admission advising prior to acceptance.

An applicant who is not a high school graduate or the equivalent may apply for enrollment in the Dental Assisting, Health Claims Examiner/Medical Biller, Medical Assistant, Optical Dispensing, or Massage Therapy programs only.

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

Additional Admission Requirements for the Vocational Nursing Program

- Applicants enrolling in the Vocational Nursing program must pay a \$75.00 tuition deposit upon enrollment.
- Applicants enrolling in the Vocational Nursing program must provide a copy of their high school diploma, transcripts, or a copy of their GED **prior to** official acceptance. Students enrolling in this program will not be allowed to start classes until acceptable documentation is provided.
- Vocational Nursing applicants will be required to take and pass the HESI entrance examination in **addition** to passing a standardized entrance exam.
 - VN program applicants must score a minimum of 70% on the HESI exam.
 - Applicants are allowed two attempts on the HESI exam. If the applicant does not pass the HESI exam on those two attempts, he/she may re-apply to the program three months subsequent to the date of the last failed HESI exam attempt and is allowed two attempts on the HESI exam at that time.

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- Candidates applying 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 candidate 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 or externship placement situations.
 - Vocational Nursing 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 commencement of the clinical experience.
 - Alternates will be assigned a number according to the enrollment date and time.
 - In the event that the alternate number becomes available and providing that the alternate is maintaining satisfactory progress as well as complying with all vocational nursing and school policies and procedures, the alternate will then be granted “actual enrollment” status.
 - If an alternate’s number does not become available prior to commencement of scheduled clinical experience, the alternate will not be allowed to remain in that class. They will be cancelled and all monies will be refunded and will be offered a seat in the next available class, providing that the alternate is maintaining satisfactory progress as well as complying with all Vocational Nursing and school policies and procedures.

Additional Admission Requirements for the AOS Surgical Technology Program

- Applicants enrolling in the Surgical Technology program must pay a \$75.00 tuition deposit upon enrollment. Applicants enrolling in the Surgical Technology program must provide a copy of their high school diploma, transcripts, or a copy of their GED **prior to** official acceptance. Students enrolling in this program will not be allowed to start classes until acceptable documentation is provided.
- Candidates applying to the Surgical Technology program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the candidate during the admissions interview.
- Health screening examinations, pathology tests (if applicable), drug testing and/or immunizations for the Associate of Occupational Science Degree programs are conducted on campus prior to clinical assignments.

Additional Admission Requirements for the AOS Respiratory Therapy Program

- Applicants enrolling in the Respiratory Therapy program must pay a \$250.00 tuition deposit upon enrollment.
- Applicants enrolling in the Respiratory Therapy program must provide a copy of their high school diploma, transcripts, or a copy of their GED **prior to** official acceptance. Students enrolling in this program will not be allowed to start classes until acceptable documentation is provided.
- Candidates applying to the Respiratory Therapy program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the candidate during the admissions interview.
- Respiratory Therapy program applicants are allowed one attempt on the CPAt entrance exam with a minimum score of 150.
- Respiratory Therapy applicants will be required to take and pass the HESI entrance examination in **addition** to passing a standardized entrance exam on the first attempt.
 - Respiratory Therapy program applicants must score a minimum of 70% on the HESI exam.
 - Applicants are allowed two attempts on the HESI exam. If the applicant does not pass the HESI exam on those two attempts, he/she may re-apply to the program three

months subsequent to the date of the last failed HESI exam attempt and is allowed two attempts on the HESI exam at that time.

- The CPAt and HESI scores will be combined, and the applicant will be placed in a candidate pool ranked according to their combined test score first and then by enrollment date if identical scores exist among the candidates in the pool.
- Applicants will be notified of their status in the candidate pool within 30 days of the pool being closed or within 45 days of the class start date, whichever comes first.
- Applicants who are not accepted for the current class can elect to be placed in the candidate pool for up to the next two class starts, ranked in the pool according to their initial combined test score.
- If an applicant is not accepted within three successive candidate pools for three consecutive class starts, the application will be denied.
- If an application is denied or an applicant voluntarily withdraws their application, the \$250.00 tuition deposit will be refunded to the applicant.
- Health screening examinations, pathology tests (if applicable), drug testing and/or immunizations for the Associate of Occupational Science Degree programs are conducted on campus prior to clinical assignments.

Students who are taking blended learning 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 courses;
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access (See Below):

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

Note: SPCH 142, Oral Communication, requires the student to capture digital video through a webcam.

Microsoft Windows:

Minimum System Requirements

- Windows XP, Vista
- 64 MB RAM
- 28.8K modem (56K recommended)
- Sound Card and Speakers

At least one of the following browsers with Java enabled:

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

Macintosh OS:

Minimum System Requirements

- MacOS 9.1 and OS X
- 128 MB RAM
- 28.8K modem (56K recommended)
- Sound Card and Speakers

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

- Netscape Communicator 6.2
- Netscape Communicator 7.1
- Firefox 2.0
- Firefox 3.0

Other functionality:

- Windows Media Player (latest version)
- Macromedia Flash Player
- Macromedia Shockwave Player

Other functionality:

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

English as a Second Language (ESL) Instruction

American Career College does not offer ESL instruction. Students must be able to read, write, speak, understand and communicate in English.

Admission of Foreign Students on an M-1 Visa

This school is authorized under federal law to enroll nonimmigrant students.

Credit for Previous Training

The Program Director will evaluate previous education and training that may be applicable to an educational program offered at American Career College. Students applying for advanced standing must submit official transcripts to the college for review prior to beginning their training. Credit may be given if the education and/or training were 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 grade of C or 70 percent (75 percent for Vocational Nursing) or better was attained. Any coursework to be considered for credit in any program must have been completed within the previous five years. Students may be required to demonstrate competency in requested transfer training courses. Transfer credits are not used in determining grade point averages (GPAs). Recognition of credits earned at another postsecondary institution is limited to no more than 50 percent of the total hours required for completion of a designated program.

The institution 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.

Associate of Occupational Science Degree Programs

Any students petitioning for transfer credit must submit a sealed transcript from the originating college prior to the first day of the first quarter in which the student commences their education at American Career College. If official transcripts are not received within this time frame, credit may not be awarded for prior coursework. Only official transcripts will be accepted for transfer credit evaluation, and any coursework to be considered for credit in any degree program must have been completed within the previous five years. Additionally, if the course for which transfer credit has been requested is offered in the first quarter of the program, the student must attend the course until official transcripts are evaluated and approved by American Career College. Accordingly, tuition will be adjusted and/or credit applied to the student's account. Please note that copies of course descriptions, school catalogs, and course syllabi may also be required for evaluation purposes.

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.

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 an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution 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 this institution 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.

Articulation Agreements

American Career College does not currently have articulation agreements with other institutions.

ACADEMIC POLICIES AND INFORMATION

Attendance Policy

American Career 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. Attendance is recorded on a daily basis and excellent attendance may enhance a student's employability.

Students are encouraged to schedule medical, dental and personal appointments before or after school hours and should notify the instructor or Program Director if they plan to be tardy or absent. However, a student will still be counted as absent or tardy if they miss class due to medical, dental, personal or legal appointments.

American Career College does not permit students to make up absences that accrue on their attendance record. However, students must make up absences that occur during externship or clinical experiences to ensure that the required practicum hours are completed prior to graduation.

Military Service

Students who are required to participate in military duties and are absent from all of their scheduled classes for 10 consecutive school days will not be terminated from their training program. Students must provide the Program Director with written documentation verifying the required military leave and length of time requested.

Diploma Programs

To maintain satisfactory attendance in a diploma program, students will be warned and counseled if they are absent more than 20 percent of their module. Students who have been absent from all of their scheduled classes for 10 consecutive class days, excluding school holidays, will be terminated from the training program.

If students are absent for 50 percent or more of a module, the student will be notified that they have failed the current module and will be placed on academic probation for the subsequent module. Students on probation must demonstrate improved attendance and pass the probationary module to prevent termination from the training program.

Associate of Occupational Science Degree Programs

To maintain satisfactory attendance in a degree program, students will be warned and counseled if they are absent for more than 20 percent of a course. Students who have been absent from all of their courses for 14 consecutive calendar days, excluding school holidays, will be terminated from the training program. If students are absent for 50 percent or more of a course, the student will be notified that they have failed the current course and may be placed on academic probation. Students will be required to repeat the failed course. All clinical hours missed must be made up.

Blended Courses

Students taking blended courses must submit at least one gradable activity per class every 'class week.' The 'class week' corresponds to the week between the on-campus meeting times (i.e., if on-campus portion meets on Tuesdays, the coordinating online portion begins that same Tuesday and ends the following Monday at 11:59 PM PST). A gradable activity includes, but is not limited to, the posting of a threaded discussion question, electronic submission of any course assignment to the 'drop box', electronic submission of a test / exam (if applicable), or any other course related activity that is graded.

Note: The attendance policy stated in this catalog is a minimum policy. Individual programs may require stricter attendance to help ensure that the student meets the program requirements, and in some cases, attendance will reflect upon a student's grade in the program. Please refer to the respective Student Handbook or syllabi for specific program requirements.

Tardiness/Early Departure

Students who arrive for class after the scheduled start time will receive a tardy on their attendance record. Students who depart from class before the scheduled completion time will receive an early departure on their attendance record. Excessive tardiness and/or early departures may lead to probation or dismissal from school. Students who miss more than 50 percent of the daily scheduled class will be considered absent from class and marked absent on their official attendance record.

Make-Up Work Assignments

Students are required to make up all assignments and work missed as a result of absences. The instructor may assign additional outside make-up work to be completed for each absence. Arrangements to take tests and/or quizzes missed because of an absence or tardy can only be made

with the instructor's approval. Hours of make-up work cannot be accepted as hours of class attendance.

Note: Policies regarding make-up work assignments may vary by program. Please refer to the respective Student Handbook or course syllabi for specific program requirements.

Externship and Clinical Rotations

Externship and clinical experience 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 training 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 rotations:

1. Students are expected to meet all host site requirements.
2. Site assignments are final and non-negotiable, and if a student refuses a clinical or externship site assignment, he/she may be terminated from the program.
3. Students are expected to travel to externship or clinical sites regardless of distance.
4. Site locations within a specified mile radius from the campus or from a student's home cannot be guaranteed.
5. The school reserves the right to re-assign site locations as needed to meet the requirements of the applicable educational program.
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 rotation can range from 8 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 training site, they are required to notify their designated supervisor and the applicable college staff member.
9. Students must make up absences that occur during clinical or externship training to ensure that the required hours are completed prior to the end of the scheduled period.
10. Upon successful completion of all classroom requirements, students enrolled in a program that requires an externship are expected to immediately begin that portion of their program.
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 rotation.

Fair Practice Standards for Clinical Work Agreements and Externship Experiences

American Career College understands the clinical rotation and externship experience to be critical, essential and invaluable portions of our students' training. Clinical rotations and externship experiences are natural and logical continuums of their education. As such, we have adopted this policy to ensure that students get the maximum educational value and benefit from their clinical rotations and externships.

1. American Career College's students are not to be paid for any of the activities they perform during their clinical rotations or externships.
2. Clinical affiliate and externship sites utilized by American Career College are not to reduce their personnel as a result of the acceptance to host our students.

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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 rotation or externship session hours.

Leave of Absence

Occasionally, circumstances arise that require students to interrupt their training. Depending on the situation and length of time, students may be granted a leave of absence (LOA); however, an LOA will not be granted during the first module or quarter of study. Because of class size limitations in the Vocational Nursing program, at the discretion of the VN Program Director and Executive Director, LOAs may also be denied in the second quarter of that program. Students who find it necessary to take an LOA must submit a written request and obtain a preliminary approval in writing from the Program Director and a final approval in writing from the Executive Director. The request must outline the extenuating circumstances and duration of the LOA. An LOA may not exceed 180 calendar days within a continuous 12-month period. If students do not return from an LOA on the scheduled return date and no prior arrangements have been made, he/she will be withdrawn from the College. Examples of extenuating circumstances include: Military Duty; Illness / Death in the family; maternity; or other mitigating circumstances as approved by the College.

For students in Associate of Occupational Science degree programs, the following additional conditions apply:

- An LOA effective date must coincide with a quarter start date and must follow a completed quarter.
- A degree student cannot begin or return from an LOA while a quarter is in progress.
- The maximum time for which a student will be granted an LOA is two full quarters (140 days).
- If a student has an incomplete at the end of a quarter for a class that is a prerequisite for the new quarter and subsequently fails the class in the incomplete timeframe, the student must be dropped or may request an LOA for the entire quarter and no credit will be given for the days attended.

Grading System

The progress and quality of students' work is measured by a system of letter grades and grade percentages as shown below. Progress reports are issued to students at the completion of each course. Grades are based on the quality of work as shown by learning deliverables as indicated on the course syllabus.

For degree programs, earned quality points are calculated for each course by multiplying the grade point value for the grade received for the course by the credit hour value of the course. For example, a 4-credit course with a grade of B would earn 12 quality points credit value of course (4) multiplied by grade point value of B (3). The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total attempted credits.

Courses that are given "PASS/FAIL" grades are not counted towards the student's GPA, but are considered in the program's maximum timeframe.

All Programs <u>Except</u> Vocational Nursing		
Grade	Percentage	Point Value
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60/FAIL	1
F	59-0 /FAIL	0
P	PASS	N/A
CH	Challenge Credit	N/A
I	Incomplete	N/A
R	Repeat/Replace	N/A
S	Sit-In or Audit	N/A
W	Withdraw	N/A
TC	Transfer Credit	N/A

Vocational Nursing		
Grade	Percentage	Point Value
A	100-90	4
B	89-80	3
C	79-75	2
F	74-0 /FAIL	0
P	PASS	N/A
CH	Challenge Credit	N/A
I	Incomplete	N/A
R	Repeat/Replace	N/A
S	Sit-In or Audit	N/A
W	Withdraw	N/A
TC	Transfer Credit	N/A

Incomplete Grades

An "incomplete" cannot be given as a final grade. However, at the end of a course, module or quarter, students may, with the instructor's approval, be granted a maximum extension of 14 calendar days to complete the required class work, clinical hours, assignments, and/or tests. If students do not complete the required class work, clinical hours, assignments and/or tests within the extension period, they will receive a failing grade of "F" or "zero" for the course, module or quarter. The "F" or "zero" will be averaged in with the student's other grades to determine GPA and the failed course, module or quarter must be repeated. If the course for which an "I" grade is received is a prerequisite to a subsequent course, the student will be terminated from the subsequent course if the prerequisite course is not completed satisfactorily.

