

American Career College



2019-2020 College Catalog

4th Edition

www.americancareercollege.edu

Effective January 1, 2019 - December 31, 2020

[Online Catalog Link](#)

TABLE OF CONTENTS

Table of Contents.....	2
Campuses.....	7
College Information	8
Mission Statement and Educational Philosophy	8
College History and Description	8
Facilities	8
Los Angeles and Orange County Campuses	8
Ontario Campus	8
Library Services.....	9
Hours of Operation	9
Campus Administrative Offices	9
Day Classes	9
Evening Classes.....	9
Externship/Clinical Experiences	9
Vocational Nursing and Associate Degree programs	9
Blended Learning Modules and Courses	9
Security and Safety	9
Health and Safety Requirements.....	10
Required Federal Disclosure Information.....	10
California Regulatory Disclosures	10
Accreditation, Approvals and Memberships	10
Statement of Ownership	12
Officers and Key Personnel.....	12
Program Offerings	12
Diploma Programs.....	12
Associate Degree Programs.....	13
College Holidays for All Programs.....	13
Academic Calendar and Program Start Dates.....	14
Diploma Programs.....	14
Vocational Nursing Programs by Campus	17
Associate Degree Programs.....	18
Admissions Information	21
General College Admission Requirements	21
Additional Admission Requirements for Programs	21
Additional Admission Requirements for Pharmacy Technician Programs	21
Additional Admission Requirements for Vocational Nursing Programs.....	22
Additional Admission Requirements for Associate Degree Programs	23
Additional Requirements for Students Enrolling in Programs with Blended Modules or Courses	25
Admissions Policy for Applicants with Felony Convictions.....	26
Entrance Testing Policy.....	26
Professional Readiness Program (PRP).....	27
Statement of Non-Discrimination.....	27
College Program and Policy Changes.....	27
Students Seeking Reasonable Accommodations.....	27
Ability-to-Benefit Students	28

Pregnancy	28
Residency Requirement.....	29
Experiential Learning	29
English as a Second Language (ESL) Instruction	29
Notice Concerning Transferability of Credits and Credentials Earned at American Career College	29
Advanced Placement	29
Credit for Previous Training	29
Articulation Agreements.....	30
Programs Preparing Graduates for a Field Requiring Licensure	31
Licensed Vocational Nurses.....	31
Pharmacy Technicians	31
Physical Therapist Assistant	32
Occupational Therapy Assistant.....	33
Radiography	33
Registered Nurse License	33
Registered Respiratory Therapist.....	34
State and National Board Examinations	34
Licensure/Certification Requirements.....	35
Certified Dispensing Opticians and/or Contact Lens Technicians	35
Certified Medical Assistants	35
Certified Surgical Technologists	35
Licensed Radiologic Technologists:	35
Licensed Vocational Nurses.....	35
Occupational Therapy Assistants	35
Pharmacy Technicians	35
Physical Therapist Assistants.....	35
Registered Dental Assistants.....	36
Registered Nurse	36
Registered Respiratory Therapists	36
Academic Information and College Policies.....	37
Books and Course Materials Policy.....	37
Grading System.....	37
Incomplete Grades	37
Non-Credit Courses	38
Withdraw Grades	38
Repeated Modules or Courses	38
Satisfactory Academic Progress (SAP) Requirements	38
Definition of Credit and Clock Hour	40
Student Appeal Process	40
General Graduation Requirements	40
Spanish Medical Terminology Course.....	40
Program Measurement	41
Maximum Students in a Typical Classroom	41
Non-Credit, Remedial Coursework	41
Attendance Policy.....	41
General Attendance Requirements*	41
Program Specific Requirements	42
Blended Modules/Courses/Programs	42
Make-Up Work Assignments	44
Required Outside Preparation and Study Time	44
Externship and Clinical Experiences	44

Field Trips and Guest Lectures.....	45
Leave of Absence.....	45
Effect of Leave of Absence on Student Financial Aid for Degree Programs.....	45
Leave of Absence Procedure.....	46
Additional Provisions.....	46
Termination Policy.....	46
Program Transfers.....	47
Campus Transfers.....	47
Withdrawal from the College.....	47
Re-entering Students.....	47
Student Resource Center/Student Services.....	49
Orientation.....	49
Advising/Tutoring Assistance.....	49
Housing.....	49
Parking.....	49
Graduate Refresher Courses.....	49
Graduation Ceremony.....	50
Career Services.....	50
Student Policies and Procedures.....	51
Dress Code.....	51
Academic Honor Code.....	51
American Career College Ethics Reporting Hotline.....	52
Conduct Policy.....	52
Sexual Harassment/Violence Prevention.....	52
Family Educational Rights and Privacy Act of 1974, As Amended.....	53
Review and Correction.....	53
Disclosure of Educational Records.....	53
Student/Employee Fraternalization.....	54
Student Complaint/Grievance Procedure.....	54
Additional College Complaints and Concerns:.....	55
No Weapons Policy.....	55
Drug and Alcohol Abuse Prevention.....	56
Fair Practice Standards for Clinical Work Agreements and Externship Experiences.....	57
Student Record Retention.....	57
Student Identity Documentation Policy.....	58
Financial Information.....	59
Program Tuition and Fees.....	59
Tuition Payment.....	60
Past Due Account.....	61
Financial Assistance.....	61
Financial Aid Unit of Credit.....	62
Financial Aid Eligibility Requirements.....	62
Financial Aid Programs Available at ACC.....	64
California State Aid Programs.....	64
Federal Aid Programs.....	64
American Career College Scholarships & Grants.....	66
Cancellation and Tuition Refund Policy.....	70
Return of Federal Title IV Financial Aid Policy.....	71
Reimbursement to Veterans and Eligible Persons.....	75

Diploma Programs of Study	76
Dental Assisting	76
Medical Assistant	78
Medical Billing and Coding	80
Optical Technician	82
Pharmacy Technician.....	84
Vocational Nursing	86
Associate Degree Programs of Study.....	88
Associate of Occupational Science, Occupational Therapy Assistant	88
Associate of Occupational Science, Physical Therapist Assistant.....	92
Associate of Occupational Science in Radiography.....	95
Associate of Occupational Science in Respiratory Therapy	97
Associate of Occupational Science in Surgical Technology	99
Associate of Science Degree in Nursing	102
Campus Staff and Faculty Listings.....	107
American Career College – Los Angeles.....	107
Campus Management Team	107
Associate of Occupational Science in Radiography.....	107
Associate of Occupational Science in Surgical Technology	107
Associate of Science Degree in Nursing	108
Dental Assisting	110
Medical Assistant	111
Medical Billing and Coding	111
Optical Technician	111
Pharmacy Technician.....	112
Vocational Nursing	112
General Education.....	115
American Career College – Orange County	115
Campus Management Team	115
Associate of Occupational Science Physical Therapist Assistant.....	115
Associate of Occupational Science Occupational Therapy Assistant	116
Associate of Occupational Science Respiratory Therapy	116
Associate of Occupational Science Surgical Technology	116
Dental Assisting	117
Medical Assistant	117
Medical Billing and Coding	117
Pharmacy Technician.....	117
Vocational Nursing	117
General Education.....	119
American Career College - Ontario.....	119
Campus Management Team	119
Associate of Occupational Science in Radiography.....	119
Associate of Occupational Science Respiratory Therapy	119
Associate of Occupational Science Surgical Technology	120
Dental Assisting	121
Medical Assistant	121
Medical Billing and Coding	121
Optical Technician	121
Pharmacy Technician.....	122
Vocational Nursing	122
General Education.....	124

General Questions Regarding the College	126
Courses	127
ANA - Anatomy	127
ANAT - Anatomy	127
200-L.....	128
CAREER - Career Advantage	129
DA - Dental Assisting.....	129
-A	129
-B	129
-C	129
-D	129
-E	129
EXT.....	130
-F.....	130
-G.....	130
-H.....	130
ENGL - English.....	130
GD - Growth and Development	131
HP - Health Professionals.....	131
HUM - Humanities	131
MA - Medical Assistant	131
EXT.....	132
MATH - Mathematics.....	133
MBC - Medical Billing and Coding.....	133
EXT.....	134
MEDTR - Medical Terminology	135
MICR - Microbiology	135
NURS - Nursing	135
OPT - Optical Technician.....	138
EXT.....	139
OTA - Occupational Therapy Assistant	139
PATH - Pathophysiology.....	142
PHARM - Pharmacology.....	142
PHAR - Pharmacology	142
PHYS - Physiology.....	142
PSYC - Psychology	143
PTA - Physical Therapist Assistant	143
100.....	143
200.....	143
PT - Pharmacy Technician	149
EXT.....	150
RAD - Radiography.....	150
RCP - Respiratory Therapy	152
200-L.....	154
RTCP - Respiratory Therapy Clinical Practicum.....	155
SOCY - Sociology	156
SPCH - Speech	156
SURG - Surgical Technology	156
VOCN - Vocational Nursing	158

CAMPUSES**Los Angeles- Main Campus**

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

**Orange County- Branch Campus**

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

**Ontario- Main Campus**

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

www.americancareercollege.edu

COLLEGE INFORMATION

Mission Statement and 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.

College History and Description

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

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

In February of 2005, the founder of American Career College formed a new company, Ontario Health Education Company, Inc. and purchased Atlantis Medical College in Norco, California. Subsequently, that college's name was

changed to American Career College. American Career College continued offering the programs that were approved at Atlantis Medical College, while incorporating American Career College's culture and programs into the school. In June of 2008, the Norco campus moved to its current facility in Ontario, California.

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

Facilities

Los Angeles and Orange County Campuses

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

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

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

Ontario Campus

The Ontario campus also provides classrooms that are appropriately furnished with laboratory and instructional furniture for the type of work performed. Supplies for each program of study are available in the classrooms and

laboratories at each campus. The Ontario campus occupies approximately 60,000 square feet in a two-story building. The facility is readily accessible for students requiring physical accommodations. In addition to ample parking, the campus is conveniently located near public transportation and freeway access.

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

Library Services

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

Hours of Operation

Campus Administrative Offices

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

Day Classes

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

Evening Classes

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

Externship/Clinical Experiences

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

Vocational Nursing and Associate Degree programs

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

Blended Learning Modules and Courses

Students enrolled in blended modules or courses are required to participate in online module or course activities as outlined in each module/course syllabus. Blended modules/courses at the College combine traditional classroom instruction with an online learning environment. Threaded discussions provide opportunities for exciting and productive class interaction, as well as the chance to connect with faculty members for help and guidance.

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

Security and Safety

Students are responsible for their own security and safety and must be aware of the security and safety of others.

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

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

Health and Safety Requirements

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

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

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

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

Required Federal Disclosure Information

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

California Regulatory Disclosures

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

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

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

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

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

Accreditation, Approvals and Memberships

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

- The Los Angeles, Anaheim, and Ontario campuses are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043;

Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org

- American Career College is a private institution, licensed to operate* by the Bureau for Private Postsecondary Education (BPPE). BPPE physical address: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818; Phone (916) 431-6959 / Toll free (888) 370-7589 / Fax (916) 263-1897 / www.bppe.ca.gov
- The Surgical Technology (Associate of Occupational Science) programs at the Los Angeles, Orange County and Ontario campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043; Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org
- The Medical Assistant programs at all campuses are programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043; Phone (703) 917-9503 / Fax (703) 917-4109 / www.abhes.org
- The Pharmacy Technician training programs at the Los Angeles, Orange County and Ontario campuses are accredited by the Accreditation Council for Pharmacy Education (ACPE) and the American Society of Health-System Pharmacists (ASHP). ASHP 7272 Wisconsin Avenue, Bethesda, MD 20814; Phone: Toll free (866) 279-0681 / www.ashp.org
- The Respiratory Therapy (Associate of Occupational Science) programs in Orange County and Ontario are accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC 1248 Harwood Road, Bedford, TX 76021-4244; Phone (817) 283-2835 / Fax (817) 510-1063 / www.coarc.com
- The Vocational Nursing programs at the Los Angeles, Orange County, and Ontario campuses are approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). BVNPT 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833; Phone (916) 263-7800 / www.bvnpt.ca.gov
- The Dental Assisting programs in Los Angeles, Orange County, and Ontario are approved by the Dental Board of California. Dental Board of California 2005 Evergreen Street, Suite 1550, Sacramento, CA 95815; Phone (916) 263-2300 / Fax (916) 263-2140 / www.dbc.ca.gov
- The Physical Therapist Assistant Program in Orange County is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 1111 North Fairfax Street, Alexandria, VA 22314; Phone: 703-706-3245; Email: accreditation@apta.org; Website: www.capteonline.org).
- The Occupational Therapy Assistant (Associate of Occupational Science) program in Orange County is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) (ACOTE 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; Phone: 301-652-AOTA / www.acoteonline.org).
- The Radiography (Associate of Occupational Science) program at the Ontario and Los Angeles campuses are approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB). Department of Public Health Radiologic Health Branch 1500 Capitol Avenue, 5th Floor, MS 7610, Sacramento, CA 95814-5006; Phone: 916-327-5106 / Fax: 916-440-7999 / www.cdph.ca.gov
- The Associate Degree in Nursing (Associate of Science) program is approved by the California Board of Registered Nursing. Board of Registered Nursing: 1747 North Market Boulevard, Suite 150, Sacramento, CA 95834/ Phone (916) 322-3350 / Fax (916) 574-7697 / www.rn.ca.gov
- The College is approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code.
- The College is a member of the California Association of Private Postsecondary Schools (CAPPS). www.cappsonline.org; and the Career Education Colleges and Universities (CECU) www.career.org
- American Career College is authorized to deliver distance education coursework in the state of California.