Repeat Policy

Students who receive a failing grade (**below a “C”**) must repeat that specific course or module. When students repeat a failed course or module, the grade received is used to calculate the cumulative GPA, but both the original and repeated 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.

Students WILL be charged for repeated courses; however those students who successfully complete the program will be charged a maximum of the contracted program price. (Thus, if a student repeats a couple courses, but still graduates, s/he will only be charged the original tuition on their Enrollment Agreement.)

Maximum Program Completion Time

Diploma Programs

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 150 percent of the normal time frame. American Career College defines the normal time frame as the number of clock hours it would take a student to complete the total program credit hours/units according to the enrollment agreement. For example, if the published length of a diploma program consists of 1,000 clock hours, the maximum number of clock hours which the student can attempt in the program is 1,500 clock hours (150%). If students exceed the maximum allowable program length or do not progress at a sufficient rate, they will be terminated from their training program. Probationary status is not allowed.

Associate of Occupational Science Degree Programs

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their degree program of study. For example, if the published length of an Associate Degree program consists of 90 quarter credits of instruction, the maximum credits which the student can attempt in the program is 135 quarter credits (150%). If students exceed the maximum allowable program length or do not progress at a sufficient rate, they will be terminated from their training program. Probationary status is not allowed.

Satisfactory Academic Progress Requirements

Diploma Programs

Students' progress will be measured at the end of each module or quarter, at which time students must meet satisfactory academic progress. In order to maintain satisfactory academic progress, students must:

- Achieve a grade of at least 70 percent (on a scale of 0-100 percent) for each module or quarter attempted; at least 75 percent for each quarter in the Vocational Nursing program;
- Progress at a satisfactory rate toward completion of their programs;
- And complete the training programs within 150 percent of the published program lengths (See Maximum Completion Time).

Associate of Occupational Science Degree Students

Students' academic progress will be measured at the end of each 10-week quarter. In order to maintain satisfactory academic progress, students must:

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- Maintain a cumulative grade point average (CGPA) of at least 2.0 (on a standard 4.0 scale) at the end of each quarter;
 - Progress at a satisfactory rate toward completion of their program;
 - Complete the program within 150% of the published length of the program (See Maximum Completion Time).

Academic Probation

All Diploma Programs except Vocational Nursing

The probationary period covers the module that starts immediately after students have been placed on academic probation. Students remain eligible for financial aid during this period. They are required to repeat the failed module during the probationary period unless the module is not offered at that time. In that case, the failed module must be repeated at the earliest possible date.

If students achieve a grade of at least 70 percent for their probationary period (module), the probationary status is removed. Students who do not achieve a grade of 70 percent have failed to maintain satisfactory academic progress and will be withdrawn from training by the college.

A student who has been terminated for failing to maintain satisfactory academic progress may initiate the student appeal process in order to be reinstated into the training program. However, if the appeal is granted, the student will not be eligible for financial aid during the reinstatement module. If the student achieves the minimum grade of 70 percent for the reinstatement module, the student will be considered to be making satisfactory academic progress and will reestablish financial aid eligibility.

Vocational Nursing Program

Satisfactory academic progress for the Vocational Nursing (VN) program is measured at the end of each Course (ie VN100). If a student does not achieve the minimum grade required for any course, 75 percent or higher, the student will be placed on academic probation and referred to the Director of Nursing for an action/remediation plan. A student is considered to be making satisfactory academic progress while on academic probation. The student must then repeat and pass the failed course with the minimum grade required 75 percent or higher, before progressing to the next course. VN courses may only be repeated once and a maximum of two courses may be repeated. If a student does not achieve the minimum grade required in the repeated course, the student will be withdrawn from training by the college.

Students who have been terminated for failing to maintain satisfactory academic progress may initiate the student appeal process in order to be reinstated into the program. However, if the appeal is granted, students will not be eligible for financial aid during the reinstatement course. If students achieve the minimum grade required for the reinstatement course (75 percent or higher), they will be considered to be making satisfactory academic progress and will reestablish financial aid eligibility.

Associate of Occupational Science Degree Programs: Academic Warning, Probation and Dismissal

At the end of each quarter after grades have been posted, each student's CGPA and rate of progress are reviewed to determine whether the student has met the above requirements of satisfactory academic progress. Students will be placed on Warning the first quarter in which the CGPA or the rate of progress falls below the values specified above. At the end of the next quarter the student will be removed from Warning and returned to regular status if they meet or exceed the minimum standards of satisfactory academic progress. During the Warning period, students remain eligible for financial aid. Students on Warning must participate in academic advising as deemed necessary by the College as a condition of their academic monitoring.

Students will be placed on Probation at the end of the next quarter of monitoring, if they continue to fall below the specified requirements of satisfactory academic progress. A student who raises their CGPA at or above the minimum standards of satisfactory academic progress will be removed from Probation and returned to regular status. During the Probation period, students remain eligible for financial aid. Students on Probation must participate in academic advising as deemed necessary by the College as a condition of their academic monitoring.

Students will be dismissed at the end of the next quarter of monitoring, if they fail to meet the minimum CGPA at the time of evaluation. If at any point it can be determined that it is mathematically impossible for the student to meet the minimum requirements, the student will be dismissed from the College.

Mitigating Circumstances

For circumstances of poor health, family crisis, or other significant occurrences outside of the student's control, the student must follow the student appeals process. These circumstances must be documented by the student to demonstrate that they had an adverse impact on the student's performance.

Student Appeal Process

Students have the right to appeal decisions made and policies enforced by the school. Students must initiate the process by submitting a written appeal to the Program Director. American Career College's Appeal Committee will review the student's appeal. Appeal considerations will be based on the student's overall attendance record, academic progress, professional development, instructors' recommendations, and, if applicable, the circumstances surrounding the occurrences that resulted in excessive absences or failure to maintain satisfactory academic progress.

Students will be notified of the Appeal Committee's decision in writing within 14 calendar days from the date that the appeal was submitted. Students will not be entitled to appeal if they are terminated for exceeding the maximum program completion time.

Program Measurement

American Career College measures its programs in quarter credit hours/units to allow for comparison with other postsecondary institutions and clock hours to allow measurement of the programs on this basis where required.

Quarter credit hours/units are defined as follows:

- For lecture classes, one-quarter credit hour/unit is equal to 10 clock hours.
- For laboratory classes, one-quarter credit hour/unit is equal to 20 clock hours.
- For externship work experience, one-quarter credit hour/unit is equal to 30 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.

Residency Requirement

Residency is defined as coursework completed at American Career College, (does not include transfer or challenge credit). A minimum of 50% of credit units must be completed in residence.

Required Study Time

Outside study, apart from regular classroom activities, is required to complete the class assignments. The amount of time spent for outside studying 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 assignments at the designated time.

Non-Credit, Remedial Coursework

Unless auditing classes, students enrolled at American Career College are not offered non-credit or remedial coursework.

Audit Status for Active Students

Students may request to audit a course or module under any of the following circumstances:

- Change in session: A student may audit a course or module in the current session until the appropriate session is available.
- Repeating a failed course or module: A student may audit a course or module that he/she would already have taken if the failed course or module is not immediately available to repeat.

While the student is in audit status:

- No academic credit will be earned during this period;
- No charges will be incurred;
- The attendance policy will be enforced;
- And the total time a student audits a class is not included towards their maximum completion time frame of 150 percent of the normal program length.

The ability to audit a course or module is on a seat-availability basis and is at the discretion of the college.

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 working world in their respective career field and to augment classroom instruction. Guest lectures and speakers may be scheduled to reinforce classroom training.

Pregnancy

Pregnant applicants enrolling in the Dental Assisting program and students who become pregnant during their program must obtain written authorization from their attending physician to produce radiographic images by use of x-radiation. Pregnant students who have obtained a written authorization from their attending physician and who are enrolled in the Dental Assisting program 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). Applicants who are pregnant at the time of enrollment must provide authorization from their attending physician prior to starting the program.

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

Withdrawal from the College

Students who wish to withdraw from their training program should contact the Program Director. All students who withdraw are requested to meet with the Financial Aid Director. Regardless of the circumstances of withdrawal or the date of notification to the college, the official withdrawal date is the last date on which a student attended classes.

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 school's attendance policy
- Failure to comply with the school's conduct policy
- Failure to meet financial obligations to the school
- Failure to fully comply with program, clinical and/or externship requirements
- Violation of any of the conditions as set forth and agreed to in the Enrollment Agreement

Reentering Students

Students wishing to reenter will be required to appeal for readmission, and this appeal must be approved by the Academic Review Committee and/or other staff as deemed appropriate by American Career College. Reentering students may be required to complete competency testing to determine their ability level before being approved for reentry. Students may be required to repeat previous courses for which they received credit if they cannot demonstrate competency. These courses will 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 reenter the college is on a seat availability basis.

Maximum Students in a Typical Classroom

The number of students in a typical classroom lecture setting ranges from approximately 40 to 75 students. The number of students in a typical laboratory practical application setting ranges from approximately 30 to 40 students. Number of students in a classroom may also vary based on programmatic requirements.

Program Changes/Policy Guidelines

American Career College has the right, at its discretion, to make reasonable changes in program content, materials and equipment as it deems necessary in the interest of improving the students' educational experience. American Career College reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. When size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. When ongoing federal, state, accreditation, or professional changes occur which affect students currently in attendance, American Career College is required to make appropriate changes.

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 Director of Financial Aid before a program transfer may be granted.

Dress Code

Students are expected to maintain a neat clean appearance during class time, as they will in their future roles and positions in the community. Employers may visit the college to interview students for

jobs and to give guest lectures, so it is important that the student body convey a professional image at all times. Because a variety of business and industrial 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 expected to wear their designated uniforms whenever they are in attendance.

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

General Graduation Requirements

To be eligible for graduation and to receive a Diploma or Associate of Occupational Science Degree, a student must:

- Pass all modules or courses;
- Complete all required clinical and externship training hours, if applicable, and meet all objectives evidenced by satisfactory evaluations;
- Complete the program within 1.5 times the normal program length;
- Make satisfactory arrangements for all financial obligations to the college and attend all graduate/financial aid exit interviews;
- Pass the program's exit examination, where applicable.

State and National Board Examinations

State and national licensing and/or certification and registration examinations or processes are the student's responsibility. American Career 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.

Licensure/Certification Requirements

Graduates who wish to become:

Registered Dental Assistants: Although not required to work as a Dental Assistant in California, you may seek to become an RDA. To do so, you must successfully pass a hands-on practical examination performed on a typodont and successfully pass a State computerized written examination through the Dental Board of California.

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

Certified Massage Therapists: Although it is not required to be certified to practice in California, you may wish to seek 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' in their professional title. Most localities will require municipal licensing to practice, but it varies by city.

Certified Medical Assistants: Although not required to work as a Medical Assistant in California, you may seek to become a CMA. To do so, you must follow the guidelines through the National Center for Competency Testing (NCCT) or the American

Association of Medical Assistants (AAMA).

Certified Dispensing
Opticians and/or
Contact Lens
Technicians:

Although not required to work as a Dispensing Optician in California, you may seek to become certified. To do so, you must pass voluntary certification examinations through the American Board of Opticianry (ABO) and/or the National Contact Lens Examiners (NCLE).

Pharmacy Technicians:

To work as a pharmacy technician in California, you 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).

Registered Health
Information Technician

Although not required to work as a Health Information Technician in California, you may seek to become an RHIT. To do so, you must pass the Commission on Certification for Health Informatics and Information Management (CCHIIM) examination. To be eligible for this exam, you must graduate from a CAHIIM-accredited program. The HIT program at American Career College is in Candidacy Status, but is **not** currently accredited by CAHIIM.

Certified Respiratory
Therapist:

In order to work as a Respiratory Therapist, you must pass the Certified Respiratory Therapist licensure examination administered by the National Board for Respiratory Care (NBRC).

Certified Surgical
Technologist:

Although not required to work as a Surgical Technologist in California, you may choose to seek certification. To do so, you must pass the National Board of Surgical Technology and Surgical Assisting (NBSTSA) national Certified Surgical Technologist examination.

Programs Preparing Graduates for a Field Requiring Licensure

Under California law, American Career 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 Representative 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.

Licensed Vocational Nurses:

- Be at least 17 years old; and
- Be a graduate from an Accredited **High School or acceptable equivalent (furnish proof)**; and
- Successful completion of a California Accredited Vocational Nursing Program. Contact your 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 the State of California you must submit an application fee of \$75.00 with the required forms to the Board of Vocational Nurse and Psychiatric Technician (BVNPT). One of these forms is called a "Record of Conviction". If you have any questions regarding this form you will need to speak with a Board representative.
- You will need to be fingerprinted for the Department of Justice and FBI to process the fingerprint card, which costs \$76.00. This process will take place during the last week of the program.
- 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). The fee to register by mail is \$200.00. 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 of \$150.00.
- For further information on becoming registered you may go to the Board of Vocational Nursing and Psychiatric Technicians website at <http://www.bvnpt.ca.gov/>
- Graduates must satisfy **all** requirements for certification **at the time** of Application.

Pharmacy Technicians

- Be at least 18 years of age; and
- Be a graduate from an approved **High School or acceptable equivalent**; and
- Graduate from a **Pharmacy Technician Program** approved by the Board of Pharmacy and accredited by the American Society of Health –System Pharmacists (ASHP). 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.**
- If you have ever been convicted or pled no contest to a violation of any law of a foreign country, the United States or any state laws or local ordinances, including all misdemeanor and felony convictions, regardless of the age of the conviction (including sealed records), and any traffic violation of \$500 or more, your application will most likely be **delayed** or may be **denied**; however, there is no written standard regarding automatic denial for any past offences.
- For more information on the process for becoming registered may be obtained on the California State Board of Pharmacy website, <http://www.pharmacy.ca.gov> .
- Graduates must satisfy all requirements for registration/licensure **at the time** of Application.

Certified

- Be a graduate from an Accredited **High School or acceptable equivalent**

Respiratory Therapist

(furnish proof);

- Successful completion of a Respiratory Care Program, with a minimum of an associate degree, Accredited by the Committee on Accreditation for Respiratory Care (CoARC).
- Completion the required application forms;
- Complete the Live Scan Fingerprinting Service. (*Live Scan is inkless electronic fingerprinting. The fingerprints are electronically transmitted to the Department of Justice (DOJ/FBI) for completion of a criminal record check.*) **The State of California will likely deny you registration if you have a felony conviction.**
- If you have ever been convicted or pled no contest to a violation of any law of a foreign country, the United States or any state laws or local ordinances, including all misdemeanor and felony convictions, regardless of the age of the conviction (including sealed records), and any traffic violation of \$500 or more, your application will most likely be **delayed** for up to three years or may be **denied**; however, there is no written standard regarding automatic denial for any past offences.
- Pass the Certified Respiratory Therapy (CRT) exam.
- 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.

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.

Conduct Policy

At all times when on school premises, students shall conduct themselves in an orderly and considerate manner and shall appear for classes in a coherent and receptive condition. Disruptive behavior, including but not limited to cheating, harassment, fighting, use of profanity, and stealing is not acceptable and may lead to probation, suspension or dismissal from American Career College. Use of cell phones is not permitted during any class or lab sessions and should be kept to a minimum while on campus. In addition, children or other visitors are not allowed in class or on campus at any time.

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

Academic Honor Code

Academic honesty, integrity, and ethics are required of all members of the American Career 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 ACC. They are the foundation for ethical behavior in the workplace.

The general public, as well as professional organizations and accrediting bodies, hold individuals in the healthcare industry to a high standard and expect us to monitor the professional behavior of our colleagues. As future healthcare professionals, students at American Career College have a responsibility to follow this model and guide their actions to serve in the best interest of their fellow students, faculty and those they will care for as patients by maintaining the highest degree of personal and professional integrity. Students need to remain cognizant of the fact that they are representative

of their profession in and out of the academic environment. Therefore, allegations of misconduct by any American Career College student will be taken very seriously.

Academic integrity requires that work for which students receive credit be entirely 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 institution or attempts to gain an unfair advantage over others. The following list includes some examples of Honor Code violations; the list is not intended to be exhaustive.

1. Cheating
 - a. Using unauthorized materials such as books, notes, cell phone or PDA accessories or crib sheets to answer examination questions
 - b. Taking advantage of information considered unauthorized by one's instructor regarding examination questions
 - c. Copying another student's homework, written assignments, examination answers, electronic media, or other data
 - d. Assisting or allowing someone else to cheat
 - e. Failure to report cheating to an academic official of the College
2. Plagiarism
 - a. Representing the ideas, expressions, or materials of another without due credit
 - b. Paraphrasing or condensing ideas from another person's work without proper citation
 - c. Failing to document direct quotations and paraphrases with proper citation
3. Other forms of academic dishonesty
 - a. Fraud, deception, and the alteration of grades or official records
 - b. Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research
 - c. Purchasing and submitting written assignments, homework, or examinations
 - d. Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer
 - e. Submitting work created for another course without instructor approval
 - f. Misrepresenting oneself or one's circumstance to gain an unfair advantage
 - g. Collaborating with another person(s) without instructor approval
 - h. Selling or providing term papers, course work, or assignments to other students

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

1. Failure of the assignment
2. Failure of the course
3. Expulsion from the College
4. Rescinding 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 is a corrosive force in the academic life of a college. It jeopardizes the quality of education provided and depreciates the genuine achievements of others. It is the responsibility of all members of the campus community to actively deter it. Apathy or ignoring the presence of academic dishonesty is not acceptable. This type of response (or lack of) from students, faculty or staff members will reinforce, perpetuate, and enlarge the scope of such misconduct. Further, ignorance of the College's Honor Code is not a valid excuse for prohibited conduct. We are all responsible for knowing, and living, the Honor Code.

All members of the College community, students, faculty, and staff share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

No Weapons Policy

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

Drug and Alcohol Abuse Prevention

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 Executive Director, Program Director or Student Services Manager for referrals. All referrals will be kept confidential. Information on drug abuse prevention is available at the college for all students and employees.

American Career College adheres to the following clear prohibitions regarding drugs and alcohol:

1. Students may not possess or be under the influence of alcohol while in clinical or classroom settings.
2. Students may not be under the influence of drugs, i.e. controlled substances, or prescription drugs, when there is the possibility that such use may impair the student's ability to safely perform patient care or impair the learning in a classroom setting.
3. Students may not be involved in the illegal possession, distribution, sale, diversion or purchase of a controlled substance.
4. Faculty are obligated to take immediate action if a student involved in the school program is suspected, based on inappropriate conduct, physical symptoms, or other indicators, of being under the influence of drugs or alcohol.

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 will be submitted in writing to the Director of Education who will determine the action to be taken. If the Director of Education 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 Director of Education 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 of the school program (or Executive Director 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.

Security and Safety

Students are responsible for their own security and safety and must be considerate of the security and safety of others. The school 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 Program Director or any other college employee if such managers are not available. 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 deemed appropriate. Students are encouraged to promptly and accurately report all emergencies to college officials.

Health Safety Requirements

American Career College strives to provide its students with a secure and safe environment. Classroom and laboratories comply with the requirements of the various regulatory agencies.

American Career College students are required to complete certain health and safety requirements according to individual program needs. Because many students at ACC 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 requirements that must be met prior to the first day of the clinical class.

The designated academic administrator for each applicable program will be responsible for tracking and maintaining clinical health and safety requirements and ensuring that students meet the specific program requirements. Documents submitted by the student as proof that these requirements have been met shall be forwarded to the Registrar's office for placement in the student's file.

All students must meet the requirements for the facility at which they perform clinical/externship fieldwork. If students do not meet the requirements for the facility at which they perform clinical/externship fieldwork, the student may become ineligible to participate in the specific program of study and unable to complete the program.

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 in the college, 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 American Career 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 American Career College employee should bring the matter to the attention of the Executive Director 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 school officials.

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

Student/Employee Fraternization

Employees of American Career College are prohibited, under any circumstances, to date or engage in any improper 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, our employees cannot entertain students or socialize with students outside of the school 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 school policy, and may result in disciplinary action by ACC. 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, etc.) unrelated to course work or official school matters; giving or accepting rides, giving or offering housing, selling or buying anything of more than 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 would follow the same guidelines as are presented here for employees. If a student witnesses or hears of an instructor or staff person's participation in an inappropriate relationship with a student, we ask that the incident be reported to the College's Executive Director immediately.

American Career College Ethics Reporting Hotline

If a student witnesses violations of these or any other school policy, the College asks that the violation be reported immediately. Students who feel uncomfortable talking to the Executive Director 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 800-448-1681 or go online to: <https://www.integrity-helpline.com/accwcu.jsp>.

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 Executive Director. If dissatisfied with the response or solution, go to the next level.
- Level 2: Contact the Designee of the Corporate Compliance Department. 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.

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

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
www.bppe.ca.gov

Student Record Retention

American Career College will maintain student records for each student, whether or not the student completes the educational service, 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 institution; 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 institution shall maintain records of student attendance.

Family Educational Rights and Privacy Act of 1974, As Amended

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

Review and Correction:

1. A student has the right to inspect and review his/her education records within 45 days of the day the Institution receives a request for access. Students should submit to the Campus Registrar written requests that identify the record(s) they wish to inspect. The institution 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.
2. A student has the right to request the amendment of his/her education records that the student believes is inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the Institution 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 Institution decides not to amend the record as requested by the student, the

Institution 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:

1. Information defined as Directory Information may be released without a student's consent. American Career College defines Directory Information to include:
 - a. Name
 - b. Address
 - c. Phone Number
 - d. Email address
 - e. Enrollment Status/Grade Level (eg. Freshman, Sophomore, etc.)
 - f. Date of Graduation
 - g. Degrees and Honors Received
 - h. Photos
 - i. Major Field of Study
 - j. Dates of Attendance
 - k. Most Recent Institution Attended
2. A student's social security number can never be considered Directory Information.
3. A student may opt out of Directory Information disclosure by submitting a written request to the Registrar.
4. 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.
5. Generally, schools must have written permission from the student in order to release any 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 with legitimate educational interest;
 - Other schools to which a student is transferring;
 - 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.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. 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

(Additional FERPA information is available from the Institution's Registrars' Office.)

DIPLOMA PROGRAMS OF STUDY AND COURSE DESCRIPTIONS

Dental Assisting

079.361-018

Day – 36* Weeks (Based on Full-Time Externship)

Evening – 44* Weeks (Based on Full-Time Externship)

800 Clock Hours/49.5 Credit Hours/Units

*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 improve and patient awareness of the need for dental services increases, Dental Assistants will continue to be indispensable contributors to dental health care and the community.

American Career College's Dental Assisting program provides its 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 Oral Surgery, Pediatrics, Orthodontics, and 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 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 dental procedures and techniques. In addition, equipment, materials, and instruments comparable to those used in an actual dental facility are used in our classrooms.

The program is divided into eight modules and externship, and students must complete all eight modules. The student may begin with any module without pre-requisite of another module. Upon successful completion of all eight modules, the student must complete a 160-hour externship. Successful completion of the Dental Assisting program is acknowledged by the awarding of a diploma.

*The Coronal Polish Certificate 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 course. Students must successfully complete coronal polish, pit and fissure and radiation safety written and practical examinations with a minimum score of 75 percent.

Instructional Equipment

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

X-ray Units (4)	X-ray View boxes	Practice Mannequins/Typodonts
Lathe	Laboratory Handpieces	Instrument Tray Set-ups
Autoclave	Anatomical Models and Charts	Ultrasonic Equipment
Oral Evacuation Delivery Units	Operator Stools	Model Trimmers/Vibrators
Amalgamators	High Speed Handpieces	Slow Speed Handpieces
Vacuum Former	Hydrocolloid	Manual and/or Automatic Processing Equipment

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module A	Fundamentals of Dental Assisting	80	5.5
Module B	Science of Dentistry	80	5.5
Module C	Restorative Dentistry/Pharmacology	80	5.5
Module D	Laboratory Procedures/Prosthodontics	80	5.5
Module E	Pediatric Dentistry/Orthodontics	80	5.5
Module F	CPR/Preventive Dentistry	80	5.5
Module G	Endodontics/Radiography	80	5.5
Module H	Oral Surgery/Anesthetics	80	6.0
	Externship	160	5.0
	Program Total	800	49.5

Module Descriptions

Module A – Fundamentals of Dental Assisting

This course 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 course will also introduce the student to chart dental caries and restorations on both geometrical and anatomical charts.

Module B – Science of Dentistry

This course 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.

Module C – Restorative Dentistry/Pharmacology

This course 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.

Module D – Laboratory Procedures/Prosthodontics

This course 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 course with an understanding of the various facets of multiculturalism, diversity issues, and various methods of preparing healthcare 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.

Module E – Pediatric Dentistry/Orthodontics

This course emphasizes both the preventive and restorative techniques in pediatric/operative dentistry. Theory and practice in orthodontics will be introduced.

Module F – CPR/Preventive Dentistry

This course 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.

Module G – Endodontics/Radiography

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.

Module H – Oral Surgery/Anesthetics

This course 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.

Externship

An externship consists of 160 hours of work experience in the field at the conclusion of the student's classroom instruction. The externship enables 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 graduation requirements.

Health Claims Examiner/Medical Biller

214.362-022

Day – 36* Weeks (Based on Full-Time Externship)

Evening – 44* Weeks (Based on Full-Time Externship)

800 Clock Hours/43.5 Credit Hours/Units

*Weeks may be extended depending on holiday schedules

Career Training Objective

The Health Claims Examiner/Medical Biller (HCE/MB) program is designed to provide students with the knowledge and skills necessary to work successfully as an entry-level claims examiner or medical biller in a medical office, clinic, HMO, other health care setting, insurance company, or independent billing company.

HCE/MB students develop their knowledge and skills through a variety of media. A majority of time is spent becoming proficient in completing and processing various health claim forms utilized in the insurance industry. Students become familiar with and use industry-related reference materials such as the Physicians' Current Procedural Terminology (CPT), International Classification of Diseases (ICD.9.CM) and HCFA Common Procedure Coding Systems (HCPCS). Students gain practical experience by processing insurance claims including verification of coverage and contract interpretation. Students are introduced to the computer and have the opportunity to manipulate industry-related software and familiarize themselves with today's computerized work environment.

The training program is divided into eight learning units called modules. Students must complete all eight modules and can start with any one module, then continue their rotation until all eight modules have been completed. Each module stands alone and is not dependent upon previous training. Upon successful completion of all eight modules, students participate in a 160-hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon completion of the program, students will be prepared as entry-level health claims examiners or medical billers. Health Claims Examiner/Medical Biller graduates may also secure a job in other areas within this field, such as Claims Processor, Dental Biller, or Insurance Biller.