*License to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009

Statement of Ownership

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

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

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

Officers and Key Personnel

David A Pyle	Founder and Chief Executive Officer
Timothy Lee	Chief Operating Officer
Susan Paillet	Chief Academic & Student Experience Officer
Segar Annamalai	Chief Information Officer
Scott Casanover	General Counsel/Vice President, Government Affairs
Valerie Mendelsohn	Vice President, Compliance and Risk Management
Michael Hargrave	Vice President, Financial Aid

Program Offerings

American Career College offers the following programs.

Not all programs are offered at all locations.

Diploma Programs

PROGRAM TITLE	LA	OC	ONT	PROGRAM LENGTH IN WEEKS*	QUARTER CREDITS	IN CLASS CLOCK HOURS	OUTSIDE CLOCK HOURS	TOTAL
Dental Assisting	X	X	X	40	49.5	800	N/A	800
Medical Assistant	X	X	X	36	48.5	760	269	1029
Medical Billing and Coding	X	X	X	36	48.5	760	214	974
Optical Technician	X		X	36	50.5	760	241.5	1001.5
Pharmacy Technician	X	X	X	36	46	780	405.5	1185.5
Vocational Nursing	X	X	X	54 - Day; 84 - Evening/Weekend	94	1570	N/A	1570

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

Associate Degree Programs

PROGRAM TITLE	LA	OC	ONT	PROGRAM LENGTH IN WEEKS*	IN CLASS CLOCK HOURS	QUARTER CREDITS
AS-Nursing	X			80	1580	99
AOS-Occupational Therapy Assistant		X		80	1780	98
AOS-Physical Therapist Assistant		X		80	1590	96
AOS-Radiography	X		X	100	2660	130
AOS-Respiratory Therapy		X	X	80	1580	103
AOS-Surgical Technology	X	X	X	80	1600	102

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

College Holidays for All Programs

HOLIDAYS	2019-2020	2020-2021
Martin Luther King, Jr. Day	January 21, 2019	January 20, 2020
President's Day	February 18, 2019	February 17, 2020
Memorial Day	May 27, 2019	May 25, 2020
Independence Day	July 4-5, 2019	July 3, 2020
Labor Day	September 2, 2019	September 7, 2020
Thanksgiving Day & Day After	November 28-29, 2019	November 26-27, 2020
Winter Recess (Degree Programs)	December 23, 2019 - January 5, 2020	December 24, 2020 - January 4, 2021
Winter Recess (Diploma Programs)	December 24-25, 2019 & January 1-2, 2020	December 24-25, 2019 & December 31, 2020-January 5, 2021

Academic Calendar and Program Start Dates

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

Diploma Programs

Single Start Calendar

Applicable for all campuses

Dental Assisting Program

Program Start Dates	Expected Program Completion Dates
12/27/2018	10/21/2019
1/30/2019	11/19/2019
2/28/2019	12/19/2019
3/29/2019	1/23/2020
4/29/2019	2/21/2020
5/28/2019	3/20/2020
6/26/2019	4/21/2020
7/30/2019	5/20/2020
8/29/2019	6/19/2020
9/30/2019	7/21/2020
10/29/2019	8/19/2020
11/26/2019	9/24/2020
12/30/2019	10/23/2020
1/30/2020	11/20/2020
2/28/2020	12/23/2020
3/31/2020	1/2/2021

Optical Technician Program

Program Start Dates	Expected Program Completion Dates
1/30/2019	10/24/2019
2/28/2019	11/22/2019
3/28/2019 (LA)	12/27/2019
3/29/2019	12/27/2019
4/29/2019	1/29/2020

5/28/2019	2/27/2020
6/26/2019	3/26/2020
7/30/2019	4/23/2020
8/29/2019	5/26/2020
9/30/2019	6/24/2020
10/29/2019	7/24/2020
11/26/2019	8/24/2020
12/30/2019	9/23/2020
1/30/2020	10/22/2010
2/27/2020 (LA)	11/20/2020
2/28/2020 (ONT)	11/20/2020
3/31/2020	12/22/2020
4/29/2020	1/21/2021
5/28/2020 (LA)	2/18/2021
5/29/2020 (ONT)	2/18/2021

Pharmacy Technician

Program Start Dates	Expected Program Completion Dates
1/30/2019	10/22/2019
2/28/2019	11/21/2019
3/29/2019	12/26/2019
4/29/2019	1/29/2020
5/28/2019	2/27/2020
6/26/2019	3/26/2020
7/30/2019	4/23/2020
8/29/2019	5/21/2020
9/30/2019	6/23/2020
10/29/2019	7/23/2020
11/26/2019	8/21/2020
12/30/2019	9/22/2020
1/30/2020	10/21/2020
2/28/2020	11/19/2020
3/31/2020	12/22/2020
4/29/2020	1/21/2021
5/29/2020	2/18/2021

Medical Assistant Program

Program Start Dates	Expected Program Completion Dates
1/30/2019	10/24/2019
2/28/2019	11/22/2019
3/29/2019	12/27/2019
4/29/2019	1/29/2020
5/28/2019	2/27/2020
6/26/2019	3/26/2020
7/30/2019	4/23/2020
8/29/2019	5/26/2020
9/30/2019	6/24/2020
10/29/2019	7/24/2020
11/26/2019	8/24/2020
12/30/2019	9/23/2020
1/30/2020	10/22/2010
2/28/2020	11/20/2020
3/31/2020	12/22/2020
4/29/2020	1/21/2021
5/29/2020	2/18/2021

Medical Billing and Coding Program

Program Start Dates	Expected Program Completion Dates
1/30/2019	10/24/2019
2/28/2019	11/22/2019
3/29/2019	12/27/2019
4/29/2019	1/29/2020
5/28/2019	2/27/2020
6/26/2019	3/26/2020
7/30/2019	4/23/2020
8/29/2019	5/26/2020
9/30/2019	6/24/2020
10/29/2019	7/24/2020
11/26/2019	8/24/2020
12/30/2019	9/23/2020

1/30/2020	10/22/2020
2/28/2020	11/20/2020
3/31/2020	12/22/2020

Vocational Nursing Programs by Campus

Los Angeles Campus

Program Start Dates	Expected Program Completion Dates
11/26/2018	12/6/2019
2/25/2019	3/6/2020
5/28/2019	6/5/2020
8/26/2019	9/4/2020
11/25/2019	12/4/2020
2/24/2020	3/5/2021
5/26/2020	6/4/2021
8/24/2020	9/3/2021
11/23/2020	12/3/2021
EVENING/ WEEKEND	
7/9/2018	2/16/2020
1/22/2019	8/31/2020
7/8/2019	2/14/2021
1/27/2020	9/5/2021
7/6/2020	2/13/2022

Ontario Campus

Program Start Dates	Expected Program Completion Dates
11/5/2018	11/15/2019
2/4/2019	2/14/2020
5/6/2019	5/15/2020
8/5/2019	8/14/2020
11/4/2019	11/13/2020
2/3/2020	2/12/2021
5/4/2020	5/14/2021
8/3/2020	8/13/2021
11/2/2020	11/12/2021
EVENING/WEEKEND	

3/12/2018	10/20/2019
9/10/2018	4/19/2020
3/11/2019	10/18/2020
9/9/2019	4/18/2021
3/9/2020	10/17/2021
9/14/2020	4/24/2022

Orange County Campus

Program Start Dates	Expected Program Completion Dates
11/26/2018	12/6/2019
2/25/2019	3/6/2020
5/28/2019	6/5/2020
8/26/2019	9/4/2020
11/25/2019	12/4/2020
2/24/2020	3/5/2021
5/26/2020	6/4/2021
8/24/2020	9/3/2021
11/23/2020	12/3/2021
EVENING/ WEEKEND	
7/9/2018	2/16/2020
1/22/2019	8/31/2020
7/8/2019	2/14/2021
1/27/2020	9/5/2021
7/6/2020	2/13/2022

Associate Degree Programs**Associate Degree in Nursing**

Program Start Dates	Expected Program Completion Dates
4/30/2018	11/29/2019
9/19/2018	5/5/2020
2/20/2019	9/24/2020
5/2/2019	12/4/2020
7/12/2019	2/25/2021
9/23/2019	5/7/2021
12/3/2019	7/19/2021

2/26/2020	9/28/2021
9/28/2020	5/9/2022

Occupational Therapy Assistant

Program Start Dates	Expected Program Completion Dates
7/10/2018	2/24/2020
7/12/2019	2/25/2021
7/17/2020	2/25/2022

Physical Therapist Assistant

Program Start Dates	Expected Program Completion Dates
2/20/2019	9/24/2020
2/26/2020	9/28/2021

Surgical Technology

Program Start Dates	Expected Program Completion Dates
7/10/2018	2/24/2020
11/29/2018	7/15/2020
5/2/2019	12/4/2020
9/23/2019	5/7/2021
2/26/2020	9/28/2021
7/17/2020	2/25/2022
12/8/2020	7/19/2022

Radiography

Program Start Dates	Expected Program Completion Dates
11/28/2017	11/29/2019
7/10/2018	7/15/2020
2/20/2019	2/25/2021
9/23/2019	9/28/2021
5/7/2020	5/9/2022
12/8/2020	12/8/2022

Respiratory Therapy

Program Start Dates	Expected Program Completion Dates
7/10/2018	2/24/2020
2/20/2019	9/24/2020
7/12/2019	2/25/2021

2/26/2020	9/28/2021
7/17/2020	2/25/2022

Term Start and End Dates

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

Term Start Dates	Term End Dates
5/2/2019	7/10/2019
7/12/2019	9/19/2019
9/23/2019	11/29/2019
12/3/2019	2/24/2020

ADMISSIONS INFORMATION

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

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

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

General College Admission Requirements

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

1. Students are required to visit the College prior to enrollment to obtain a clear understanding of the College, view the facilities and equipment and may meet with staff and instructors.
2. All applicants are required to meet with an Admissions Advisor.
3. All applicants must take and pass a standardized entrance exam or participate in the College's Professional Readiness Program.
4. All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).
5. All applicants must pay a non-refundable application fee upon enrollment.
6. Applicants enrolling in the College who have a misdemeanor conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanor convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites; therefore, in these instances, the College reserves the right to deny admission. Be sure to discuss licensing eligibility concerns and the effects of a criminal background on your program goals with your Admissions Advisor, in consultation with Program Director.
7. An applicant for enrollment at the College is required to possess a diploma from an accredited high school or the recognized equivalent or meet the requirements of the Ability-to-Benefit section of the Catalog. 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). Applicants must provide a copy of their high school diploma, transcripts, or a copy of their GED/HSE. Also see Ability-to-Benefit section of the catalog.