Instructional Equipment

Billing Procedural Coding References

Medical Office Software

Word Processing Software

Medical Claims Software

Personal Computers

Anatomical Charts

Anatomical Models

Anatomical Software

Medical/Dental Reference Books

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module 1	Introduction to Insurance	80	6.0
Module 2	Terminology and Anatomy	80	5.5
Module 3	Medical Billing Theory	80	5.0
Module 4	Medical Billing Practical	80	5.0
Module 5	Health Claims Examining Theory	80	4.0
Module 6	Health Claims Examining Practical	80	4.0
Module 7	Health Claims Examining Clinical	80	4.0
Module 8	Dental Claims Examining	80	5.0
	Externship	160	5.0
	Program Total	800	43.5

Module Descriptions

Module 1 – Introduction to Insurance

This module is designed to introduce the student to the Medical Office and the numerous responsibilities of the Medical Biller. Lectures will include terminology appropriate for medical billing, managed care, legal and ethical issues such as fraudulent claims and the Right to Privacy Act, general office procedures including mail, supplies, and the use of office equipment, customer service/corresponding techniques, data entry, keyboarding skills and basic computer knowledge. Also included is continued discussion on job search preparation, interviewing techniques, and writing of resumes.

Module 2 – Terminology and Anatomy

This module is designed to introduce the student to basic human anatomy with an emphasis on medical terminology utilized in medical billing; also included are word roots, combining forms, prefixes, suffixes and pronunciation. Patient case studies are used to reinforce the use of correct terminology. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 3 – Medical Billing Theory

This module focuses on the use of medical reference books, including ICD-9-CM, CPT and HCPCS. Students become familiar with the use of the Physician's Desk Reference (PDR) and the medical dictionary in relationship to medical billing. A variety of commonly used forms are introduced. Students also discuss managed care, cost containment programs, Medicare, Medicaid/Medi-Cal, Worker's Compensation, and fraud guidelines. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 4 – Medical Billing Practical

Students will complete the medical billing forms located in the Computerized Medical Biller Workbook. The four most common used types of medical reports will also be introduced (triage reports, operative reports, diagnostic reports and medical history reports). There will also be a brief introduction to contract interpretation. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 5 – Health Claims Examining Theory

This module is designed to introduce the student to the role of the insurance company, its effect on US economy, and the function of each department within the insurance company. Discussion will also include the general context of a contract, eligibility requirements for medical coverage, the three most common coverage types, third party liability, pre-existing condition limitations, and cost containment plans relating to hospital services. Emphasis is placed on completing the standard form utilized for facility billing (UB-92) and claim preparation for reimbursement. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 6 – Health Claims Examining Practical

The student will learn to calculate Usual, Customary, and Reasonable (UCR) fees for professional services rendered by physicians for inpatient or outpatient care. They will also be introduced to the guidelines relating to office surgery, inpatient and multiple surgeries, assistant surgeon's charges, and the rules relating to calculating anesthesia benefits. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 7 – Health Claims Examining Clinical

Students receive hands-on training through simulated work activities calculating Coordination of Benefits (COB) for a variety of insurance plans. Students learn to adjudicate claims involving Medicare Part A and Part B. Lectures will also include contract provisions for ambulance expenses and durable medical equipment. Podiatric surgery guidelines and adjustments are also addressed. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Module 8 – Dental Claims Examining

In this module, the student will be introduced to basic anatomy of the oral cavity, tooth structure, and the supporting anatomical structures. Spelling, pronunciation and definitions of dental terms are discussed including abnormalities, preventative, and restorative procedures. Students complete standard dental forms and match the description of services with the appropriate ADA codes. Evaluation of information from case histories for completion of dental insurance forms for claims processing is discussed. Students will continue to develop customer service, keyboarding, data entry, and job preparation skills.

Externship

Upon successful completion of all classroom training, Health Claims Examiner/Medical Biller students participate in a 160-hour externship. The externship 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. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Massage Therapy

334.374.010

Day – 36* Weeks

Evening – 45* Weeks

720 Clock Hours/54.0 Credit Hours/Units

***Weeks may be extended depending on holiday schedules**

Career Training Objective

The Massage Therapy program provides students with the knowledge and skills to perform various massage techniques and prepares graduates for entry-level work as massage therapists in private practice or in offices of physicians, chiropractors, holistic health clinics, physical therapists, cruise ships, resorts, spas and health clubs.

As a Massage Therapist, you will have knowledge of basic anatomy/physiology of the human body, as well as massage techniques designed to enhance the physical health of clients. You will also have knowledge of all body systems with particular emphasis upon the skeletal and muscular systems of the body. In addition, as a Massage Therapist, you will have advanced knowledge of medical terminology, hygiene, safety, and sanitation. To successfully practice, you will be provided with thorough knowledge of professional/business ethics and the legal issues related to the practice of Massage Therapy.

The training program is divided into nine learning units called modules. Students must complete all nine modules and can start with any one module, then continue their rotation until all nine modules have been completed. Each module stands alone and is not dependent upon previous training. Students will be prepared as entry-level Massage Therapists. Completion of the program is acknowledged by the awarding of a diploma.

Instructional Equipment

Massage Therapy Tables & Chairs
Massage Therapy Lotions, Oils & Gels
Anatomical Charts
Anatomical Model

Massage Therapy Reference Books
Anatomy / Kinesiology Reference Books
Aromatherapy Oils
Massage Therapy Stones

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
MT 100	Swedish Massage and Therapeutic Communication and Documentation	80	6.0
MT 200	Massage for Special Needs Populations	80	6.0
MT 300	Acupressure, Shiatsu and Reflexology	80	6.0
MT 400	Sports Massage, Personal Fitness, Self-Care and Nutrition	80	6.0
MT 500	Deep Tissue, Myofascial Release and Neuromuscular Therapy	80	6.0
MT 600	Spa Treatments, Aromatherapy and Stone Massage	80	6.0
MT 700	Assessment, Treatment Plan and Clinical Massage	80	6.0
MT 800	Non-Traditional / Alternative Bodywork Therapies	80	6.0
MT 900	Ethics, Business & Professional Development / C.P.R.	80	6.0
Program Total		720	54.0

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

Module Descriptions

MT 100 – Swedish Massage and Therapeutic Communication and Documentation

MT 100 includes the study of Swedish massage history, development, theory and application, an introduction to the general concepts of massage therapy and related structure and function of the human body, and a demonstration of Swedish strokes utilized in a full-body massage session. In addition to basic Swedish strokes, and instruction in appropriate positioning, bolstering and draping, massage flow sequences for various body areas, and a complete relaxation massage session are also presented. Students will be introduced to the basic principles of interviewing, documentation (SOAP charting), and medical terminology. Students will receive a minimum of eight (8) hours of anatomy and physiology instruction as it relates to the levels of organization in the body, cells and tissues. Muscles of the Anterior Neck, Spine, and Thorax will also be covered.

MT 200 – Massage For Special Needs Populations

MT 200 instructs the massage student in technique modifications and criteria for working with special populations. Pre / post natal, infant, pediatric, geriatric, and lymphatic protocols, and the unique considerations specific to providing massage to these clients are covered. Additionally, the complexities of the psychological dynamics encountered in professional massage therapy, including the phenomena of emotional release, armoring, working with chronically ill and disabled clients are explored. Students will receive a minimum of 10 hours of anatomy and physiology of the reproductive and lymphatic systems instruction, in addition to 6 hours of pathologies of the reproductive and lymphatic systems instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the posterior spine and thorax.

MT 300 – Acupressure, Shiatsu and Reflexology

MT 300 explores specialized therapies in massage and bodywork, with attention given to Asian Bodywork Theory (ABT) and the principles of Traditional Chinese Medicine (TCM). Students will be introduced to Yin / Yang Theory, Qi, (TCM) Meridians, Five Phase (Element) Theory, and ABT Assessment. Students will learn theory and application of Acupressure, Shiatsu and Reflexology techniques. Students will receive a minimum of 6 hours of anatomy and physiology of the endocrine system instruction, in addition to 4 hours of pathologies of the endocrine system instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the leg and foot.

MT 400 – Sports Massage, Personal Fitness, Self-Care and Nutrition

MT 400 instructs the student on how to adapt basic massage techniques for sports massage applications, with pre-event, post-event, maintenance and restorative massage protocols addressed. Students will learn how to incorporate basic Lymphatic Facilitation, Neuromuscular and Myofascial Techniques into a sports massage session, in addition to post-event first aid for cramps, heat stress syndromes, hypothermia and frostbite. Additionally, personal fitness, self-care and nutrition will be discussed. Students will receive a minimum of 6 hours of anatomy and physiology of the cardiovascular system instruction, in addition to 6 hours of pathologies of the cardiovascular system instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the pelvis and the thigh.

MT 500 – Deep Tissue, Myofascial Release and Neuromuscular Therapy

MT 500 introduces the student to the Integrated Deep Tissue System targeting chronically contracted muscle groups, pinpointing dysfunctional conditions within the individual muscles in order to produce a manual alteration of muscular, fascial, and skeletal relationships, often resulting in changes in structural alignment and muscular tension. Students will learn the theory and application of Deep Tissue, Myofascial and Neuromuscular Massage Therapy techniques. Students will receive a minimum of 12 hours of anatomy and physiology of the muscular and skeletal systems instruction, in addition to 7 hours of pathologies of the musculoskeletal system instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the name, meaning, and location of the major superficial muscles of the body.

MT 600 – Spa Treatments, Aromatherapy and Stone Massage

MT 600 students will learn the history of the spa industry, spa equipment, sanitation and hygiene protocols, documentation and client in-take, contraindication(s) of various spa treatments, basic principles of hydrotherapy, and the effects of heat and cold. Additionally, students will be introduced to wet room and dry room spa treatments, the theory and applications of various treatments such as: face massage, common aromatherapy treatments, dry skin brushing, salt / sugar glow, body wrap techniques, and stone massage. Students will receive a minimum of 8 hours of anatomy and physiology of the integumentary and respiratory systems instruction, in addition to 6 hours of pathologies of the integumentary and respiratory systems instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the head and face.

MT 700 – Assessment, Treatment Plan and Clinical Massage

MT 700 examines the basic principles on which clinical massage therapy is based, including but not limited to: assessments, treatment plan development and implementation, mechanisms of injury and tissue repair, and the pain-spasm-ischemia cycle. Students will learn Proprioceptive Neuromuscular Facilitation techniques and basic Clinical Massage Therapy theory and application focusing on various regions of the body in order to affect musculoskeletal holding patterns resulting in a balanced realignment of the body structure. Students will receive a minimum of 8 hours of anatomy and physiology of the digestive and urinary systems instruction, in addition to 7 hours of pathologies of the digestive and urinary systems instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the shoulder and arm.

MT 800 – Non-Traditional / Alternative Bodywork Therapies

MT 800 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. Students will receive a minimum of 8 hours of anatomy and physiology of the nervous system instruction, in addition to 6 hours of pathologies of the nervous system instruction. Students will receive a minimum of 8 hours of kinesiology instruction as it relates to the muscles of the forearm and hand.

MT 900 – Ethics, Business & Professional Development / C.P.R.

MT 900 is designed to introduce students to the daily business aspects of starting, operating, and marketing a successful massage therapy practice, in addition to assisting the student in developing themselves both personally and professionally through successful / appropriate goal setting, success strategies, boundaries, and communication skills. Students will receive a minimum of 6 hours of ethics instruction. Additionally, this module will prepare students to perform Chair Massage, Dry Table Massage, Lomi Lomi and C.P.R.

Medical Assistant

079.362-010

Day – 32* Weeks (Based on Full-Time Externship)

Evening – 39* Weeks (Based on Full-Time Externship)

720 Clock Hours/47.0 Credit Hours/Units

*Weeks may be extended depending on holiday schedules

Career Training Objective

Medical Assistants have become 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, HMO or other health care setting.

Medical Assistant students develop knowledge and skills in both 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 run an efficient medical office. Students learn their skills using a variety of media and instructional methodology.

The training program is divided into six learning units called modules. Students must complete all six modules, but can start with any one module and continue their rotation until all modules have been completed. Each module stands alone and is not dependent upon previous training. Upon successful completion of all six modules, students participate in a 160-hour externship.

Upon completion of the program, students will be employable as entry-level medical assistants. Medical Assistant graduates may also secure employment in other areas of the medical field, such as Medical Receptionist. Completion of the Medical Assistant program is acknowledged by the awarding of a diploma.

Instructional Equipment

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

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module 1	Medical Assistant Role and Responsibilities	80	6.0
Module 2	Anatomy and Physiology/ Medical Office Clinical Procedures I	100	7.5
Module 3	Medical Terminology/Transcription/ Patient Records	100	7.5
Module 4	Anatomy and Physiology/ Medical Office Clinical Procedures II	100	7.5
Module 5	Medical Office Business Procedures	100	7.5
Module 6	Anatomy and Physiology/ Medical Office Clinical Procedures III	80	6.0
	Externship	160	5.0
Program Total		720	47.0

Module Descriptions

Module 1 – Medical Assistant Role and Responsibilities

In this module, students are introduced to the role and responsibilities of the Medical Assistant. An overview of the history of medicine is discussed. Students are introduced to the legal responsibilities of physicians and health care team members, and the module covers physician/patient contracts and types of consents. Medical ethics and their relationship to health care assistants are discussed. Students become familiar with essential medical terminology, word roots, combining forms, prefixes and suffixes, and students learn how to interact and communicate effectively by exploring the fundamentals of interpersonal relationships. An overview of the psychology of behavior is introduced. In this module, students learn the importance of asepsis and sterile techniques in today's health care environment. Medical emergencies and first aid procedures are introduced and practiced.

Module 2 – Anatomy and Physiology/Medical Office Clinical Procedures I

In this module, students learn to identify the basic structural components and functions of the skeletal, muscular, digestive, and integumentary systems. Related diseases and terminology are presented, and laboratory procedures commonly performed in physicians' offices are introduced. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Nutritional needs and basic food groups are studied.

Module 3 – Medical Terminology/Transcription/Patient Records

In this module, students become familiar with the use of the medical dictionary, basic 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. An emphasis is placed on patient care, including the complete physical exam and positioning and draping for a variety of procedures. Students learn how to take and chart vital signs.

Module 4 – Anatomy and Physiology/Medical Office Clinical Procedures II

In this module, the circulatory and respiratory systems, including the structure and function of the heart and lungs, are introduced. The renal system's anatomical structures and common diseases are presented. 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.

Module 5 – Medical Office Business Procedures

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 work with a pegboard system to accomplish tasks in bookkeeping and reconciliation procedures. Students learn how to schedule appointments and effectively communicate on the telephone using proper etiquette. An introduction to pharmacology is presented. Basic therapeutic drugs, their uses, classifications and effects on the body are covered.

Module 6 – Anatomy and Physiology/Medical Office Clinical Procedures III

In this module, students learn to identify the basic structural components and functions of the neuro-sensory, endocrine and reproductive systems. Common pathological conditions are studied. Students learn how to prepare patients for examinations conducted in physicians' offices or other outpatient settings. Students are also introduced to 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.

Externship

Upon successful completion of all six modules, Medical Assistant students participate in a 160-hour externship. The externship 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.

Optical Dispensing

299.361-014

Day – 32* Weeks (Based on Full-Time Externship)

Evening – 39* Weeks (Based on Full-Time Externship)

720 Clock Hours/49.0 Credit Hours/Units

*Weeks may be extended depending on holiday schedules

Career Training Objective

The Optical Dispensing 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 course 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).

The course consists of a combination of classroom instruction, supervised hands-on practice, and externship. The program is divided into seven sections called modules. Students must complete all modules but can start with any one module and continue their rotation until all modules have been completed. Each module stands alone and is not dependent upon previous training. Upon successful completion of all modules, students participate in a 160-hour externship. Completion of the Optical Dispensing program is acknowledged by the awarding of a diploma.

Upon completion of the program, students will be employable in entry-level positions as opticians, optical lab technicians, optical dispensers, and contact lens fitters. The national certifications enhance the graduate's employability and are required for self-employment, as well as management in the optical field.

Instructional Equipment

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

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module 1	Light and Single Vision	80	6.0
Module 2	Multifocals	80	6.0
Module 3	Frames/Lenses	80	6.0
Module 4	Soft Contact Lenses	80	7.0
Module 5	Rigid Contact Lenses	80	7.0
Module 6	Anatomy/Physiology/Prisms	80	6.0
Module 7	Optical Office Procedures	80	6.0
	Externship	160	5.0
	Program Total	720	49.0

Module Descriptions

Module 1 – Light and Single Vision

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. 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. They are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this course.

Module 2 – Multifocals

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 course.

Module 3 – Frames/Lenses

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. They gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this course.

Module 4 – Soft Contact Lenses

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. 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 problems related to CL wear. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Module 5 – Rigid Contact Lenses

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.

Module 6 – Anatomy/Physiology/Prisms

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. They are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this course.

Module 7 – Optical Office Procedures

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. They are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this course.

Externship

Upon successful completion of all seven modules, students participate in a 160-hour externship. The externship 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.

Pharmacy Technician

074.382-010

Day – 30* Weeks (Based on Full-time Externship)

Evening – 36* Weeks (Based on Full-time Externship)

720 Clock Hours/44.0 Credit Hours/Units

*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 technician position in a retail, hospital, home health pharmacy, and prior authorization department.

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 six learning units called modules. Students must complete all six modules and can start with any one module, then continue their rotation until all six modules have been completed. Each module stands alone and is not dependent upon previous training; however, a minimum CPA score or Program Director's approval is required for entrance into Module 5. Upon successful completion of all modules, students participate in a 240-hour externship. Completion of the Pharmacy Technician 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

Mortars and Pestle

Pharmacological References

Ointment slabs and spatulas

Laminar-Flow Workbench

Personal Computers

Triple beam and electronic balances

Conical and cylindrical graduates

Program Outline

Module Number	Module Title	Clock Hours	Credit Units
Module 1	Pharmacy Law	80	6.0
Module 2	Drug Fundamentals	80	6.0
Module 3	Pharmacology	80	6.0
Module 4	Drug Distribution	80	6.0
Module 5	IV Preparation	80	6.0
Module 6	Retail Pharmacy	80	6.0
	Externship	240	8.0
	Program Total	720	44.0

Module Descriptions

Module 1 – Pharmacy Law

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.

Module 2 – Drug Fundamentals

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.

Module 3 – Pharmacology

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.

Module 4 – Drug Distribution

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.

Module 5 – IV Preparation

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.

Module 6 – Retail Pharmacy

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.

Externship

Upon successful completion of all six modules, Pharmacy Technician students participate in a 240-hour externship. This externship 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.

Vocational Nursing (Los Angeles and Orange County Campuses)

079.374-014

Day – 54* weeks

Evening/Weekend – 82 Weeks

1560 Clock Hours/89.0 Credit Hours/Units

*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, 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 four courses approximately 13 weeks in length (20 weeks for evening/weekend). Each course is comprised of prescribed subjects or studies that build upon each other. Students begin their training in VN100 and progress sequentially through each course until all courses have been successfully completed. Upon successful completion of all four courses, the student must pass an exit examination in order to graduate from the program. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Program Outline

Course	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units	
VN100	Introduction to Client Centered Care I	168	108	96	372	25.0	
VN200	Introduction to the Client with Self-Care Deficits II	172	8	192	372	22.0	
VN300	Introduction to the Client with Self-Care Deficits III	120	8	280	408	20.5	
VN400	Introduction to the Client with Self-Care Deficits IV	120	0	288	408	21.5	
VN500	Nursing Licensure Preparation	Students must take and pass exit exam to graduate from the program					
Program Total		580	124	856	1560	89.0	

Instructional Equipment:

Anatomy Charts	Anatomical Models
Glucometers	Hospital Beds with Overbed and Side Tables
Mayo Stands	Procedural Anatomical Mannequins
Scale	Skeleton
Sphygmomanometers	Stethoscopes
Thermometers/Electronic	Wheelchair / Walker

VN100	Introduction to Client Centered Care I	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units
	Introduction to Client Centered Care IA (Weeks 1-6) (Weeks 1-10 eve/weekend)	100	80	0	180	14.0
	Introduction to Client Centered Care IB (Weeks 7-13) (Weeks 11-20 eve/weekend)	68	28	96	192	11.0
	Course Total	168	108	96	372	25.0
VN200	Introduction to the Client with Self-Care Deficits II	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units
	Life Cycles/Integument	29	0	32	61	3.5
	Musculoskeletal	29	0	32	61	3.5
	Respiratory	43	8	48	99	6.0
	Cardiovascular	43	0	48	91	5.5
	Gastrointestinal	28	0	32	60	3.5
	Course Total	172	8	192	372	22.0
VN300	Introduction to the Client with Self-Care Deficits III	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units
	Endocrine	46	8	112	166	8.5
	Reproduction	19	0	48	67	3.5
	Renal/Urinary	27	0	72	99	5.0
	Immunology	9	0	8	17	1.0
	Oncology	9	0	16	25	1.0
	Leadership/Supervision	10	0	24	34	1.5
	Course Total	120	8	280	408	20.5
VN400	Introduction to the Client with Self-Care Deficits IV	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units
	Obstetrics	19	0	48	67	3.5
	Pediatrics	19	0	48	67	3.5
	Neuro/Sensory	45	0	120	165	8.5
	Nursing Specialties/Rehabilitation	18	0	24	42	2.5
	Senior Practicum	19	0	48	67	3.5
	Course Total	120	0	288	408	21.5
VN500	Nursing Licensure Preparation	Students must take and pass exit exam to graduate from the program				

Course Descriptions

VN100: Introduction to Client Centered Care I

Introduction to Client Centered Care I - A

The course 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 course 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.

Introduction to Client Centered Care I - B

The course 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.

VN200: Introduction to the Client with Self-Care Deficits II

Life Cycles/Integumentary System

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.

Musculoskeletal System

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.

Respiratory System

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.

Cardiovascular System

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.

Gastrointestinal System

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.

VN300: Introduction to the Client with Self-Care Deficits III

Endocrine System

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.

Reproductive System

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 course. 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.

Urinary System

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.

Immunology

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.

Oncology

Oncology nursing is the care of people with cancer. Discussions include prevention, diagnosis, and the pathophysiology of cancer.

Leadership/Supervision

The leadership unit will introduce the student to styles of leadership, supervision, and the team concept in health care.

VN400: Introduction to the Client with Self-Care Deficits IV

Obstetrics

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.

Life Cycles/Pediatrics

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.

Neurosensory System

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.

Nursing Specialties/Rehabilitation

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.

Senior Practicum

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.

VN500: Nursing Licensure Preparation

Review is available for students that have successfully completed VN 400. 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.

Vocational Nursing (Ontario Campus)

079.374-014

Day – 54 *weeks

1560 Clock Hours/90.5 Credit Hours/Units

*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, 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 four courses approximately 13 weeks in length. Each course is comprised of prescribed subjects or studies that build upon each other. Students begin their training in VN100 and progress sequentially through each course until all courses have been successfully completed. Upon successful completion of all four courses, the student must pass an exit examination in order to graduate from the program.

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

Program Outline

Course	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Credit Units	
VN100	Introduction to Client Centered Care I	159	108	96	363	24.5	
VN200	Care of the Client with Healthcare Deviations I	162	8	192	362	22.0	
VN300	Care of the Client with Healthcare Deviations II	120	8	288	416	21.5	
VN400	Advanced Client Centered Care II	139	0	280	419	22.5	
VN500	Nursing Licensure Preparation	Students must take and pass exit exam to graduate from the program					
Program Total		580	124	856	1560	90.5	

Instructional Equipment

Anatomy Charts	Anatomical Models
Glucometers	Hospital Beds with Overbed and Side Tables
Procedure Kits	Procedural Anatomical Mannequins
Scale	Skeleton
Sphygmomanometers	Stethoscopes
Thermometers	Wheelchair / Walker

VN100	Introduction to Client Centered Care I	Theory Hours	Skills Hours	Lab Hours	Clinical Hours	Total Hours	Credit Units	
	Introduction to Client Centered Care IA (Weeks 1-7)	84		92	0	176	13.0	
	Introduction to Client Centered Care IB (Weeks 8-13)	75		16	96	187	11.5	
	Course Total	159		108	96	363	24.5	
VN200	Care of the Client with Healthcare Deviations I	Theory Hours	Skills Hours	Lab Hours	Clinical Hours	Total Hours	Credit Units	
	Integument	27		0	32	59	3.5	
	Musculoskeletal	27		0	32	59	3.5	
	Respiratory	41		8	48	97	6.0	
	Cardiovascular	41		0	48	89	5.5	
	Gastrointestinal	26		0	32	58	3.5	
	Course Total	162		8	192	362	22.0	
VN300	Care of the Client with Healthcare Deviations II	Theory Hours	Skills Hours	Lab Hours	Clinical Hours	Total Hours	Credit Units	
	Endocrine	46		8	138	192	9.5	
	Urinary	33		0	68	101	5.5	
	Immunology/Oncology	18		0	36	54	3.0	
	Reproduction	23		0	46	69	3.5	
	Course Total	120		8	288	416	21.5	
VN400	Advanced Client Centered Care II	Theory Hours	Skills Hours	Lab Hours	Clinical Hours	Total Hours	Credit Units	
	Maternal/Child	24		0	48	72	4.0	
	Neurological	39		0	112	151	7.5	
	Mental Health/Rehabilitation	28		0	72	100	5.0	
	Leadership	20		0	48	68	3.5	
	Professional Roles	28		0	0	28	2.5	
	Course Total	139		0	280	419	22.5	
VN 500	Nursing Licensure Preparation	Students must take and pass exit exam to graduate from the program						

Course Descriptions

VN100: Introduction to Client Centered Care I

Introduction to Client Centered Care I - A

The course 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 course 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 course 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.

Introduction to Client Centered Care I - B

The course 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 course 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.

VN200: Care of the Client with Healthcare Deviations I

Integument System

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.

Musculoskeletal System

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.

Respiratory System

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 course 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.

Cardiovascular System

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.

Gastrointestinal System

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.

VN300: Care of the Client with Healthcare Deviations II

Endocrine System

This course 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.

Urinary System

This course 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.

Immunology/Oncology

This course 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.

Reproductive System

This course 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.

VN400: Advanced Client Centered Care II

Maternal/Child

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.

Neurological

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.

Mental Health/Rehabilitation

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.

Leadership

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.

Professional Roles

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.

VN500: Nursing Licensure Preparation

Review is available for students that have successfully completed VN400. 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.

ASSOCIATE OF OCCUPATIONAL SCIENCE PROGRAMS OF STUDY AND COURSE DESCRIPTIONS

Associate of Occupational Science in Health Information Technology

(Orange County Campus)

29-2071.00

Day – 80 Weeks

1270 Quarter Hours/105.5 Quarter Credit Units

*Weeks may be extended depending on holiday and break schedules

Career Training Objective

A total of 105.5 units/credits is 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. Courses are offered on campus and online in a blended format.