Please see Additional Admission Requirements for Programs section for acceptable proof of high school graduation or equivalency specific to the following programs:

- a. Pharmacy Technician Programs
- b. Vocational Nursing Programs
- c. Associate Degree Programs

Additional Admission Requirements for Programs

Additional Admission Requirements for Pharmacy Technician Programs

Applicants to the Pharmacy Technician program will be required to:

- complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age). Applicants under 18 years of age must reach their 18th birthday prior to the expected graduation date from the program.
- obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.
- demonstrate proficiency in math. Please see your Admissions Representative for further information.
- provide their high school diploma or a copy of their GED/HSE and 2 sets of official transcripts.

Additional Admission Requirements for Vocational Nursing Programs

- Applicants to the Vocational Nursing program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.
- Health screening examinations, pathology tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.

Students in the Vocational Nursing Program are expected to perform the following during their Externship/Clinical Experience:

- Lift up-to 30 lbs. individually,
- Demonstrate visual capacity to read small print,
- Demonstrate auditory perception to hear and understand verbal communication from patients and members of the health team,
- Effectively communicate in English to patients and members of the health team,
- Demonstrate coordinated range of motion of all four extremities,
- Stand, bend, walk, and sit for 6-12 hours in a clinical setting performing physical activities.
- Drug testing may be required in certain clinical placement situations.
- HESI Testing Policy:
 - Vocational Nursing program applicants will be required to take and pass the HESI entrance examination with a minimum score of **70%** (scores

will be rounded to the nearest whole number) in addition to passing a standardized entrance exam. The required 70% composite score will be calculated based on the results of four sections including Math, Reading Comprehension, Grammar and Vocabulary & Knowledge.

- Applicant composite score that is below 70% will only be required to retake the section/(s) they scored less than 70%. The retake must be taken within 60 days of the previous attempt. If the retake is not attempted within 60 days of the previous attempt, the applicant will be required to retake all sections of the HESI exam.
- Applicants who **do not** pass the HESI exam with the required scores must wait a **minimum of 7** calendar days before retaking the exam.
- If the applicant **does not** pass the HESI exam with the required scores on the second attempt on the HESI exam, he/she must wait **30 days** from the date of the last attempt to take the HESI a third time.
- If the applicant does not pass the HESI exam on their third attempt, he/she must wait one year before the applicant can apply to the program again. This will be the applicant's fourth and final attempt to pass the HESI exam.
- Program applicants may use HESI exam scores from another college/institution. HESI exam scores must be within two (2) years of the enrollment date. HESI exam scores transferred from West Coast University must be within five (5) years of the enrollment date.
- Alternate Students:
 - Vocational Nursing program applicants are admitted as "Alternate Students" once enrollment capacity has been met.
 - In the event that the class has reached capacity, Alternate Students may be new students starting the Vocational Nursing program or students who failed one or more courses in Term 1 and need to repeat the course before progressing in the program. However, priority for alternate status will be given to new students.
 - An applicant can enter and remain in the program as an alternate until the clinical experience begins in the first term.

- Alternates will be assigned a number based on their enrollment date and time.
- If the alternate’s number is reached, the alternate will remain enrolled in the program so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.
- If the alternate’s number is not reached before the beginning of the clinical experience in the first term, the alternate will not be allowed to remain in that class. The alternate’s enrollment will be cancelled and all monies will be refunded. Alternates will be offered a seat in the next available class, so long as the alternate is complying with all Vocational Nursing program and College policies and procedures.
- Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students after the trial period as an alternate. Upon admission as a regular

student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

Additional Admission Requirements for Associate Degree Programs

- All Associate degree program applicants must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions process.
- Health screening examinations, pathology tests (if applicable), drug testing and/or immunizations for the Associate Degree programs are conducted on campus prior to clinical assignments.
- Applicants enrolling in the Associate Degree programs must provide a copy of their high school diploma, transcripts, or a copy of their official GED/HSE.

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

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

HESI Entrance Exam minimum passing score (scores will be rounded to the nearest whole number):

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

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

Additional Admission Requirements for Physical Therapist Assistant Program

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

- Minimum GPA of 2.0 from a previous educational institution:
 - If applicant has 16 credits (semester or quarter credits) of college coursework, college transcripts will be used.
 - If applicant has less than 16 credits (semester or quarter credits) of college coursework, high school transcripts will be used.
 - If applicant has no college credit but GED or High School Equivalency, applicant will be consider to have a 2.0 GPA.

- Take and pass a computer competency assessment with a writing sample during the interview process
- Additional points may be rewarded based on prior experience or observation in a healthcare setting and/or academic performance

Additional Admission Requirements for Associate Degree in Nursing

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

1. A physical examination which attests to the individual's ability to meet the physical and mental requirements necessary to perform nursing or physical therapy assistant practice functions.
2. A negative TB test (PPD) within 12 months and annually while in the program and/or chest x-ray when indicated.
3. Immunity to mumps, rubella and varicella verified with proof of vaccine or titer.
4. Immunity to tetanus, diphtheria and pertussis verified with proof of vaccine or titer.
5. Hepatitis B - Proof of immunity or proof of series or signed declination.
6. Criminal background checks and drug/alcohol screening are conducted in order to ensure that nursing students are competent, safe, and trustworthy to engage in clinical rotations and other critical aspects of the programs, the activities of which can pose particular risks to other students, health workers and the public.
7. Flu vaccine – if vaccine is declined then a mask may be required to be worn while in the clinical facility.
8. Active medical insurance.

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

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

LVNs seeking admission to the ADN program must first meet the ACC eligibility requirements for new or transferring students. These eligibility requirements may be different for the LVN opting for the 45 unit option (see Associate of Science Degree in Nursing).

HESI Testing Policy

- Program applicants will be required to take and pass the HESI entrance examination in addition to passing the standardized entrance exam.
- Program applicants **must** receive a passing score on the HESI exam (scores will be rounded to the nearest whole number).
- Program applicants may use HESI exam scores from another college/institution. HESI exam scores are valid and may be used to meet entrance exam requirements if the results were obtained within two (2) years of the enrollment date. HESI exam scores transferred from West Coast University are valid and may be used to meet entrance exam requirements if the results were obtained within five (5) years of the enrollment date. HESI exam results taken at American Career College are valid for five (5) years.
- Applicants who do not achieve a passing score on the HESI exam must wait a **minimum of 7** calendar days before retaking the exam.
- If the applicant **does not** achieve a passing score on the **second attempt** on the HESI exam, he/she must wait **30 days** from the date of the last attempt to take the HESI a third time, and would be applying for admission to the next cohort.
- Upon reapplying to the program, the applicant will be allowed two additional attempts on the HESI exam to achieve a passing score.
- Applicants applying to the Occupational Therapy Assistant (OTA) program, Physical Therapist Assistant (PTA) program, Respiratory Therapy (RT) program, or Radiography (RAD) program that are retaking the exam will only be required to retake the section/(s) they scored less than 70%. The retake must be taken within 60 days of the previous attempt. If the retake is not attempted within 60 days of the previous attempt, the applicant will be required to retake all sections of the HESI exam.
- Applicants applying for the Associate Degree in Nursing (ADN) program that are retaking the exam will be required to retake all sections of the HESI exam.

- Applicants will be ranked according to their HESI test score. If identical scores exist among the applicants in the pool, ranking will be determined by enrollment date.
- Applicants will be notified of their status within 30 days of the applicant pool being closed or within 45 days of the class start date, whichever is sooner.
- Applicants who are not accepted for the current class can elect to be placed in the applicant pool for up to the next two class starts, ranked according to their initial combined test score.
- If an applicant is not accepted within three successive applicant pools for three consecutive class starts, the application will be denied.
- Students enrolled as an Alternate are not eligible for Title IV, HEA program funds unless and until they are admitted as regular students after the trial period as an alternate. Upon admission as a regular student, Title IV, HEA program fund eligibility will be retroactive back to the beginning of the payment or loan period, as applicable.

HESI Testing Policy- Conditional Acceptance for RT Program

- Program applicants who achieve a score between 65%-69.5% will be conditionally admitted to the RT program.
- Program applicants who are conditionally admitted to the RT program must complete and pass all courses in the first quarter of the RT program.
- If all courses are successfully completed with a passing grade and attendance, the student will be fully accepted to the RT program without conditions.
- Students who do not successfully complete and pass all course work in the first quarter of the program will be dismissed from the RT program and ineligible to return to the RT program.

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

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

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test

accessibility and become familiar with navigation in all areas of blended modules or courses; and

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

System and Browser Requirements:

	Recommended	Minimum
Operating System	Windows 10 Mac OS X 10.14 or higher	Windows 7 Mac OS X 10.14
Processor	2 GHz or faster processor	1.2 GHz processor
Memory	4 GB of RAM or higher	4 GB of RAM
Monitor Resolution	1024 x 768 or higher	1024 x 768
Free Hard Disk Space	20 GB or higher of free space	5 GB of free disk space
Additional Hardware	Soundcard with Speakers and Microphone or headset Webcam	
Internet Connection	Broadband (high-speed) Internet connection with a speed of 1.5 Mbps or higher	Broadband (high-speed) Internet connection
Internet Browser	Mozilla Firefox (latest stable release) Google Chrome (latest stable release) Internet Explorer 11.0 Safari 10.0	Internet Explorer 11.0 Safari 6.0
Java	Java SE 8 or higher Java SE may be required for course media within the Blackboard. You can download Java for free from the Oracle website.	
Flash Player	Flash Player (latest stable version) Flash may be required for course media within the Blackboard. You can download Flash for free from the Adobe website.	
Microsoft Office	All active ACC students are provided with a free copy of Microsoft Office 365. You can download Office by logging into your ACC email.	

Adobe Acrobat Reader	Adobe Acrobat Reader (latest stable release) Acrobat Reader may be required for course documents within the Blackboard. You can download Reader for free from the Adobe website.	
Accessibility Technology (if needed)	JAWS 16 or Higher (Windows)	Visit the Microsoft website for details (third-party software may have an additional cost) Visit the Apple website for details (third-party software may have an additional cost)
Third-party Electronic Publishers	Your instructor may choose to include an electronic publisher (for example, a collection of readings, articles, video clips). Because the electronic publisher content varies, you may or may not have additional system requirements. Check with your instructor or with the third-party publisher for specific requirements.	

Mobile Device Support	Full mobile support for Blackboard course content varies by course and third-party publisher. <ul style="list-style-type: none"> • Blackboard mobile apps are available for Android and iOS • For current mobile browser support information, please visit Blackboard Help at help.blackboard.com
------------------------------	--

Admissions Policy for Applicants with Felony Convictions

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

Entrance Testing Policy

- All applicants must take a standardized entrance exam.
- Applicants who fail the entrance exam may reattempt according to the following schedule:
 - 2nd attempt: a minimum of 1 calendar day
 - 3rd attempt: a minimum of 7 days from the prior attempt
 - 4th attempt: a minimum of 30 days from the prior attempt
 - If applicant fails all four attempts, the applicant can begin the process after a minimum of 1 year from the last attempt.
- Qualified applicants may opt for admission into the Professional Readiness Program after two unsuccessful attempts.
- Passing entrance exam scores for all programs are valid for five years.
 - In the case of a student that drops from a program and subsequently returns to the same or different program within five years, the re-entering student may be required to retest in order to meet the current minimum testing requirements.
 - Some programs may have additional or different testing requirements. Please read the information provided for specific programs below.

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

Wonderlic Scholastic Level Exam (SLE)	Minimum Score
Dental Assisting	12
Medical Billing and Coding	12
Medical Assistant	12

Optical Technician	12
Pharmacy Technician	12
Associate of Science Degree in Nursing	17
Associate of Occupational Science Occupational Therapy Assistant	17
Associate of Occupational Science Physical Therapist Assistant	17
Associate of Occupational Science in Radiography	17
Associate of Occupational Science in Respiratory Therapy	17
Associate of Occupational Science in Surgical Technology	17
Vocational Nursing	17

Professional Readiness Program (PRP)

- The Professional Readiness Program (PRP) is available for applicants possessing a high school diploma or equivalent who have unsuccessfully attempted the standardized entrance test.
- PRP students will attend a mandatory structured course including reading comprehension and math review, adaptive online curriculum, and weekly practice tests to prepare the student for entrance into the core program.
- Attendance, participation and conduct are tracked daily in the PRP and successful participation is required in order for the student to be approved for enrollment into their program of study.
- Upon successful completion of PRP, the entrance testing requirement is waived. Under such circumstances, the applicant may be admitted conditionally.
- PRP is available to qualified applicants seeking admission to the Dental Assisting, Medical Assistant, Medical Billing and Coding, Optical Technician, or Pharmacy Technician programs.
- In special cases, PRP is available to applicants seeking admission to other programs. PRP requirements vary in such cases. Additional information is available at individual campuses.