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 AOS degree program in Health Information Technology 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

Billing Procedural Coding References

Medical Office Software

Word Processing Software

Medical Claims Software

Personal Computers/Laptops

Anatomical Charts

Anatomical Models

Anatomical Software

Medical/Dental Reference Books

Program Outline

Course Number	Title	Clock Hours	Credit Units
General Education Courses:			
CSCI 120	Computer Applications	40	3.0
CSCI 200	Database Management	40	3.0
ENGL 110	Written Communications I	40	4.0
HUM 140	Critical Reasoning	45	4.5
MATH 100	College Mathematics I	40	4.0
PSYC 100	Introduction to Psychology	40	4.0
SPCH 142	Oral Communication	<u>45</u>	<u>4.5</u>
Subtotal – General Education Courses		290	27.0
Core Health Information Technology and Other Courses:			
ANAT 210	Anatomy and Physiology I	40	4.0
ANAT 220	Anatomy and Physiology II	40	4.0
CAREER 200	Career Advantage	20	2.0
MEDT 110	Medical Terminology	30	3.0
HIT 102	Healthcare Delivery Systems	30	3.0
HIT 103	Healthcare Data Management	40	4.0
HIT 104	Health Information Systems	40	4.0
HIT 105	Healthcare Statistics and Registry	40	3.5
HIT 110	Coding I	40	3.0
HIT 111	Coding II	40	3.0
HIT 200	Coding III	50	3.5
HIT 201	Compliance and Reimbursement Methodologies	40	3.5
HIT 220	Management Concepts in Healthcare	30	3.0
HIT 224	Healthcare Data Sets	30	3.0
HIT 230	Legal and Regulatory Issues in Health Information Technology	30	3.0
HIT 240	Electronic Health Records	40	4.0
HIT 250	Health Information Technology Practicum	250	9.0
HIT 252	Health Information Technology Seminar	30	3.0
PATH 204	Pathophysiology I	45	4.5
PATH 222	Pathophysiology II	45	4.5
PHAR 200	Pharmacology Principles	<u>40</u>	<u>4.0</u>
Subtotal – Core Health Information Technology and Other Courses		<u>980</u>	<u>78.5</u>
Grand Total for All Required Courses		1270	105.5

Course Descriptions

ANAT 210: Anatomy and Physiology I*

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; identify the stages of tissue repair; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the musculoskeletal system; define and describe anatomical structures and normal physiologic functions of the nervous system and senses; and describe the pathway between stimulus and perception of pain. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

ANAT 220: Anatomy and Physiology II*

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; define and describe anatomical structures and normal physiologic functions of the blood forming organs; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the urinary and reproductive system; define and describe anatomical structures and normal physiologic functions of the cardiac and respiratory systems; define and describe anatomical structures and normal physiologic functions of the digestive and endocrine systems; and understand the physiology of the pregnant female and the products of conception. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

CAREER 200: Career Advantage*

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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

CSCI 120: Computer Applications

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. Prerequisites: None

CSCI 200: Database Management

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. Prerequisites: None

ENGL 110: Written Communications I*

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. By acquiring writing skills for various purposes, students will be equipped with techniques required for creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 102: Healthcare Delivery Systems*

This course provides students with the historical overview of the healthcare 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 healthcare organizations so as to provide a full range of healthcare 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 healthcare organization, including executives, managers, supervisors, and clinicians. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 103: Healthcare Data Management*

This course provides with 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 healthcare, 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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 104: Health Information Systems*

This course provides an overview of the fundamentals of information systems, identifies the major types of information system applications used in healthcare, describes how information systems are used for managerial and clinical support, addresses information security and explores the evolution of the electronic health record. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 105: Healthcare Statistics and Registry*

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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 110: Coding I

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, Ninth Revision, Clinical Modification (ICD9-CM); instruction in coding diagnoses and procedures using ICD9-CM coding, sequencing and coding conventions. Review of complications and co-morbidities. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: None

HIT 111: Coding II

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 in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: HIT 102, HIT 104, HIT 105 and HIT 110 or the equivalent.

HIT 200: Coding III

Students will focus on several coding systems including ICD-9 CPT4, and HCPS. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: HIT 102, HIT 104, HIT 105, and HIT 111 or the equivalent.

HIT 201: Compliance and Reimbursement Methodologies*

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. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: HIT 102, HIT 104, HIT 105 and HIT 110 or the equivalent.

HIT 220: Management Concepts in Healthcare*

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, performance standards, budget and the methods of supply management. Quality improvement for a job function within a health information management department is also examined. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: HIT 102, HIT 104, HIT 105, and HIT 111 or the equivalent.

HIT 224: Healthcare Data Sets*

This course is a study of the healthcare code sets, clinical terminologies, and classification systems encountered in today's healthcare 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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: HIT 102, HIT 104, HIT 105, and HIT 110 or the equivalent.

HIT 230: Legal and Regulatory Issues in Health Information Technology*

This course serves as an introduction to the legal issues pertaining to healthcare, health information and the health record as a legal document. 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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 240: Electronic Health Records*

One of the most unifying practices of modern health care delivery is centered around 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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

HIT 250: Health Information Technology Practicum*

This course consists of clinical orientation; field based training as well as an online virtual lab component. 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: Review presentations from coding specialist guest speakers (CCS, CCSP) either prerecorded or live; hands-on simulations of office events and case-studies. Practicum hours will focus on building speed and accuracy using paper and scanned medical records. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: ANAT 210, ANAT 220, CAREER 200, CSCI 120, CSCI 200, ENG 120, MATH 100, MEDT 110, HIT 102, HIT 103, HIT 104, HIT 105, HIT 110, HIT 111, HIT 201, HIT 200, HIT 220, HIT 224, HIT 230, HIT 240, HUM 140, PATH 204, PATH 222, PSYC 110, PHAR 200, and SPCH 142 or the equivalent.

HIT 252: Health Information Technology Seminar*

This course 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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: ANAT 210, ANAT 220, CAREER 200, CSCI 120, CSCI 200, ENG 120, MATH 100, MEDT 110, HIT 102, HIT 103, HIT 104, HIT 105, HIT 110, HIT 111, HIT 201, HIT 200, HIT 220, HIT 224, HIT 230, HIT 240, HUM 140, PATH 204, PATH 222, PSYC 110, PHAR 200, and SPCH 142 or the equivalent.

HUM 140: Critical Reasoning*

The course differentiates and analyzes the understanding, recognition, and construction of critical thinking. There is an emphasis on critical thinking and perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, formal logic, and informal logic. The course is designed to improve critical thinking in written and spoken arguments by applying established modes of reasoning, analyzing rhetorical strategies, evaluating logical fallacies, and detecting propaganda techniques. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

MATH 100: College Mathematics I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities. By course completion, students should be able to: Utilize skills learned and apply them to life situations; demonstrate skills in critical thinking and decision making processes based on a thorough analysis of facts and given conditions; describe and compare/contrast the general relationship between various branches of mathematics, arithmetic and algebra; and merge classroom theory and learning with work/job through developmental activities and assignments. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

MEDT 110: Medical Terminology*

This course is an introduction to basic medical terminology and prepares students for more advanced coursework in subsequent coursework 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. This is a blended course (online and live classroom contact hours and requirements.) Prerequisites: None

PATH 204: Pathophysiology I*

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: General, OB/GYN, ENT and Oral/Maxillofacial Surgery. The student will learn about the disease process and its corresponding surgical treatment. 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 preformed surgeries in these specialty

areas. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

PATH 222: Pathophysiology II*

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Plastic / Reconstructive, Genitourinary, Orthopedic, Cardiothoracic, Peripheral Vascular, and Neurological Surgery. The student will learn about the disease process and its corresponding surgical treatment. 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 preformed surgeries in these specialty areas. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: PATH 204

SPCH 142: Oral Communication*

This course 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, special occasion. Students become critical consumers of communication. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

PSYC 100: Introduction to Psychology*

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

PHAR 200: Pharmacology Principles*

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. This is a blended course (online and live classroom contact hours and requirements). Prerequisites: None

***Courses offered in a blended format, a combination of online and on ground.**

Associate of Occupational Science in Respiratory Therapy

(Orange County and Ontario Campuses)

079.374-022

Day – 80 Weeks

1920 Quarter Hours/120 Quarter Credit Units

***Weeks may be extended depending on holiday and break 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, and these clinical rotations begin in Quarter V and comprise a total of 960 hours. Each quarter is comprised of prescribed subjects or studies that build upon each other.

Upon graduation from American Career College's 200-level Associate of Occupational Science degree program in Respiratory Therapy, students will be prepared to function as Respiratory Therapists and will be eligible to sit for the Certified Respiratory Therapist (CRT) and the Registered Respiratory Therapist (RRT) exams (written and clinical simulation), offered by the National Board for Respiratory Care (NBRC), to obtain state licensure.

Completion of the program is acknowledged by the awarding of an Associate of Occupational Science degree.

Program Equipment

Tracheotomy Trays

Gait Belts

Crash Cart

Neonatal Practice Manikins

Pediatric Practice Manikins

Adult Practice Manikins

Airway Heart and Lung Models

Piped Air, Oxygen and Suction

Mechanical Ventilators

Oxygen, humidity, lung expansion, airway management, pulmonary function, and secretion clearance equipment for skill practice

Program Outline

Course Number	Title	Clock Hours	Credit Units
General Education Courses:			
ENGL 110	Written Communications I	40	4.0
MATH 100	College Mathematics I	40	4.0
MICR 130	General Microbiology	40	4.0
PSYC 100	Introduction to Psychology	40	4.0
SCIE 150	Concepts in Science	<u>40</u>	<u>4.0</u>
Subtotal – General Education Courses		200	20.0
Core Respiratory Therapy and Other Courses:			
ANAT 210	Anatomy and Physiology I	40	4.0
ANAT 220	Anatomy and Physiology II	40	4.0
CAREER 200	Career Advantage	20	2.0
MEDT 110	Medical Terminology	30	3.0
RESP 221	Cardiopulmonary Anatomy and Physiology	40	4.0
RESP 223	Medical Gas Therapy	30	3.0
RESP 223-L	Medical Gas Therapy - Lab	20	1.0
RESP 233	Respiratory Procedures I	30	3.0
RESP 233-L	Respiratory Procedures I - Lab	20	1.0
RESP 234	Respiratory Pharmacology	30	3.0
RESP 234-L	Respiratory Pharmacology - Lab	20	1.0
RESP 235	Adult Cardiopulmonary Pathophysiology	40	4.0
RESP 241	Respiratory Procedures II	30	3.0
RESP 241-L	Respiratory Procedures II - Lab	20	1.0
RESP 243	Intro to Clinical Practicum	30	3.0
RESP 243-L	Intro to Clinical Practicum - Lab	20	1.0
RESP 251	Cardiopulmonary Diagnostic Testing	30	3.0
RESP 251-L	Cardiopulmonary Diagnostic Testing - Lab	20	1.0
RESP 252	Rehab and Home Health in Respiratory Care	30	3.0
RESP 261	Mechanical Ventilation I	30	3.0
RESP 261-L	Mechanical Ventilation I - Lab	20	1.0
RESP 262	Neonatal / Pediatric Cardiopulmonary Pathophysiology	30	3.0
RESP 271	Neonatal / Pediatric Ventilation	30	3.0
RESP 271-L	Neonatal / Pediatric Ventilation - Lab	20	1.0
RESP 272	Advanced Ventilation Concepts	30	3.0
RESP 281	Critical Care Monitoring	30	3.0
RESP 282*	Respiratory Care Review	30	3.0
RTCP 210	Clinical Practicum I	240	8.0
RTCP 212	Clinical Practicum II	240	8.0
RTCP 214	Clinical Practicum III	240	8.0
RTCP 216	Clinical Practicum IV	<u>240</u>	<u>8.0</u>
Subtotal – Core Respiratory Therapy and Other Courses		<u>1720</u>	<u>100.0</u>
Grand Total for All Required Courses		1920	120.0

*This course is required to graduate from ACC's RT program, but is not required by CoARC for licensure.

Course Descriptions

ANAT 210: Anatomy and Physiology I

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; identify the stages of tissue repair; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the musculoskeletal system; define and describe anatomical structures and normal physiologic functions of the nervous system and senses; and describe the pathway between stimulus and perception of pain. Prerequisites: None

ANAT 220: Anatomy and Physiology II

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; define and describe anatomical structures and normal physiologic functions of the blood forming organs; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the urinary and reproductive system; define and describe anatomical structures and normal physiologic functions of the cardiac and respiratory systems; define and describe anatomical structures and normal physiologic functions of the digestive and endocrine systems; and understand the physiology of the pregnant female and the products of conception. Prerequisites: None

CAREER 200: Career Advantage*

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. Prerequisites: None

ENGL 110: Written Communications I

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. By acquiring writing skills for various purposes, students will be equipped with techniques required for creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills. Prerequisites: None

MATH 100: College Mathematics I

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities. By course completion, students should be able to: Utilize skills learned and apply them to life situations; demonstrate skills in critical thinking and decision making processes based on a thorough analysis of facts and given conditions; describe and compare/contrast the general relationship between various branches of mathematics, arithmetic and algebra; and merge classroom theory and learning with work/job through developmental activities and assignments. Prerequisites: None

MEDT 110: Medical Terminology

This course is an introduction to basic medical terminology and prepares students for more advanced coursework in subsequent coursework 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. Prerequisites: None

MICR 130: General Microbiology

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. Prerequisites: None

MICR 130 is also taught as SURG 140 in Surgical Technology

PSYC 100: Introduction to Psychology

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Prerequisites: None

RESP 221: Cardiopulmonary Anatomy and Physiology

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. Prerequisites: None

RESP 223: Medical Gas Therapy

This course introduces students to the study of oxygen therapy; medical gases; pressure & flow devices; humidity & aerosol therapy, administration of oxygen & aerosol therapy, gas transport, acid-base balance physiology and concepts & techniques surrounding sampling, transporting, measurement & interpretation of arterial blood gases. Prerequisites: None; Course Co-Requisite: RESP 223-L

RESP 223-L: Medical Gas Therapy - Lab

This laboratory course introduces students to the application of oxygen therapy; medical gases; pressure & flow devices; humidity & aerosol therapy, administration of oxygen & aerosol therapy, and concepts & techniques surrounding patient preparation, sampling and transporting arterial blood gases. Prerequisites: None; Course Co-Requisite: RESP 223

RESP 233: Respiratory Procedures I

This course introduces students to non-invasive respiratory care treatments and support modalities, and set up, use and troubleshooting required equipment. Focus is placed on achieving an understanding the application of specific modalities to clinical scenarios, assessment of the effectiveness of treatment, development of treatment plans and the operating principles of the equipment used to provide therapy. Prerequisites: RESP 223 and RESP 223-L; Course Co-Requisite: RESP 233-L

RESP 233-L: Respiratory Procedures I – Lab

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. Prerequisites: RESP 223 and RESP 223-L; Course Co-Requisite: RESP 233

RESP 234: Respiratory Pharmacology

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 & 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 broncho-active aerosols and other agents commonly employed in the care of the cardiopulmonary patient are discussed. Prerequisites: RESP 223 and RESP 223-L; Course Co-Requisite: RESP 234-L