Statement of Non-Discrimination

The College does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, Veteran, or military service status, age, or disability. The College complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for employment and admission shall be extended to all persons. All inquiries or complaints

regarding these laws and regulations should be directed to the Campus Executive Director or Campus Dean, who will provide students with procedures available for resolving complaints relating to alleged unlawful discriminatory actions.

College Program and Policy Changes

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

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

Students Seeking Reasonable Accommodations

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

The College is committed to providing reasonable accommodations including auxiliary aids and/or services

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

Ability-to-Benefit Students

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

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

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

All ATB students will undergo pre-admission advising prior to enrollment. An applicant who is not a high school graduate or the equivalent may apply for enrollment in the Medical Assistant, Dental Assisting, Medical Billing and Coding, or Optical Technician, programs only. However, if the student has not established ATB eligibility prior to July 1, 2012, they will be ineligible for Title IV aid if they choose to attend.

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

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

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

WONDERLIC	Minimum Score
Verbal	200
Quantitative	210

Pregnancy

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

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

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

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

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

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

Residency Requirement

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

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

Experiential Learning

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

English as a Second Language (ESL) Instruction

Instruction at the College is delivered in English. Students must be able to read, write, speak, understand, and communicate in English on a high school proficiency level. This requirement could be demonstrated by having proof of high school diploma or its equivalent. The College does not offer English as a Second Language (ESL) instruction.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT AMERICAN CAREER COLLEGE

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

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

Advanced Placement

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

Credit for Previous Training

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

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

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

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

The College will conduct an evaluation of previous education and training for all Veterans and eligible persons, grant appropriate credit, shorten the training

period proportionately, and notify the Veterans Administration and student accordingly.

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

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

Articulation Agreements

Articulation agreements define courses which are comparable to, or acceptable in lieu of the requirements at

the college or university that students are transferring to. Formal articulation agreements assure students that specified coursework completed will transfer and can satisfy general education and/or lower-division course requirements or electives at the transfer institution.

West Coast University (WCU) acknowledges that the American Career College (ACC) courses listed within this agreement are equivalent in outcomes and competencies to corresponding WCU courses, and are therefore transferrable to parallel WCU undergraduate programs. ACC students transferring to WCU must meet all admissions transfer credit and programmatic requirements.

ACC Course Number	Course Title	Quarter Credit	Semester Credit	WCU Course Number
ANAT111	Human Anatomy	4	2.67	ANAT 260
ENGL100	English Composition	4	2.67	ENGL 140
HUM118	Cultural Pluralism	4	2.67	HUM 370
MATH100	College Mathematics I	4	2.67	MATH 108
MICR112	General Microbiology	4	2.67	MICR 140
PHYS111	Human Physiology	4	2.67	PHYS 261
PSYC100	Introduction to Psychology	4	2.67	PSYC 160
SOCY116	Introduction to Sociology	4	2.67	SOCY 180
SPCH117	Oral Communication	4	2.67	SPCH 142
PHARM113	Pharmacology for Nursing	4	2.67	NURS 180
NURS112	Fundamentals for Nursing	4	2.67	NURS 100
NURS112C	Fundamentals for Nursing, Lab/Clinical	4	2	NURS 101L
NURS113	Beginning Medical/Surgical Nursing	4	2.67	
NURS113C	Beginning Medical/Surgical Nursing, Lab/Clinical	4	2 2	NURS 121A NURS 121B
NURS114	Maternal/Child Nursing	4	1.34 1.34	NURS 306 NURS 307
NURS114C	Maternal/Child Nursing, Lab/Clinical	4	2.67	NURS 316L
NURS115	Intermediate Medical/Surgical Nursing	4	2.67	NURS 201
NURS115C	Intermediate Medical/Surgical Nursing, Lab/Clinical	4	2.67	NURS 211L
NURS116	Mental Health, Geriatric, and Community Health Nursing	4	2.67	NURS 222
NURS116C	Mental Health, Geriatric, and Community Health Nursing, Lab/Clinical	4	2	NURS 223L
NURS117	Advanced Medical/Surgical Nursing	4	2.67	NURS 480
NURS117C	Advanced Medical/Surgical Nursing, Lab/Clinical	4	2.67	NURS 481L
NURS118	Nursing Leadership	4	2.67	NURS 420

NURS118C	Advanced Medical/Surgical 2 Nursing, Lab/Clinical	4	2	NURS 491L
----------	---	---	---	-----------

Programs Preparing Graduates for a Field Requiring Licensure

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

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

Licensed Vocational Nurses

- Be at least 17 years old; and
- Graduate from an accredited high school or acceptable equivalent (furnish proof); and
- Successfully complete a Board of Vocational Nurse and Psychiatric Technician (BVNPT) approved Vocational Nursing Program. Contact the program director for application forms and instructions; and
- Complete and sign the "Application for Vocational Nurse Licensure" and the "Record of Conviction" form; and
- Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints.

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

- In order to be licensed in California, applicant must submit an application fee along with the required forms to the BVNPT (visit the BVNPT website for current fee schedule). One of these forms is called a "Record of Conviction."
- Applicants will need to be fingerprinted for the Department of Justice and FBI to process the fingerprint card. Additional information regarding the current fee schedule is available on the BVNPT website.
- You will also receive an application to the National Council of the State Boards of Nursing to take the National Council Licensure Examination for the Vocational Nurses (NCLEX-PN). Please visit the BVNPT website for current information regarding the fee to register by mail. Once you have submitted this form, you will receive an Authorization to Test and the information to take an exam.
- Once you have successfully completed the NCLEX-PN, you will need to submit an application for licensure to the Board of Vocational Nursing with an initial license fee (visit the BVNPT website for current fee schedule).
- Further information on becoming registered may be obtained on the Board of Vocational Nursing and Psychiatric Technicians website, <http://www.bvnpt.ca.gov/>.
- Graduates must satisfy **all** requirements for certification **at the time** of Application.

Pharmacy Technicians

1. Be at least 18 years of age at the time of graduation from the Pharmacy Technician Program; and
2. Graduate from an accredited high school or acceptable equivalent; and must be able to produce two official copies of Transcripts. Please see your admissions advisor for what would qualify as acceptable equivalent.

3. Graduate from a Pharmacy Technician Program meeting the California Board of Pharmacy requirements. American Career College meets this requirement.
 - Complete the Live Scan Fingerprinting Service. (Live Scan is inkless electronic fingerprinting. The fingerprints are electronically transmitted to the Department of Justice and Federal Bureau of Investigations (DOJ/FBI) for completion of a criminal record check.) The State of California will likely deny you registration if you have a felony conviction.
 - Processing times may vary, depending on when the Board receives documents from schools, agencies, and other states or countries. The time to process an application indicating a prior conviction(s) may take longer than other applications. Delays may also occur with the fingerprint processing by the Department of Justice and/or the Federal Bureau of Investigation (FBI).
 - Applicants must report any convictions or pleas of nolo contendere even if a subsequent order was issued which expunged or dismissed the criminal record under the provisions of section 1203.4 of the Penal Code. Applications may be denied for knowingly falsifying an application pursuant to section 480(c) of the Business and Professions Code.
 - You may be denied a license if you have:
 - A medical condition which in any way impairs or limits your ability to practice your profession with reasonable skill and safety without exposing others to significant health or safety risks.
 - Engage, or been engaged in the past two years, in the illegal use of controlled substances.
 - If disciplinary action has ever been taken against your pharmacist license, intern permit or technician license in this state or any other state.
 - Ever had an application for a pharmacist license, intern permit or technician license denied in this state or any other state.
 - Ever had a pharmacy permit, or any professional or vocational license or registration, denied or disciplined by a government authority in this state or any other state
 - Been convicted of any crime in any state, the USA and its territories, military court or foreign country. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea of nolo contendere. Any action that a board is permitted to take following the establishment of a conviction may be taken when the time for appeal has elapsed, or the judgment of conviction has been affirmed on appeal, or when an order granting probation is made suspending the imposition of a sentence, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.
 - Notwithstanding any other provision of this code, no person shall be denied a license solely on the basis that he or she has been convicted of a felony if he or she has obtained a certificate of rehabilitation under Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code, or that he or she has been convicted of a misdemeanor if he or she has met all applicable requirements of the criteria of rehabilitation developed by the Board to evaluate the rehabilitation of a person when considering the denial of a license under subdivision (a) of Section 482.
 - Complete a sealed original NPDB-HIPDB self query-report (This report is governed by the US Department of Health and Human Services and the self-query will indicate if there is a report on you or your practitioner's organization - either for your own interest, at the request of a potential employer, licensor, or insurance provider.) The Board of Pharmacy will likely deny the completion of your registration if you have a pending report.
 - More information on the process for becoming registered may be obtained on the California State Board of Pharmacy website, <http://www.pharmacy.ca.gov/>.

Physical Therapist Assistant

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

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

1. You must be at least 18 years of age.
2. Submit an online registration and pay the registration fee.
3. Have a degree appropriate for the exam level from a CAPTE accredited institution, or
 - a. Be within 90 days of graduation from a CAPTE accredited institution.; or
 - b. Must have an education that is deemed substantially equivalent.
4. Have only tested 3 times out of the last 4 test dates (Maximum attempts in any 12-month period per exam level is 3) .
5. Have complied with any test security requests made by FSBPT staff.
6. Have completed any sanctions related to a disciplinary action taken by FSBPT or a jurisdiction licensing authority.
7. Be approved by the licensing authority (board) in the state or jurisdiction where they intend to be licensed.

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

Occupational Therapy Assistant

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

The Certification Eligibility Requirements for the NBCOT are as follows:

- Complete all fieldwork requirements
- Submit an official final college or university transcript that indicates the degree date and title OR an Academic Credential Verification Form (ACVF) within six (6) months of the candidate receiving his/her final degree. The pass/fail status of candidates who submit an ACVF will not be released until NBCOT receives an official final transcript.
- Agree to abide by the NBCOT Practice Standards/Code of Conduct
- Attain a passing score on the NBCOT certification exam

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

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

Radiography

- Be at least 18 years of age at the time of graduation from the Radiography Program; and
- Graduate from an accredited high school or acceptable equivalent (furnish proof). Please see your admissions advisor for what would qualify as an acceptable equivalent.
- Radiography certification candidates must have successfully completed a [radiography educational program](#) that is [accredited](#) by a mechanism acceptable to the ARRT.
- Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures by completing the [Radiography Didactic and Clinical Competency Requirements](#).

Registered Nurse License

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

To apply for licensure:

- Obtain an application package and detailed instructions online at the BRN website or by contacting the BRN.
- Send your application to the BRN at least 6-8 weeks before graduation.
- Have your school send the BRN your transcripts.
- Complete a fingerprint background check.
- Take and pass the National Council Licensing Examination (NCLEX). The exam is computerized and given continuously 6 days a week. (New graduates are advised to take the exam soon after graduation because research has shown that there is a higher success rate for early test takers compared with those who wait several months.)
- Apply for an Interim Permit if you wish to work in a supervised nursing capacity while awaiting the results of your examination.

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

Registered Respiratory Therapist

TMC Eligibility Requirements

- Applicants shall be 18 years of age or older.
- Applicants shall be a graduate and have a minimum of an associate degree from a respiratory therapy education program 1) supported or accredited by the Commission on Accreditation for Respiratory Care (CoARC), or 2) accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and graduated on or before November 11, 2009.

Clinical Simulation Examination Admission Requirements

Applicants shall satisfy ONE of the following requirements:

- Applicants shall be a CRT and have successfully completed the Therapist Written Examination (WRRT) on or before December 31, 2014.
- Applicants shall be a CRT and have successfully completed the Therapist Multiple-Choice Examination (TMC) by achieving the higher cut score on or after January 1, 2015.