RESP 234-L: Respiratory Pharmacology – Lab

This laboratory course introduces students to the application of a variety of methods of drug administration, standard drug calculations. Prerequisites: RESP 223 and RESP 223-L; Course Co-Requisite: RESP 234

RESP 235: Adult Cardiopulmonary Pathophysiology

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Following 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. Prerequisites: RESP 221

RESP 241: Respiratory Procedures II

This course is a continuation of Respiratory Procedures I and introduces students to advanced respiratory care treatments & support modalities, set-up, use & troubleshooting required equipment & the RT's role in performing & 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 & patient response & operating principles of equipment used. Prerequisites: RESP 233 and RESP 233-L; Course Co-Requisite: RESP241-L

RESP 241-L: Respiratory Procedures II – Lab

This laboratory course introduces students to set-up, use & troubleshooting of required equipment & the RT's role in performing & assisting with special procedures. Prerequisites: RESP 233 and RESP 233-L; Course Co-Requisite: RESP241

RESP 243: Introduction to Clinical Practicum

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. HIPPA training, Joint Commission topics related to patient safety initiatives and professionalism in the healthcare environment. Focus is also placed on issues surrounding universal precautions, blood-borne pathogen safety, infection control and dealing with 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 healthcare provider CPR. Prerequisites: RESP 233, RESP 233-L, RESP 234 and RESP 234-L; Course Co-Requisite: RESP 243-L

RESP 243-L: Introduction to Clinical Practicum – Lab

This laboratory course prepares the student to enter the clinical environment. Students will demonstrate proficiency in selection, set up, application and trouble shooting of a wide range of equipment necessary to successfully function in junior level practicum environments. Competency in operating principles, critical thinking and interview skills are also a focus of the lab sessions which culminate in a final oral and practical skills exam dealing with junior therapeutics and basic interview skills. Prerequisites: RESP 233, RESP 233-L, RESP 234 and RESP 234-L; Course Co-Requisite: RESP 243

RESP 251: Cardiopulmonary Diagnostic Testing

This course is a study of pulmonary diagnostic testing techniques & interpretation for procedures occurring in the PFT laboratory, at the bedside as well as imaging studies such as CT, MRI and V/Q. Focus will be placed on how information from PFT tests is used to determine the presence, extent, and progression of lung disease and abnormality. Prerequisites: RESP 235; Course Co-Requisite: RESP 251-L

RESP 251-L: Cardiopulmonary Diagnostic Testing – Lab

This laboratory course introduces students to pulmonary diagnostic testing techniques & interpretation for procedures occurring in the PFT laboratory, and at the bedside. Prerequisites: RESP 235; Course Co-Requisite: RESP 251

RESP 252: Rehab and Home Health in Respiratory Care

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. Prerequisites: RESP 233 and RESP 233-L

RESP 261: Mechanical Ventilation I

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. Prerequisites: RESP235, RESP241 and RESP241-L; Course Co-Requisite: RESP 261-L

RESP 261-L: Mechanical Ventilation I – Lab

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. Prerequisites: RESP235, RESP241 and RESP241-L; Course Co-Requisite: RESP 261

RESP 262: Neonatal/Pediatric Cardiopulmonary Pathophysiology

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 & 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. Prerequisites: RESP 221

RESP 271: Neonatal/Pediatric Ventilation

This course is a study of ventilator management of the neonatal and pediatric patient. Management strategies for specific pathophysiologies will be addressed as well as 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. Prerequisites: RESP 262; Course Co-Requisite: RESP 271-L

RESP 271-L: Neonatal/Pediatric Ventilation - Lab

This laboratory course introduces students to ventilator management of the neonatal and pediatric patient. Set up, testing, troubleshooting of various devices for positive pressure ventilation are addressed as well as initiation, management and discontinuation of ventilator support. Prerequisites: RESP 262; Course Co-Requisite: RESP 271

RESP 272: Advanced Ventilation Concepts

This course is a study of various non-conventional methods of mechanical ventilator support such as HFOV, therapeutic Nitric Oxide and protocolized ventilator management. 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. Prerequisites: RESP 261 and RESP 261-L

RESP 281: Critical Care Monitoring

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. Prerequisites: RESP 235, RESP 261 and RESP 261-L

RESP 282: Respiratory Care Review

This course is intended as a final preparation for graduation and attempting the NBRC board exams (both CRT and RRT exams). Students will review subject matter in all major core areas of the respiratory care program. By the end of this course all students must take and pass the written SAE for both the CRT and RRT exams and pass the required number of Clinical Simulations from the registry exam SAE. Prerequisites: None

RTCP 210: Clinical Practicum I

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. Each student will complete a minimum of five chart reviews by the end of this

practicum in order to demonstrate familiarity with locating and appropriately collecting patient data from the medical record. Prerequisites: RESP 243 and RESP 243-L

RTCP 212: Clinical Practicum II

This course is a continuation of the clinical experience from RTCP 210 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. Students will present a case study by the end of this practicum in order to demonstrate the integration of didactic theory with clinical skills. Prerequisites: RTCP 210

RTCP 214: Clinical Practicum III

This course is a continuation of the clinical experience from RTCP 212 and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain competency in the initiation, management and weaning of the adult patient from conventional ventilator support. Students will practice skills necessary to safely secure the patient airway and obtain arterial blood gases from indwelling arterial catheters. The student will develop skills to provide management of the adult airway in emergent situations. The student will also develop skills in patient/family education on a variety of therapies and topics in respiratory care. Students will present a case study by the end of this practicum in order to demonstrate the integration of didactic theory with clinical skills. Prerequisites: RTCP 212

RTCP 216: Clinical Practicum IV

This course is a continuation of the clinical experience from RTCP 214 and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain competency in the initiation, management and weaning of the neonatal/pediatric patient from conventional ventilator support. Students will practice skills necessary to safely secure the neonatal / pediatric patient airway and obtain arterial blood gases from indwelling arterial catheters and via capillary heel stick. Students will present a case study by the end of this practicum in order to demonstrate the integration of didactic theory with clinical skills. 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. Prerequisites: RTCP 214

SCIE 150: Concepts in Science

This course introduces the student to concepts in physical science. The focus of this course is on physics and chemistry. Prerequisites: None

***Courses offered in a blended format, a combination of online and on ground.**

Associate of Occupational Science in Surgical Technology

079.374-022

Day – 80 Weeks

1580 Clock Hours/104.0 Quarter Credit Hours/Unit

***Weeks may be extended depending on holiday and break 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.

“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 healthcare 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. Typically, general education courses are taught in the first two quarters, along with two introductory surgical technology courses. Clinical experience in hospital settings is required for successful completion of the program, and these clinical rotations begin in quarter VII and comprise 600 hours. 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

Major Tray	Masks
Minor Tray	Face Shields
Gloves/Gowns	CAPS
Anatomical Model	Gurney
Back Tables	Mayo stands
Shoe covers	OR Table
Laparoscopic Instruments	

Program Outline

Course Number	Title	Clock Hours	Credit Units
General Education Courses:			
ENGL 110	Written Communications I	40	4.0
MATH 100	College Mathematics I	40	4.0
PSYC 100	Introduction to Psychology	40	4.0
SCIE 150	Concepts in Science	<u>40</u>	<u>4.0</u>
Subtotal – General Education Courses		160	16.0
Core Surgical Technology and Other Courses:			
ANAT 210	Anatomy and Physiology I	40	4.0
ANAT 220	Anatomy and Physiology II	40	4.0
CAREER 200	Career Advantage	20	2.0
MEDA 150	Medical Law and Ethics	40	4.0
SURG 100	Introduction to Surgical Technology	40	4.0
SURG 110	Surgical Techniques I	20	2.0
SURG 110-L	Surgical Techniques I - Lab	40	2.0
SURG 120	Operating Room Fundamentals	40	4.0
SURG 130	Surgical Techniques II	20	2.0
SURG 130-L	Surgical Techniques II - Lab	40	2.0
SURG 140	General Microbiology	40	4.0
SURG 160	Patient Care/Case Management	40	4.0
SURG 200	Pharmacology	40	4.0
SURG 210	Pathophysiology I	40	4.0
SURG 230	Pathophysiology II	40	4.0
SURG 250	Clinical Orientation	40	4.0
SURG 250-L	Clinical Orientation - Lab	40	2.0
SURG 260	Surgical Procedures I	80	4.0
SURG 270	Surgical Procedures II	80	4.0
SURG 281	Clinical Practicum I	300	10.0
SURG 291	Clinical Practicum II	300	10.0
SURG 295	National Certification Review	<u>40</u>	<u>4.0</u>
Subtotal – Core Surgical Technology and Other Courses		<u>1420</u>	<u>88.0</u>
Grand Total for All Required Courses		1580	104.0

Course Descriptions

ANAT 210: Anatomy and Physiology I

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; identify the stages of tissue repair; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the musculoskeletal system; define and describe anatomical structures and normal physiologic functions of the nervous system and senses; and describe the pathway between stimulus and perception of pain. Prerequisites: None

ANAT 220: Anatomy and Physiology II

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 apply homeostasis, homeostatic control mechanism, and homeostatic imbalance; define and describe anatomical structures and normal physiologic functions of the blood forming organs; define the role of laboratory tests in clarifying pathology in clinical situations; define and describe anatomical structures and normal physiologic functions of the urinary and reproductive system; define and describe anatomical structures and normal physiologic functions of the cardiac and respiratory systems; define and describe anatomical structures and normal physiologic functions of the digestive and endocrine systems; and understand the physiology of the pregnant female and the products of conception. Prerequisites: None

CAREER 200: Career Advantage*

The 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. Prerequisites: None

ENGL 110: Written Communications I

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. By acquiring writing skills for various purposes, students will be equipped with techniques required for creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills. Prerequisites: None

MATH 100: College Mathematics I

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities. By course completion, students should be able to: Utilize skills learned and apply them to life situations; demonstrate skills in critical thinking and decision making processes based on a thorough analysis of facts and given conditions; describe and compare/contrast the general relationship between various branches of mathematics, arithmetic and algebra; and merge classroom theory and learning with work/job through developmental activities and assignments. Prerequisites: None

MEDA 150: Medical Law and Ethics

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. Prerequisites: None

PSYC 100: Introduction to Psychology

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Prerequisites: None

SCIE 150: Concepts in Science

This course introduces the student to concepts in physical science. The focus of this course is on physics and chemistry. Prerequisites: None

SURG 100: Introduction to Surgical Technology

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. Prerequisites: None

SURG 110: Surgical Techniques I

In the lecture component, the student 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. Prerequisites: SURG 100, Co-requisites SURG110-L

SURG 110-L: Surgical Techniques I - Lab

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 perform the surgical counts as well as assisting with draping the surgical patient. Prerequisites: SURG 100, Co-requisites SURG110

SURG 120: Operating Room Fundamentals

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. Prerequisites: SURG 100

SURG 130: Surgical Techniques II

In the lecture component, the student will learn about wound healing, sutures, wound closure techniques, and needle types and parts. Prerequisites: SURG 110, SURG 110-L, and SURG 120, Co-requisites SURG130-L

SURG 130-L: Surgical Techniques II – Lab

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. Prerequisites: SURG 110, SURG 110-L, and SURG 120, Co-requisites SURG130

SURG 140: General Microbiology

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. Prerequisites: None

SURG 140 is also taught as MICR 130 in Respiratory Therapy

SURG 160: Patient Care / Case Management

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. Prerequisites: SURG 130, and SURG 130-L

SURG 200: Pharmacology

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. Prerequisites: SURG 100

SURG 210: Pathophysiology I

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Diagnostic, General, OB/GYN, Ophthalmology, Otorhinolaryngology (ENT) and Genitourinary (GU). The student will learn about the 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. Prerequisites: ANAT 210, ANAT 220, SURG 130, SURG 130-L

SURG 230: Pathophysiology II

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 the disease processes and their corresponding surgical treatment. 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. Prerequisites: ANAT 210, ANAT 220, SURG 130, SURG 130-L

SURG 250: Clinical Orientation

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). Prerequisites: SURG 140 SURG 160, SURG 210, SURG 230, SURG 270, ANAT 210, ANAT 220, Co-requisites SURG 250-L

SURG 250-L: Clinical Orientation - Lab

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. Prerequisites: Prerequisites: SURG 140 SURG 160, SURG 210, SURG 230, SURG 270, ANAT 210, ANAT 220 Co-requisites SURG 250

SURG 260: Surgical Procedures I

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. Prerequisites: SURG 130, and SURG 130-L

SURG 270: Surgical Procedures II

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. Prerequisites: SURG 130, and SURG 130-L

SURG 281: Clinical Practicum I

This course provides the student with actual experience participating in surgical procedures and direct patient care in the STSR role in the following areas: preoperative, intra-operative care, 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.

Students must demonstrate completion of one hundred and twenty-five (125) procedures in the first scrub solo role or with assist. The 125 cases must be completed between the two clinical practicum courses, SURG 280 and SURG 290. Eighty (80) of these procedures must be in the five core areas of General, Orthopedics, Otorhinolaryngology (ENT), Gynecology, and Genitourinary (GU). The remaining forty-five (45) procedures will be in the specialty areas, such as: Cardiothoracic endoscopy, Ophthalmology, Oral and maxillofacial, Plastic and reconstructive, Neurosurgery, Cardiothoracic, or Peripheral vascular. Within the total one hundred and twenty-five (125) procedures, thirty five (35) must be in the first scrub solo role. Students must also fulfill requirements with regard to appropriate distributions for core and specialty areas and level of complexity. Prerequisites: SURG 250, SURG 250-L, All General Education Courses

SURG 291: Clinical Practicum II

This course provides the student with actual experience participating in surgical procedures and direct patient care in the STSR role in the following areas: preoperative, intra-operative care, 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.