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

State and National Board Examinations

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

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

Licensure/Certification Requirements

Certified Dispensing Opticians and/or Contact Lens Technicians

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

Certified Medical Assistants

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

Certified Surgical Technologists

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

Licensed Radiologic Technologists:

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

Licensed Vocational Nurses

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

Occupational Therapy Assistants

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

Pharmacy Technicians

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

Physical Therapist Assistants

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

Registered Dental Assistants

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

Registered Nurse

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

Registered Respiratory Therapists

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

Books and Course Materials Policy

Students are required to bring all required textbooks and course materials, as assigned in the syllabus, to all classroom and laboratory sessions. Students **MUST** acquire the required textbooks and course materials listed on the course syllabus for each course or module. The textbook must be acquired by the 7th class day. Students are not allowed to share textbooks with students who are

currently registered in the same course or module. Failure to acquire (or show proof of purchase) the required textbook before the 8th class day will result in the student being dropped from the course or module.

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

Grading System

Progress and quality of students' work their program of study 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 module for diploma programs or each term for degree programs. Grades are based on the quality of work as shown by learning deliverables as indicated on the module or course syllabus.

Grading Scale

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

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

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

Incomplete Grades

An "incomplete" cannot be given as a final grade. At the end of a module or course, student's failure to complete

the required class work, clinical hours, assignments and/or tests due to extenuating circumstances may result in an incomplete grade. Students may, with the appropriate approval, be granted a maximum extension of 14 calendar days (from the last scheduled class day) to complete any

course work and/or clinical hours. If the final grade results in a failing grade, the module or course must be repeated in its entirety. If the module or course for which the “I” grade was given is a prerequisite, the student will be dropped from the subsequent module or course. Final grade earned will be posted for any “I” grades that are not remediated.

Non-Credit Courses

For the Physical Therapist Assistant program, PTA265 must be taken and passed in order to graduate from the program.

Withdraw Grades

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

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

The College does not have a single course withdraw policy.

Repeated Modules or Courses

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

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

Satisfactory Academic Progress (SAP) Requirements

Satisfactory Academic Progress (SAP) is defined as the successful progression through an academic program. Every student must maintain satisfactory academic progress in order to remain enrolled at the college, and to remain eligible to receive federal financial aid. For federal financial aid eligibility purposes, for both clock hour and credit hour programs, satisfactory academic progress will be evaluated at the end of each payment period. Payment periods for clock hour diploma programs are based on successful completion of both clock hours and weeks of instruction. Payment periods for credit hour diploma programs are based on successful completion of both credit units and weeks of instruction. All associate degree programs are standard-term programs, and each quarter term is a payment period.

All students are expected to meet the minimum standards of SAP required for the program of study. SAP is measured in two ways:

1. Qualitative- Cumulative Grade Point Average (CGPA)

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

2. Quantitative- Rate of Progress (ROP)

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

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

ASSOCIATE DEGREE PROGRAMS (CREDIT)

Credits	ROP	CGPA
0-24	50%	1.0
25-48	60%	1.5
49+	66.67%	2.0

DIPLOMA PROGRAMS (CREDIT)

Credits	ROP	CGPA
0-12	50%	1.0
13-24	60%	1.5
25+	66.67%	2.0

VOCATIONAL NURSING PROGRAM (CLOCK)

Hours	ROP	CGPA
0-322	50%	1.0
323-692	60%	1.5
693+	66.67%	2.0

- **For Core Diploma Programs (DA, MA, MBC, MT, OPT, PT),** SAP is run after every **15-20 class days** (every month approximately).
- **For Degree Programs,** SAP is run after every Term (**10 weeks**).
- **For the Vocational Nursing Programs** at Los Angeles, Orange County, and Ontario Campuses, SAP is run after every Term as well for VN- every **13 weeks**, for VNEW- every **20 weeks**.

Effect of Transfer Credit on SAP

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

Effect of Program Change on SAP

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

Warning and Probation Periods

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

- The first grading period in which a student falls below the minimum SAP standards outlined above, the student will be placed on SAP Warning. If the student meets or exceeds the standards the following grading period, the student will be moved to SAP Met. If not, the student will be moved to SAP Probation. Should the student wish to remain in school and receiving federal financial aid, the student must successfully complete the appeal process.
- A student that has progressed to SAP Probation will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will be moved to SAP Dismissal and dismissed from school unless the conditions of an academic plan were successfully met.
- A student that has progressed to SAP Dismissal will be moved to SAP Met if the student proceeds to meet or exceed the standards the following grading period. If not, the student will remain on SAP Dismissal and be dismissed from school unless the conditions of an academic plan were successfully met.

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

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

Maximum Time Frame

Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help assure that students will complete their programs within the maximum time frame. Students who exceed maximum time frame and would like to enroll in a different program must complete the Appeal process.

Appeal Process

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

Reinstatement

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

Definition of Credit and Clock Hour

Credit Hour- The unit by which American Career College measures its coursework. The number of credit hours assigned to a course usually reflects the combination of class, laboratory, and/or externship/clinical hours required in the course. American Career College follows the quarter system, and awards one credit for each 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of externship/clinical contained in a quarter.

Student Appeal Process

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

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

Appeal of a final grade or attendance:

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

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

Appealing enforcement of College policies:

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

General Graduation Requirements

To be eligible for graduation, a student must:

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

Spanish Medical Terminology Course

All students have access to the Spanish Medical Terminology course as part of their program while enrolled at ACC. The Spanish Medical Terminology course is designed for English-speaking healthcare workers who

understand and speak little or no Spanish. The course content includes basic job-related vocabulary and grammar, along with conversational expressions, questions, and commands tailored to the needs of medical personnel. This course offers applied healthcare-related Spanish in order to facilitate basic communication with those patients whose native language is Spanish. Emphasis is on oral communication and career-specific vocabulary that targets general health, urgent care, and customer service employees. Upon completion, students will receive a certificate of completion and should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

Program Measurement

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

Quarter credits are defined as follows:

- For lecture classes, one quarter credit is equal to 10 clock hours.
- For laboratory classes, one quarter credit is equal to 20 clock hours.
- For externship or clinical experiences, one quarter credit is equal to 30 clock hours.

Clock hours are defined as follows:

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

Maximum Students in a Typical Classroom

- The number of students in a classroom or laboratory may vary based upon programmatic requirements, number of instructors and instructional assistants assigned to the class.
- Typical classroom lecture settings range from approximately 20 to 75 students. Typical laboratory settings range from approximately 10 to 25 students.

Non-Credit, Remedial Coursework

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

Attendance Policy

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

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

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

General Attendance Requirements*

- Attendance is recorded for **all** programs and is tracked by minutes in the scheduled class, lab or clinical session. This includes absence from the entire session, late arrival (tardy), and early departure.
- Students absent for 20% of any module or course will receive a verbal warning.
- Student absent for 30% of any module or course will receive a written warning and verbal advisement.
- Students absent for 50% or more of any module or course will fail that module or course and will be required to repeat the module or course in its entirety.
- Students absent for 14 consecutive calendar days will be dropped from the program, excluding College Holidays and Winter Recess.
- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.
- Students are not permitted to make up absences in the didactic or laboratory portion of their program, with the exception of those enrolled in Vocational Nursing and Dental Assisting as required by State regulation for the VN and DA programs.
- Regardless of program, students are responsible for make-up work and assignments.

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

Attendance Changes:

- Only alleged errors in the attendance record will be considered for appeal.
- Students must appeal any alleged errors in the attendance record within 5 business days of the last scheduled class date for the module or course in question. See Appeals Policy and Procedure for details of appeals.
- Students are required to provide documentation to substantiate any requested attendance change.
- No changes to the attendance record will be permitted after 14 calendar days of the last scheduled class date for the module or course in question.

Program Specific Requirements

Dental Assisting

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up in order to pass the current module.
- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.
- Make-up hours in the Dental Assisting program must be completed on campus in the scheduled module or course.
- Students may not make up more than 20 hours in any module.

Occupational Therapy Assistant

- Attendance is recorded for all programs and is tracked by minutes in the scheduled class, lab or clinical session. This includes absence from the entire session, late arrival (tardy), and early departure. **This includes participation in online coursework.**
- Student absent for 15% of any course will receive a written warning and verbal advisement.
- Students absent for **30% or more of any course will fail that course and will be required to repeat the course in its entirety.**
- Students absent for 3 consecutive scheduled class days, whether within a course or between consecutive scheduled courses will be dropped from the program.

- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.
- Attendance is also required for the online portion of each course.

Please refer to the OTA Student Handbook for policies on make-up work and acceptable documentation for absenteeism.

Associate Degree in Nursing

Attendance in courses is a requirement of the College and linked with student success. The nursing program has established a programmatic attendance policy that will help facilitate the learning of required knowledge and technical skills. The program acknowledges that emergency circumstances can occur; such events will be taken under advisement by the Director or Assistant Director of Nursing. However, students must provide the Director with documentation supporting their reason for being late and/or absent. It is required that students contact their instructor ahead of time if they will not be able to attend class/clinical or will be arriving late.

It is expected that students will be on time and will stay the entire time. All tardiness, early departure, or absences will be recorded. Excessive absences may lead to dismissal from the class and the student may be required to repeat the class.

Vocational Nursing (Los Angeles, Orange County, and Ontario campuses)

- Students are expected to attend all classes and clinical learning experiences. Ultimately, 100% of the clock hour credits must be accounted for, so any absences must be made up in order to pass the current module and prior to advancing to the subsequent module.
- Make-up hours in the Vocational Nursing program must be completed on campus, laboratory, or at the assigned clinical sites.
- Students must complete all required hours for externship modules or clinical courses to meet graduation requirements.

Blended Modules/Courses/Programs

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

- **Online attendance** – Online students are subject to the same attendance policy and procedures as traditional on-ground students. However, in an online modality, participation and attendance must be defined in a different manner. Each student participating in an online distance education course is expected to actively participate in the course through Academically Related Activities (“ARA”), all of which contribute to the students’ overall academic goals. On-ground students taking a blended modality course are subject to both the on-ground and online attendance policies.

ARAs are used to determine a student’s official last date of attendance and corresponding enrollment status at the College. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. A student must submit at least one ARA for each online day scheduled for the week. The *online class week* runs for 7 calendar days beginning on the first day of the module or course at 12 AM PST and ends on the 7th day of the module or course at 11:59 PM PST, unless otherwise indicated. The following activities that occur after the course start date and on or before the course end date will be considered Academically Related Activities:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
 2. Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course.
- Participation in a gradable online discussion with an instructor, such as synchronous lecture, in a way that is substantively and academically related to the enrolled course.
The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student’s discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student

experience of facts may also vary based on the student’s perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement. Some examples of substantive posts that will be considered an ARA:

- Making associations between coursework readings and the interactive discussion.
- Apply lessons from students’ coursework or profession, clinical rotations or externship, and/or life to the interactive discussion.
- Ask additional questions of your classmates.
- Explain why you agree or disagree, offering specific examples to support your perspective.
- Create and expand upon comprehensive academic thoughts on the academic topic that are at least 50 words.
Some examples of non-substantive posts that will not be considered an ARA:
- Discuss topics unrelated to the academic coursework (i.e. the plot line of your favorite television show).
- Mocking or insulting classmates for their opinions.
- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (i.e. “will this test be hard?”)
- Offering a two word response like “I disagree,” without further explanation.
- Merely logging into an online course without active participation (as described above) does not constitute attendance.
- Work submitted outside the Learning Management System does not count toward attendance.

Establishing Participation & Substantive Interaction for Academic Attendance During and After the Cancellation Period for Online/Distance Education Courses

During the cancellation period, students are required to establish class participation by logging into each course before the end of the cancellation period and submit a required assignment/test/quiz/paper. Students who log into the course(s) within the cancellation period of the term start date but fail to participate academically will be administratively withdrawn from the course(s).

After the cancellation period, students' participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS). Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term or module (i.e., regularly submit assignments and continue to substantively interact with other students and the instructor). Students are expected to abide by the institution's Attendance Policy and Online Student Attendance Requirements. Students who do not engage in an ARA and do not attend scheduled on-ground class time for 10 consecutive scheduled class days (excluding holidays and scheduled breaks) will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of "W" recorded on the student's academic transcript.

- **On-ground attendance** – Students are expected to physically attend scheduled on-ground class sessions. In the event of absence from a scheduled class session, it is the student's responsibility to contact the instructor immediately for instructions regarding how to make up any assignment(s) from the missed class(es).
 - Students absent from 50% or more of the scheduled class sessions will fail the module/course and will be required to repeat the module/course in its entirety.
 - Chronic late arrival for and/or early departure from scheduled class sessions (including return from scheduled class breaks) are unacceptable and may result in progressive disciplinary action, including dismissal from the module/course/program.

As unforeseen, extenuating circumstances may result in absence/tardiness beyond a student's control, such

instances will be considered by the instructor on a case-by-case basis.

Make-Up Work Assignments

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

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

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

Required Outside Preparation and Study Time

Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation will vary by module or course and may take the form of homework assignments, projects, reading and required studying. The amount of time spent for outside preparation will vary according to individual student abilities and complexity of the assignments. Students are responsible for reading all study materials issued by their instructors and must turn in homework assignments at the designated time.

Externship and Clinical Experiences

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

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

1. Students are expected to meet all host site requirements.
2. Site assignments are determined by the College. Students may be terminated from the program if they refuse the clinical or externship site assignment.
3. Externship and clinical sites are selected to meet the objectives of the program. Students are required to travel to the clinical site. In many cases, this may require travel that is a greater distance than the student's commute to the campus.
4. Site locations within a specified distance from the campus or from a student's home cannot be guaranteed.
5. The College reserves the right to re-assign site assignments and locations as needed to ensure that program requirements are met.
6. Students must arrange and pay for their own transportation to and from their assigned clinical or externship experience, including any parking charges at the host site.
7. Students should expect the hours and days to vary depending on the host site. Shifts on externship or clinical experience can range up to 12 hours, occurring any hour of the day, afternoon, or evening and any day of the week.
8. If students are going to be absent from their clinical or externship site, they are required to notify their designated supervisor and the applicable College staff member.
9. Students must make up all absences that occur during clinical or externship experiences to ensure that the required hours are completed prior to the end of the scheduled period.
10. Students enrolled in a program that requires an externship are expected to immediately begin that portion of their program, upon successful completion of all classroom requirements.
11. Externship students are encouraged and should be prepared to participate in their externship training on a full-time basis (30-40 hours per week).
12. Students are expected to abide by the College's Conduct Policy at all times while on externship or clinical, as well as the policies and procedures of the site.

Field Trips and Guest Lectures

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

Leave of Absence

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

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

- military duty;
- serious injury or illness of a student that prevents the student from attending school;
- serious injury or illness of a family member that prevents the student from attending school;
- death in the immediate family;
- maternity;
- jury duty; or
- extenuating circumstances as approved by the College's Campus Director.

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

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

Please note that this is not applicable to military students.

Leave of Absence Procedure

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

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

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

Additional Provisions

- Students may not exceed 180 calendar days on LOA within a continuous 12 month period (not applicable to military students).
 - Students in the VN program, AOS degree programs, and ADN program will not be eligible for LOA during the first term of the program.
 - If an LOA occurs anytime during a module or course in progress, students will be required to retake those courses in their entirety. Students will receive a W grade for such module or courses. (not applicable to military students)
 - Students will not be eligible for any financial aid while on LOA and may be required to complete additional financial aid documents.
 - Students who fail to return from LOA on the scheduled date will be dismissed from the program. This may impact a student's loan repayment obligations. (not applicable to military students)
 - Students making tuition payments to the College remain under that obligation during a LOA.
 - If a student who has received Title IV loans fails to return from a LOA, the Federal loan grace period begins retroactively from the date the leave began (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs).
 - If students do not return following the LOA period, the College must apply its refund policy in accordance with state and federal guidelines (see above Effect of Leave of Absence on Student Financial Aid for Degree Programs)..
- The Department of Veterans Affairs will be notified immediately if a Veterans Affairs student is granted a LOA.
 - Serious injury or illness:
 - Student must provide medical documentation or attestation stating the student is unable to attend school and the date upon which the student is expected to return to school.
 - Student must provide medical documentation or attestation stating the student must be available to care for the family member and the date the student is expected to return to school.
 - Jury Duty: Students selected to serve on a jury are eligible to request a LOA. Students must provide official court documents stating the time of service required of the student prior to a LOA being granted.
 - Extenuating circumstances: Students encountering other extenuating circumstances not listed above may apply for a LOA by providing documentation of the circumstances. The determination of whether these circumstances are appropriate grounds for a LOA are at the discretion of the College.
 - Class size limitations: the Vocational Nursing program may deny LOA requests in the second term of the program at the discretion of the VN Director of Nursing and Executive Director/Campus Dean. (not applicable to military students)
 - The College will provide students with a tentative schedule based on the estimated return date. Schedules cannot be guaranteed and students may have to return to a different session depending on course availability.

Termination Policy

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

- Failure to maintain satisfactory academic progress
- Failure to comply with the College's attendance policy
- Failure to comply with the College's conduct policy
- Failure to meet financial obligations to the College
- Failure to fully comply with program, clinical and/or externship requirements
- Failure of the same course or module twice

- Violation of any of the conditions as set forth and agreed to in the Enrollment Agreement
- Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). ROP calculations help assure that students will complete their programs within the maximum time frame.

Program Transfers

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

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

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

Campus Transfers

Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the same program must receive clearance from both campuses. The initial approval will be granted by the Program Director and final approval will be granted by Director of Education.

Transfers between Los Angeles or Orange County

Transfers between the Los Angeles or Orange County campuses allow the student's financial aid and balances to transfer. Credits attempted and earned at any of these campuses will be considered in measuring the rate of completion for SAP and maximum timeframe. Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the new program must receive clearance from both campuses.

Transfer to or from Ontario

Transfers to or from the Ontario campus will require students to meet with admissions, to complete a new enrollment agreement under the current catalog, and to reapply for financial aid for the remainder of the program. Transfer credits will be evaluated on a case-by-case basis due to the format of the curriculum offered. Satisfactory

arrangements to pay outstanding balances existing at the time of transfer must be approved by the Campus Executive Director. Students who have started their training at one ACC campus who wish to transfer to another ACC campus to complete the new program must receive clearance from both campuses.

Withdrawal from the College

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

Re-entering Students

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

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

Student Re-entries:

- Students who drop voluntarily and who wish to re-enter may initiate the process with an admissions representative.
- Admissions will coordinate the re-entry process for the student.
- Financial Aid Office will review and approve/deny the re-entry to ensure that any financial aid issues are resolved.
- Student Resource Center will review and approve/deny to confirm that any payment plans are current or need revision.
- The Director of Education or Program Director, without consultation or approval of an appeals

committee, will review and approve the re-entry ensuring:

- The student has no conduct or behavioral issues which will impede campus operations, security, or externship or clinical placement.
- There is seat availability to accommodate the student's re-entry into the next module or course.
- The student participates in academic advisement with the Program Director if there are issues with grades or attendance.
- Students in good standing who drop due to scheduling or availability of a course or module or session change need only the signature of the Director of Education to approve the re-entry.
- Applicants admitted as "Alternate Students" that are cancelled because class capacity has been met may re-enter without additional requirements when they are offered a seat in the next available class within one year of time of admission. Beyond one year, "Alternate Students" may be required to complete a health examination, background check, and/or drug screening.

STUDENT RESOURCE CENTER/STUDENT SERVICES

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

Orientation

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

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

- Associate of Science Degree in Nursing
- Associate of Occupational Science in Radiography
- Associate of Occupational Science in Respiratory Therapy
- Associate of Occupational Science in Surgical Technology
- Associate of Occupational Science-Physical Therapist Assistant
- Associate of Occupational Science-Occupational Therapy Assistant
- Dental Assisting*
- Pharmacy Technician
- Vocational Nursing

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

Advising/Tutoring Assistance

Faculty and staff are committed to assisting students with academic advising and tutoring, when needed. Students

are strongly encouraged to meet with their instructors to discuss any academic concerns.

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

Housing

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

Parking

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

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

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

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

Graduate Refresher Courses

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

Graduation Ceremony

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

Career Services

The Career Services Department is a vital part of the student's educational program. Although employment cannot be guaranteed, the purpose of the department is to actively assist students and graduates in obtaining desirable employment. The Career Services Department assists students and graduates in a broad range of career planning and advising including: interviewing skills and follow-up; developing job opportunities through leads and networking; the full hiring cycle starting with resumes and job applications; and professional attire workshops.

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

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

Employment assistance is available to American Career College graduates on an ongoing basis as long as you remain in the health care field and we provide such services.

STUDENT POLICIES AND PROCEDURES

Dress Code

Students are expected to maintain a neat, clean appearance at all times during their training, both on campus and at Externship and Clinical Sites.

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

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

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

Academic Honor Code

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

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

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

1. Cheating

- Using unauthorized materials such as books, notes, cell phones, PDA accessories, or “cheat” sheets to answer examination questions.
- Taking advantage of information considered unauthorized by an instructor regarding examination questions.
- Copying another student’s homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.
- Failure to report cheating to an academic official of the College.

2. Plagiarism

- Representing the ideas, expressions, or materials of another without references providing credit.
- Paraphrasing or condensing ideas from another person’s work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.

3. Other forms of academic dishonesty

- Fraud, deception, and the alteration of grades, attendance, or official records.
- Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
- Purchasing and submitting written assignments, homework, or examinations.
- Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another module or course without instructor approval.
- Misrepresenting oneself or one’s circumstance to gain an unfair advantage.
- Collaborating with another person(s) without instructor approval.
- Selling or providing term papers, course work, or assignments to other students.

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

1. Failure of the assignment.
2. Failure of the module or course.
3. Expulsion from the College.
4. Rescinding of a diploma or degree.

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

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

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

American Career College Ethics Reporting Hotline

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

Conduct Policy

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

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

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

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

Sexual Harassment/Violence Prevention

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

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

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

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

Family Educational Rights and Privacy Act of 1974, As Amended

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

Review and Correction

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

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

Disclosure of Educational Records

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

The College defines Directory Information to include:

- Name
- Address
- Phone Number
- Email address
- Birthday and month

- Enrollment Status/Grade Level (e.g. First Term, Second Term, etc.)
- Date of Graduation
- Degrees and Honors Received
- Photos
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent School Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)

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

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

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

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

- School officials, including teachers, with legitimate educational interest, as defined;
- Authorized representatives with a legitimate educational interest, as defined;
- Other schools to which a student is transferring or has already transferred;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

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

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

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

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

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

- Procedures for the inspection and review of records
- Procedures for requesting amendment of records
- Other related procedures

Student/Employee Fraternalization

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

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

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

Student Complaint/Grievance Procedure

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

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

CALL 1-800-448-1681 and ask for the **campus you are attending**.

- **Level 1:** Contact the Director of Education. If dissatisfied with the response or solution, go to the next level.
- **Level 2:** Contact the Campus Executive Director. If dissatisfied with the response or solution, go to the next level.
- **Level 3:** Contact the College Student Experience Manager. If dissatisfied with the response or solution, go to the next level.
- **Level 4:** Contact the Chief Operating Officer of American Career College.

Guidelines for Writing a Grievance

1. Draft a Letter. The grievance is initiated when the student submits a formal grievance (using the "Filing a Grievance" form) and supporting documentation (including, but not limited to, a letter detailing the complaint and evidence or proof to support complaint).

Explain the situation completely and accurately in a well-written document that:

- a. Outlines the situation
- b. States your position
- c. Requests your desired outcome or solution

Checklist for Students Submitting Grievances

1. Student name
2. Date you are filing the grievance
3. Program (For example: MA, DA, VN, PTA, RAD, etc.)
4. The office or individual the grievance is against
5. Location, date, and time the alleged incident occurred
6. Full names of all witnesses (First and last names, middle initial if available)
- 7.

Reason or basis for grievance:

- a. List the policy or procedure or norm that was allegedly violated
- b. Why you believe the action or behavior is an alleged violation (description of the specific action or behavior that occurred)
8. Date and details of informal discussion with individual(s), regarding the alleged incident.
9. Date and details of informal discussion with Program Director or Director of Education regarding the alleged incident (if appropriate)
10. Resolution or remedy being sought

2. Be thorough. Please remember that the grievance documentation stating your position and desired outcome is a key component used to evaluate the situation, along with feedback from witness(es) or persons with direct knowledge, deans, faculty and administration. This letter may be your only opportunity to communicate the situation and your desired resolution.