Students must demonstrate completion of one hundred and twenty-five (125) procedures in the first scrub solo role or with assist. The 125 cases must be completed between the two clinical practicum courses, SURG 280 and SURG 290. Eighty (80) of these procedures must be in the five core areas of General, Orthopedics, Otorhinolaryngology (ENT), Gynecology, and Genitourinary (GU). The remaining forty-five (45) procedures will be in the specialty areas, such as: Cardiothoracic endoscopy, Ophthalmology, Oral and maxillofacial, Plastic and reconstructive, Neurosurgery, Cardiothoracic, or Peripheral vascular. Within the total one hundred and twenty-five (125) procedures, thirty five (35) must be in the first scrub solo role. Students must also fulfill requirements with regard to appropriate distributions for core and specialty areas and level of complexity. Prerequisites: SURG 281

SURG 295: National Certification Review*

This course will prepare the student for the Certified Surgical Technologists (CST) exam via a series of review exercises and practice exams. Prerequisites: SURG 281

***Courses offered in a blended format, a combination of online and on ground.**

STUDENT SERVICES

The Student Services staff is available specifically to attend to the needs of the student body at American Career College (ACC). Student Services will provide students with information regarding transportation, childcare, professional counseling services available within the community, as well as attend to any other special concerns which may arise while attending ACC.

Orientation

All new students attend an orientation prior to their first class start date. Each department makes presentations as a means of making students aware of all student services that are available. Students will be informed of the date and time of orientation during the enrollment process.

Dental Assisting and Vocational Nursing students attend program-specific orientations. Dental Assisting students are provided with an introduction to anatomy, tooth numbering, and universal precautions, including instrument sterilization.

Advising/Tutoring Assistance

An open-door policy, with the faculty and staff readily available to assist students, is in effect. Students are encouraged to meet with their instructors to discuss any academic concerns.

American Career College provides tutoring assistance for students experiencing academic difficulties, and such students may be required to participate in skill reinforcement sessions outside of regular 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

American Career College does not maintain any resident housing. The College assumes no responsibility for student housing.

Parking

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

- Street parking is available near and around the college.
- Monthly parking is available in a parking lot that is located 2 blocks from the school at New Hampshire Ave. and Clinton Ave. Parking passes can be purchased from the Business Office. Students may be transported to and from the lot in a shuttle.

The Orange County Campus has free daily parking available around the campus as well as around the facility expansion buildings. Students may be transported to and from the buildings by shuttle.

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

Graduate Refresher Courses

American Career College offers its graduates the privilege of skill refresher courses. Courses or modules may be audited at no additional charge, subject to class space and equipment availability. The cost of any books, supplies, and/or parking will be the responsibility of the graduate. Graduates wishing to take a refresher course must first be assessed by the Program Director to determine the student's specific needs and must have graduated from American Career College within the previous 12 months.

Graduation Ceremony

Upon successful completion of the students' designated program, graduates are encouraged to attend a graduation ceremony, as these ceremonies are held to recognize the efforts of graduates. Graduates who choose to participate in the ceremony are required to pay a graduation fee for the purchase of their cap/gown.

Career Services

American Career College's Career Services Department is a vital part of the student's educational program. Although the securing of positions cannot be guaranteed, the purpose of the department is to actively assist students in obtaining desirable employment. The Career Services Department offers instruction and guidelines for students/graduates in areas such as career planning and job search techniques, resume preparation, interview planning and preparation, understanding the importance of networking, completing job applications, the characteristics of a professional image, interview follow-up, workplace etiquette, time management skills, and successfully navigating the workplace. Students and graduates are 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 effort by both graduates and the Career Services Department. Graduates are encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform their Career Services Specialist of these efforts.

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

Employment assistance services are available on an on-going basis to American Career College graduates.

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 Executive Director.

FINANCIAL INFORMATION

American Career College believes that educational cost 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 **

Program ⁴	Tuition ²	STRF Fee ⁵	Total ³
Dental Assisting	\$15,500.00	\$40.00	\$15,540.00
Health Claims Examiner / Medical Biller	\$15,250.00	\$37.50	\$15,287.50
Massage Therapy	\$15,250.00	\$37.50	\$15,287.50
Medical Assistant	\$15,250.00	\$37.50	\$15,287.50
Optical Dispensing	\$15,250.00	\$37.50	\$15,287.50
Pharmacy Technician ¹	\$15,250.00	\$37.50	\$15,287.50
Associate of Occupational Science Degree in Health Information Technology*	\$31,000.00	\$77.50	\$31,077.50
Associate of Occupational Science Degree in Respiratory Therapy	\$42,500.00	\$107.50	\$42,607.50
Associate of Occupational Science Degree in Surgical Technology*	\$33,075.00	\$82.50	\$33,157.50
Vocational Nursing	\$33,075.00	\$82.50	\$33,157.50
Vocational Nursing Evening/ Weekend	\$34,650.00	\$87.50	\$34,737.50

* A laptop computer fee will be charged for students that wish to purchase the computer from the school to complete their Blended courses.

¹ All Pharmacy Technician students are required to apply for registration with the California State Board of Pharmacy. The cost of this license is included in the student's tuition.

² Includes uniforms, books and supplies.

³ Total program cost does not include transportation costs to and from externship or clinical sites. This cost is the student's responsibility.

⁴ All students enrolling in the Respiratory Therapy program are required to pay a tuition deposit in the amount of \$250.00 at the time of enrollment. All students enrolling in the Surgical Technology and Vocational Nursing programs are required to pay a tuition deposit in the amount of \$75.00 upon enrollment. The tuition deposit will apply towards the total program tuition.

⁵ 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 and prepays 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. 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 California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident, 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.) The school's breach or anticipatory breach of the agreement for the closure of instruction; 5.) There was a decline in the quality of the course of instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau; 6.) The school committed fraud during the recruitment or enrollment or program participation of the student.

** Tuition and fees are subject to change.

Tuition Payment

Tuition for 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 at the Cashier's Office during regular office hours or mailed prior to the due date. Checks that are returned for non-sufficient funds will be assessed a \$25 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, American Career College does provide a student with an official transcript upon completion of the program; however, American Career College reserves the right to withhold a diploma or degree and to deny additional requests for official or unofficial transcripts until the account is brought current.

Financial Assistance

American Career 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. ACC 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). The College's Financial Aid Officer uses this form 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.

Government guaranteed loans are an important part of financing educational expenses. When students must borrow funds to finance their education, American Career College provides students with information to assist them in managing their loan effectively. Confidential loan counseling is available upon request.

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 20 contact hours of instruction. For degree programs, the units are based on total credits in programs. Students may obtain additional information regarding financial aid credit units from the Director of Financial Aid on campus.

Financial Aid Eligibility Requirements

To be eligible for financial aid, a student must:

- Be a citizen of the United States or an eligible permanent resident;
- Be enrolled in an eligible program;
- Be making satisfactory academic progress toward graduation;
- Be a high school graduate or its equivalent or pass a nationally recognized Ability-To-Benefit test;
- 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;
- And have completed U.S. Selective Service requirements, if applicable.

If you obtain a loan to pay for your educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you withdraw, a refund calculation will be completed and a refund of non-federal aid funds may be provided to you.

The following is a description of the financial aid programs available at American Career College. Additional information can be obtained from the Director of Financial Aid.

Financial Aid Programs

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.

Academic Competitiveness Grants (ACG): Students may be eligible for ACG funds if they meet the following criteria:

- Have a valid ISIR and receive a Pell Grant for the same award year;
- Be a US citizen/Eligible Non-citizen;
- Enrolled at least half time in a degree granting institution;
- Enrolled in the first academic year of a program of study;
- Not previously enrolled in an undergraduate program;
- Successfully completed a rigorous secondary school program of study* and graduated after January 1, 2006, for first year students and after January 1, 2005 for second year students.

Note: Second year students, must have successfully completed their first year and have a cumulative GPA of at least 3.0 on a 4.0 scale.

*See a financial aid officer to determine if the program of study meets these requirements.

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 and parents 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.

Direct Stafford Loans, from the 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 school electronically through the Grant Administration and Payment System (GAPS). The loans are serviced by the Direct Loan Servicing System. Direct loans include Direct Subsidized, Direct Unsubsidized and Direct PLUS loans.

Direct Subsidized Stafford Loan: Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to \$3,500 for their first academic year, and \$4,500 for their second academic year, at a fixed interest rate established annually by the US Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Direct Unsubsidized Stafford Loan: Direct Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to \$9,500 for their first academic year as a combined total with the Federal Subsidized Stafford loan, and up to \$10,500 for their second academic year, at a fixed interest rate established annually by the U.S. Department of Education. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the Direct Subsidized Stafford Loan program. 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): Direct Parent Loan for Undergraduate Students provides additional funds for credit-worthy parents to help pay for student educational expenses. The interest rates for these loans are fixed at 8.5 percent (established annually by the US Department of Education) and repayment begins immediately after the loan is fully disbursed. Federal PLUS loans may be obtained from lenders that participate in the Federal Family Education Loan programs.

Cal Grant Program: Cal Grant B and C are State grant programs administered by the State of California and are available to students who have applied before the March 2nd deadline and are enrolled in the institution for the following fall term. Grants are based on funds available from the State and do not have to be repaid. Funds under this program are limited. All Cal Grant payments are credited to the student's account to cover outstanding tuition, fees, books 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.

Private Loans & Scholarships: 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 and/or scholarships. American Career College participates with several lending institutions that offer private loans. To qualify, a student must be a US citizen, a US national, or a permanent resident and must be creditworthy. A student may be enrolled full-, half-time or less than half-time. If the student has no credit history, he or she may still qualify for a loan by applying with a creditworthy co-borrower. In addition to private loans, a wide array of scholarships is available to students. Scholarship eligibility criteria vary. The Financial Services Department will be happy to assist students who wish to apply for scholarships.

Cancellation and Refund Policy

Student's Right to Cancel:

You have the right to cancel your enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the 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.

Cancellation shall occur when you give written notice of cancellation at the address of the school shown on top of the front page of the agreement. You can also do this 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 you no longer wish to be bound by the agreement.

If you cancel the agreement, the school will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within 45 days after your notice of cancellation is received.

Withdrawal from Program:

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

- a. You notify the school of your withdrawal or the actual date of withdrawal; or
- b. The school terminates your enrollment; or
- c. For diploma programs: You fail to attend any classes for ten (10) consecutive scheduled class days, excluding school holidays.
- d. For degree programs: You fail to attend all classes for fourteen (14) consecutive calendar days, excluding school holidays.

If you withdraw from the program after the period allowed for cancellation of the agreement and have completed 60% or less of the period of attendance, the school will calculate whether a refund is due, and if so, remit a refund within 45 days following your withdrawal. For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the lenders in the order required under Federal Law. For nonfederal student financial aid program moneys, the institutional/California state refund policy shall be a pro rata refund of moneys paid for institutional charges for students who have completed 60 percent or less of the period of attendance. If any portion of those charges was paid from the proceeds of a nonfederal loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining balance will be paid to you.

If the school has given you any equipment, including books or other materials, you shall return it to the school within 10 days following the date of your notice of cancellation or withdrawal. If you fail to return this equipment, including books, or other materials, in good condition within the 10 day period, the school may deduct its documented cost for the equipment from any refund that may be due to you. Once you pay for the equipment it is yours to keep without further obligation. In any event, you will never be charged more than the equipment charges stated in the contract.

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.

Determination of the Withdrawal Date

The student's withdrawal date is the last date of academic attendance as determined by the institution from its attendance records. The withdrawal date for a student who does not return from an approved leave of absence is set retroactively to the last date of attendance, as determined by the institution's attendance records.

Note: A student who is on an approved leave of absence retains in-school status for purposes of Title IV loans. However, the student should be aware that if he or she does not return from a leave of absence, some or all of the grace period of the loan could have been used up, as the withdrawal date is set retroactive.

Return of Title IV Funds Policy

Effective 10/7/2000, all financial aid (Title IV) recipients who withdraw and have completed 60 percent or less of the payment period for which they have been charged are subject to the new federal refund regulations per 34 CFR 668, 682 and 685, published November 1, 1999.

If a student obtains a loan to pay for the course of instruction, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed reinsured by the state or federal government and the student defaults on the loan:

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- The federal or state government or the loan guarantee agency can take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; and
 - The student may not be eligible for any other federal financial assistance for education at a different school or for government housing assistance until the loan is repaid.

Federal regulations state that the amount of a Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the school must calculate the following:

- A. To determine the percentage of the payment period completed, the number of days* attended in the payment period is divided by the total days* in the payment period. *Days = calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more, and approved leave of absences are excluded.
- B. The net amount of Title IV funds disbursed, and that could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of earned Title IV aid.
- C. The earned aid is subtracted from the aid that was actually disbursed to, or on behalf of the student.
- D. The institution will return the lesser of the total earned aid or the unearned institutional charges for the payment period.
- E. Unearned aid is allocated back to the Title IV programs in the following order as specified by law:
 1. Unsubsidized Stafford Loan Program
 2. Subsidized Stafford Loan Program
 3. Stafford PLUS Program

If excess funds remain after repaying all outstanding loan amounts, the remaining excess shall be credited in the following order:

4. Federal Pell Grant Program
5. Other assistance awarded under this title for which return of funds is required

Note: After the institution has allocated the unearned aid, any amount owed by the student to a grant program is reduced by 50%. Unearned loan funds received by the student are paid back as per the terms of the borrower's promissory note.

For additional guidance or information regarding the Return of Title VI Funds policies and rules or for questions regarding any financial aid matter, please contact the school's Director of Financial Aid.

Federal Refund Requirements vs. State Refund Requirements

In addition to the Return of Title IV requirements for federal financial aid recipients, the institution is required by the State to calculate a prorated refund for all students who have completed less than 60% of their period of attendance, regardless of whether or not the student received Title IV funds. However, the federal formula for Return of Title IV funds may result in a larger refund than the state refund policy. In that case, the institution and/or the student must return the sum resulting in the larger of the two calculations to the appropriate Title IV program. Therefore, the student may, after Title IV funds are returned, owe a balance to the institution.

Notes