3. Include any and all supporting documentation that you feel will help clearly state and support your position. A well written letter is best supported by examples or attestations from other students, faculty or staff when applicable.

4. If you have questions, ask!

Chandra Deveroux
Student Experience Manager
cDeveroux@americancareercollege.edu
(714) 876-6089

Additional College Complaints and Concerns:

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

Please direct all inquiries to:

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314 N
Falls Church, VA 22043
(703) 917-9503

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site, www.bppe.ca.gov.

Complaints may also be directed to:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798
1-800-952-5210

No Weapons Policy

ACC is committed to maintaining a safe and secure environment.

ACC policy prohibits all persons who enter the College property from possession, use, manufacturing, distributing, sales, etc. of any firearm, knives, explosives of any kind, TASERS, or other weapons capable of threatening or producing bodily harm, regardless of whether the person is licensed to carry the weapon or not; with the exception of authorized law enforcement officials, contracted security personnel, and ACC associates specifically authorized to carry weapons for security purposes. Anyone found in violation of ACC's policies shall be subject to disciplinary policies and procedures applicable to students, academic and staff personnel, and/or criminal prosecution by the appropriate jurisdiction.

Individuals should immediately report weapons violations to the Global Security Operations Center (GSOC) at the campus or by dialing (855) 955-9911 or call 911 if they feel an immediate threat of bodily harm. It is important to provide a description and location of the individual carrying the weapon. Contracted security partners have and will continue to investigate any threat to the safety of ACC students and staff.

Drug and Alcohol Abuse Prevention

American Career College (the “College”) is committed to providing a campus community environment that promotes the health, safety, and academic success of students, and personal development of faculty and staff. The Drug Free Schools and Communities Act, [20.U.S.C. 1145g, (34 CFR Part 86)], requires institutions of higher education to enact policies for preventing the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees.

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

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

1. Use, possession, sale, distribution and/or production of narcotic or other controlled substances (including marijuana), or acting as an accessory, liaison, or facilitator for any of the above, except as expressly permitted by law. The possession or use of marijuana, even with a medical recommendation or medical license, is prohibited on College property in compliance with Federal law. Any drugs and/or paraphernalia found to be in a student’s possession, or assigned area will be considered to be in the possession of the student whether or not the student is the individual who purchased or furnished the drugs, paraphernalia, or handmade drug use device. Confiscated paraphernalia will not be returned to students at any time.
2. Illegal or improper use of prescription or over-the-counter medicines. All prescription medicines must be kept in their original bottle and must have the prescription from the doctor noted on the

bottle. Prescription medicines found without their prescription attached will be confiscated until such time that the prescription can be produced. All prescription medications must be prescribed to the person in possession of the medication.

3. Possession of drug paraphernalia, including but not limited to: water pipes, scales, needles, clips, rolling papers, bongs etc., or any device that may be associated with drug use, regardless of whether it is purchased or handmade, even if used as props for filming.
4. Use of a legal substance in an improper manner (e.g., ingesting a cleaning chemical, inhaling other chemical substances for the purpose of intoxication).
5. Providing drugs with the intent of taking advantage of another.

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 by a student. Students who need counseling assistance for drug or alcohol dependency should contact the Campus Executive Director or Director of Education, Program Director or Student Resource Center for referrals. All referrals will be kept confidential. Information on drug abuse prevention is available at the College for all students and employees.

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

All students, faculty and staff will adhere to the following guidelines:

1. At no time will the College allow possession, use, and/or distribution of an illegal drug.
2. Students, employees, and guests must adhere to federal, state and local laws and regulations.
3. The College will impose disciplinary action against students and employees for violating these standards of conduct, which may include suspension, termination of employment, or completion of a drug or alcohol rehabilitation program.
4. Brochures are available in the Student Resource Center and the Human Resources Department.
5. Information on Drug Awareness programs, counseling, treatment, and other related services are available

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

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

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

1. Faculty are obligated to take immediate action if a student involved in a College program is suspected, based on inappropriate conduct, physical symptoms, or other indicators, of being under the influence of drugs or alcohol.
2. Faculty or peers who suspect a student of alcohol or drug use/dependency (based on a pattern of behavior consistent with impairment) will document specific behaviors or confirmed evidence of such impairment. This documentation will be submitted in writing to the Campus Executive Director/Director of Education who will determine the action to be taken. If the Campus Executive Director/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 Campus Executive Director/Director of Education and involved faculty will decide what type of follow-up is indicated, based on the outcome of this conference.
3. 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 Campus Executive Director (or Director of Education in his/her absence) will be informed and will determine what actions need to be taken. Screening for drugs or alcohol will be required. The student will have to give consent for such testing and authorization for results to be made available to the College.

Fair Practice Standards for Clinical Work Agreements and Externship Experiences

Clinical and externship experiences are critical and invaluable portions of the College's educational programs. Clinical and externship experiences are an integral part of students' education. To ensure that students get the maximum educational value and benefit from their clinical

and externship experiences, the following policies are in effect for all programs:

1. Students are not to be paid for any of the activities they perform during their clinical and externship experiences.
2. Clinical and externship sites hosting the College's students are not to reduce their personnel as a result of the partnership to provide experiences for our students.
3. A preceptor is to be present at all times during all of the procedures in which students are actively involved.*
4. Students are allowed to procure gainful employment outside of their scheduled clinical or externship hours. If a student is an employee of the host site, hours worked as an employee do not count toward clinical or externship required experience hours.**

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

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

Student Record Retention

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

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the College;
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- Copies of all tests given to the student before admission; records of the dates of enrollment and, if

applicable, withdrawal, leaves of absence, and graduation;

- A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
- Copies of any official advisory notices or warnings regarding the student's progress; and

- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.
- The College shall maintain records of student attendance.

Student Identity Documentation Policy

All students are required to verify their identity by submitting a copy of a signed, unexpired, government-issued photo identification to the Financial Aid Office no later than their first day of attendance. This policy applies to all students, whether or not the student applies for financial assistance. The College reserves the right to request original or additional identity documents, at the College's sole discretion. Requests for exceptions to this policy must be requested in writing via the Student Identity Documentation Exception form, and approved by the Campus Executive Director.

FINANCIAL INFORMATION

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

Program Tuition and Fees

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

Diploma Programs

PROGRAM	TUITION	APP FEE ¹	FEES ²	BOOKS & SUPPLIES ³	STRF FEE ⁴	PROGRAM TOTAL ⁵
Dental Assisting	\$17,150	\$25	\$1,500	\$200	\$0	\$18,875
Medical Billing and Coding	\$16,500	\$25	\$1,400	\$1,100	\$0	\$19,025
Medical Assistant	\$17,050	\$25	\$1,500	\$300	\$0	\$18,875
Optical Technician	\$17,250	\$25	\$1,000	\$675	\$0	\$18,950
Pharmacy Technician	\$17,175	\$25	\$1,500	\$175	\$0	\$18,875
Vocational Nursing	\$34,900	\$75	\$2,000	1,000	\$0	\$37,975

Degree Programs

PROGRAM	TUITION	APP FEE ¹	FEES ²	BOOKS & SUPPLIES ³	STRF FEE ⁴	PROGRAM TOTAL ⁵
Associate of Occupational Science Degree Occupational Therapy Assistant	\$53,075	\$75	\$2,200	\$2,075	\$0	\$57,425
Associate of Occupational Science Degree Physical Therapist Assistant ⁷	\$52,925	\$75	\$2,200	\$2,225	\$0	\$57,425
Associate of Occupational Science Degree in Radiography	\$63,806	\$75	\$1,200	\$1,944	\$0	\$67,025
Associate of Occupational Science Degree in Respiratory Therapy	\$47,400	\$75	\$1,200	\$1,100	\$0	\$49,775
Associate of Occupational Science Degree in Surgical Technology	\$36,740	\$75	\$1,700	\$1,200	\$0	\$39,715
Associate of Science Degree in Nursing ⁶	\$65,100	\$75	\$6,950	\$2,100	\$0	\$74,225

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

² Fees vary by program and include items such as customized uniforms, classroom consumables, Spanish Medical Terminology resources, administrative and technology fees. Fees also cover campus safety resources supporting training activities, acquisition and maintenance of security systems including but not limited to security cameras, access control and emergency broadcast systems. For clinical and degree programs, it also includes fees associated with health and background screenings, test preparation, examinations, licensure and certification.

³ Includes books, laptop computer, digital or electronic course materials, and other supplies for which students have the right to opt out and purchase from other sources. ACC is able to offer these books and supplies, including digital

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

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

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

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

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

⁶Nursing Core courses (identified with course code beginning NURS) are billed at a rate of \$900 per credit. General Education and the following science courses are billed at \$300 per credit: ANAT111, PHYS111, MICR112, and PHARM113.

⁷Effective for students with a start date after March 1, 2019.

Tuition Payment

Tuition for the first enrollment period of the program selected is due by the first day of each module or term 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. Students are encouraged to make payments electronically on our secure student payment portal (<http://www.tuitionoptions.com>). Checks

that are returned for non-sufficient funds will be assessed a \$15 processing fee. If tuition payments by check are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash or by money order.

ACC VA Tuition Payment Policy

Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33

American Career College permits any covered individual* to attend and participate in program-required courses beginning on the date the individual provides the campus Financial Aid Office a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

ACC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Note that this policy applies to the portion of tuition and fees expected to be paid for the term under Chapter 31 or 33. Covered individuals* whose educational assistance eligibility under Chapter 31 or 33 is less than the full amount billed for tuition and required fees each term or enrollment period may be required to remit payment or make other satisfactory arrangements to pay the difference between the amount of the student's financial obligation and the amount of the expected VA education benefit disbursement.

*For purposes of this disclosure, a covered individual is any enrolled student who is entitled to educational assistance under Chapter 31, Veteran Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

Past Due Account

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

brought current. Students must also be in financial good standing to attend the graduation ceremony.

Financial Assistance

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

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

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

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

Verification Deadlines: If selected for verification, the ACC Financial Aid Department may request additional documentation to support the student's request for

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

Financial Aid Unit of Credit

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

Financial Aid Eligibility Requirements

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

To be eligible for financial aid, a student must:

- Demonstrate financial need (for most programs);
- Be a citizen of the United States or an eligible permanent resident;
- Be enrolled in an eligible program;
- Have a valid social security number;
- Maintain satisfactory academic progress toward graduation;
- Be a high school graduate or the equivalent or have established eligibility via the passage of a nationally recognized Ability-To-Benefit test prior to July 1, 2012;

- Not be in default on a financial aid loan nor owe a refund to a financial aid grant received at any postsecondary college or institution;
- Have completed U.S. Selective Service requirements, if applicable.
- Sign the certification on the FAFSA that he/she will use federal student aid funds only for educational purposes.

In addition, please note the following program-specific requirements:

- Students must be enrolled on at least a half-time basis to receive funds under the Federal Direct Student Loan Program.
- Students who have earned a baccalaureate degree or a first professional degree cannot receive a Federal Pell Grant, Federal Iraq & Afghanistan Service Grant or a Federal SEOG award.
- Students incarcerated in federal or state penal institutions are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.
- Students subject to an involuntary civil commitment following incarceration for a sexual offense are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.
- Students enrolled in diploma programs are considered to be enrolled on a full-time basis. Enrollment status for degree students is based on attempted credits each term, as noted in the following table:

DEGREE PROGRAMS	
Status	Credits
Full-Time	12 or more credits
3/4 Time	9-11 credits
1/2 Time	6-8 credits
Less than 1/2 Time	Less than 6 credits

For more details about federal student aid eligibility requirements, log on to the Department of Education's information page at StudentAid.gov/eligibility.

Financial Aid Programs Available at ACC

California State Aid Programs

Cal Grant Program

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

Chafee Grant Program

The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, student must be a current or former foster youth; not have reached your 22nd birthday as of July 1 of the award year; have documented financial need, be enrolled at least half-time; enroll in a qualified program of at least one academic year in length, and maintain satisfactory academic progress. The court must have established your dependency when you were between the ages of 16 and 18. The California Department of Social Services will verify your foster youth eligibility status. Chafee Grant payments will be credited to the student's account to cover tuition, fees, and supplies. Excess Chafee Grant funds may be used to pay for child care, rent, or transportation while attending school.

Federal 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. A student can receive a Federal Pell Grant for no more than six academic years.

Federal Iraq and Afghanistan Service Grant

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

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

Federal Work-Study (FWS)

The Federal Work-Study Program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to your course of study. Funds under this program are limited. Students who indicate on their annual FAFSA that they are interested in FWS, and are otherwise eligible, will be awarded FWS funds; however, students must contact the Student Resource Center to apply to and be hired for a specific job opportunity in order to receive funds.

William D. Ford Federal Direct Loan Program

Under the Federal Direct Loan (FDL) program the College certifies eligibility for each loan, and sends the loan details to the U.S. Department of Education. Loan proceeds are disbursed to the College electronically and then posted to the student's account. Students must repay the loan with interest to the servicer assigned by the U.S. Department of Education after the loan is disbursed.

Eligible students will be awarded estimated student loan amounts based on FAFSA submission and the standard need-analysis formula. Students must complete and submit a Master Promissory Note (MPN) to the Department of Education before loans will be processed. First time loan borrowers must also complete student loan entrance counseling prior to funds being disbursed. Both the MPN and loan counseling are available online at www.studentloans.gov.

Subsidized Loan

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

Unsubsidized Loan

Unsubsidized Direct loans are available for students to borrow for additional education costs. Independent undergraduate students can borrow up to \$9,500 for their first academic year, and up to \$10,500 for the second academic year if enrolled in a degree or VN program, as a combined total with the Federal Direct Subsidized loan. Students enrolled in a degree program of more than two academic years in length may borrow up to \$10,500 each subsequent year as a combined total with the Federal Direct Subsidized Loan. Dependent undergraduate students can borrow up to \$5,500 for their first academic year as a combined total with the Federal Subsidized Direct loan, and up to \$6,500 for their second academic year if enrolled in a degree or VN program. Students enrolled in a degree program of more than two academic years in length may borrow up to \$10,500 each subsequent year as a combined total with the Federal Direct Subsidized Loan. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. With the exception of demonstrating financial need and undergraduate status, borrowers must meet all eligibility criteria of the Federal Subsidized Direct 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)

Federal Parent Loans for undergraduate students provide additional funds for credit-worthy parents to help pay for students' educational expenses. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. Repayment begins immediately after the loan is fully disbursed.

Veterans' Education Benefits

American Career College programs (except Vocational Nursing in Orange County and Los Angeles) are approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code. Students interested in Veterans' Education Benefits should contact the Financial Aid Department. Veterans who are unsure of their eligibility should contact the Veterans Administration. The Financial Aid Director at each campus serves as the primary Certifying Official, and submits Enrollment Certifications to the DVA for each module of a diploma program or each term for a degree program. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

Private Loans

Private loans are available to students through various lending institutions to help pay educational expenses. Private loans, which are not insured by the federal government, have repayment terms that vary depending on the lender from which you borrow. American Career College encourages students to explore federal and state grants and loans, and to consider the anticipated monthly loan payments along with expected future earnings before considering a private education loan. Federal student loans are required by law to provide a range of flexible repayment options and loan forgiveness benefits, which private student loans are not required to provide.

Generally, private loans require that the borrower is a U.S. Citizen, a U.S. national, or a permanent resident and must be creditworthy. International students are eligible with a creditworthy cosigner (who must be a U.S. Citizen or permanent resident) and appropriate U.S. Citizenship and Immigration Service documentation. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower.

Most lenders expect you to have a qualified co-borrower before they will approve the loan. Interest rates and repayment terms vary between private lenders. American Career College does not make any recommendations regarding private lender selection for students who decide to pursue private loan options. Students may borrow from any lender. Be sure to research and review each lender's terms and conditions before making a final decision. A list of lenders previously used by ACC students is available at <http://www.elmselect.com/>, along with terms and conditions for each private lender.

Federal Iraq and Afghanistan Service Grant

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

American Career College Scholarships & Grants

Scholarships and grants are other types of aid that can help students cover the cost of their education. Unlike student loans, grants and scholarships do not have to be repaid. American Career College offers a limited number of institutional scholarships for students who qualify. Unless otherwise noted, all ACC scholarships and grants are applied proportionately each payment period toward tuition and fees. Funds are limited and not all who apply will receive an award. There is no cash value for institutional awards. Students who receive an award but withdraw prior to completion of their academic degree programs will forfeit future disbursements. Disbursements will be reduced proportionately for any term in which a student enrolled in a degree program attempts less than 12 credits. Unless otherwise noted, ACC students are limited to one scholarship or grant award per enrollment.

ACC Dream Act Scholarship

ACC Dream Act Scholarships are offered to applicants who are not eligible for federal financial aid because they are neither U.S. Citizens nor eligible non-citizens, and who have been approved by the USCIS for deferred action, as evidenced by Form I-797. To qualify for the scholarship, students must present the USCIS Approval Notice, along with a copy of their valid work permit. Scholarship amounts vary, and are determined by committee taking into consideration program of study, availability of funds, and an original personal statement, written by the applicant.

Clinical Affiliates Scholarship

This scholarship opportunity is offered to qualified applicants who are either currently employed at one of our active Clinical Affiliates, or who have an immediate family member employed by one of our active Clinical Affiliates who seek to prepare for a career in health care by enrolling at American Career College.

The maximum scholarship amount is \$4,000 for degree and VN programs, and \$2,000 for all other diploma programs.

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

1. You must be a first time applicant to American Career College.
2. You must be employed by one of American Career College's active Clinical Affiliates, or be an immediate family member of one of American Career College's active Clinical Affiliates. (Immediate family for this purpose is defined as child, or spouse/domestic partner.)

3. You must indicate your employment relationship with an active Clinical Affiliate at the time of application to the school, and present a business card from the employee of the Clinical Affiliate prior to your first packaging appointment with the campus financial aid office.
4. You must have a recommendation from the Director of Clinical Services for the academic program to which you are applying, as evidenced by their signature on the scholarship application form.
5. Students enrolled in ACC's RAD, OTA, PTA, or ADN degree programs do not qualify for this scholarship unless an exception is approved by American Career College's Chief Operations Officer.

Mark Minsky Scholarship

Mark Minsky began his career at American Career College as a Computerized Business teacher in 2003 at the Los Angeles campus, and later moved on to teaching Math and English at the Orange County campus. While teaching, Mark found his passion helping members of the community who had not finished high school by tutoring them for their High School Equivalency exam. He leaves behind a legacy of successful ACC graduates who transferred to our school after completing their certificate. He had a positive impact on each person he met and has changed thousands of lives for the better.

This scholarship opportunity is offered to qualified applicants who have successfully graduated from an accredited High School Equivalency program, and who seek to continue their education and prepare for a career in business or health care by enrolling in a diploma or degree program at American Career College.

This scholarship is in the amount of \$600.

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

1. You must have successfully graduated from an accredited High School Equivalency Program, as evidenced by either a copy of the school's diploma, or official High School Equivalency exam scores from the State of California.
2. Enroll for the first time in a diploma or degree program at American Career College.

Scholarship funds will be awarded for current or future payment periods only, not retroactively.

Continuing Education Grant (formerly the Alumni Scholarship)

Designed to encourage qualified graduates of American Career College to continue their education by enrolling in another program to increase their job skills and broaden their employment opportunities. Award amounts vary but will not exceed \$2,000.

In order to qualify, students must:

1. Be a graduate of an American Career College diploma or degree program; and
2. Enroll in a new diploma or degree program at American Career College; and
3. Have had no disciplinary actions during previous enrollment; and
4. Be in good financial standing with American Career College; and
5. Renewal of the grant each academic year requires a minimum CGPA of 3.0, and no conduct warnings on student record.

Re-Entry Grant

This grant program is designed to encourage qualified students who withdrew from American Career College's diploma and degree programs to continue their education by re-enrolling in the program from which they withdrew. The maximum grant amount will be \$1,000, not to exceed the student's existing balance from the previous enrollment. The total amount awarded will be applied as a credit towards tuition and fees in the last payment period of the program prior to graduation. This grant may only be awarded once per student.

ACC Ambassador Scholarship

ACC Ambassador Scholarships are designed to encourage the continued professional development of former employees of American Career College who choose to enroll in an ACC associate degree program or Vocational Nursing program on a full-

time basis. Eligibility for this scholarship will be determined by a committee, taking into consideration previous employment at ACC, entrance exam score, and evaluation of an original personal statement that describes future career goals. The amount of the scholarship will be 35% of tuition each term of full-time attendance. The scholarship is renewable each academic year for students who maintain Satisfactory Academic Progress. A maximum of three scholarships will be awarded each calendar year.

ACC Persistence Grant

The ACC Persistence Grant is a full-tuition grant opportunity offered to 2016 and 2017 graduates of American Career College, who completed the Vocational Nursing, Radiography, Occupational Therapy Assistant, Physical Therapy Assistant, or Associate Degree of Nursing program, but were unable to sit for state licensure based on background check disqualifying events, which occurred after their enrollment. Qualified applicants are eligible to enroll in the Medical Billing and Coding, Medical Assistant and Dental Assistant programs at American Career College.

Success Scholarship

This scholarship opportunity is offered to qualified applicants enrolling in the following programs: Medical Assistant, Dental Assisting, Pharmacy Technician, Optical Technician, Vocational Nursing, or Respiratory Therapy. Eligibility for this scholarship will be determined based academic ability, unmet financial need, and evaluation of an original personal essay. The amount of the scholarship will vary based on composite score of merit and need criteria but will not exceed \$4,000.

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

1. Enroll in a qualifying ACC program for the first time; and
2. Meet all admissions requirements to the program; and
3. Achieve at least the minimum composite score as detailed on the attached Success Scholarship Matrix
4. Submit a current FAFSA and required supporting verification documents to establish unmet need; and
5. Submit an original one-page personal essay that explains why you think you will be successful in your chosen career.

Vocational Nursing & Respiratory Therapy Students: In order to renew eligibility in subsequent academic years, you must have a minimum cumulative GPA of 3.0, submit a renewal FAFSA along with any required verification documents, and not have any conduct warnings in your student record.

ADN Transfer Grant for Shepherd University

This grant opportunity was created to benefit recent ADN students who were negatively impacted by the closing of Shepherd University in Los Angeles. The grant is offered to qualified applicants who attended the Associate Degree, Nursing program at Shepherd University in 2017, and are now enrolling in the Associate Degree, Nursing program at American Career College. This grant will be in the amount of \$5,000, offered as a tuition credit proportionately disbursed each enrollment period. To qualify, applicants must provide an official transcript from Shepherd University showing attendance in pursuit of an ADN, and be admitted to American Career College's Associate Degree, Nursing program. There is no cash value for this grant; if you withdraw from ACC's ADN program before completing, the unused portion of the grant will be lost. This grant may not be combined with any other ACC grants or scholarships.

Ellen M. Lewis Scholarship

The Ellen M. Lewis Scholarship was created to honor the founding Director of the Associate Degree in Nursing (ADN), Registered Nurse Program at American Career College, Los Angeles. Awards will be made to students who best demonstrate the commitment and dedication to the nursing profession which Mrs. Lewis has passionately exhibited throughout her career. Students will be selected by a committee based on a combination of criteria including academic performance (GPA), attendance history, and a written essay (approx. 600 words). [Click here for grading criteria.](#) The amount of the scholarship for each recipient will be \$2,500 applied to outstanding tuition and fee charges at American Career College. Applications may be submitted by students enrolled in the ADN program at American Career College in their final term of the program who have achieved an overall 90% or greater attendance record. The signed scholarship application and essay must be

presented to the ADN Program Director no later than the last day of the fourth week of instruction in the final term of the program.

New Horizons Grant

This grant opportunity is offered to qualified applicants enrolling in American Career College for the first time after becoming unemployed due to the recent closure of Toys-R-Us. In order to qualify, you must meet all admissions requirements for the ACC program, and have recently become unemployed due to the closure of Toys-R-Us. For purposes of this grant, “recently” is defined as becoming unemployed on July 1, 2017 or later. If you qualify for this grant, a total of \$2,000 will be applied to your student account as a tuition reduction. The grant will be applied proportionately each term or payment period, and may be pro-rated for less than full time enrollment. Application forms are available in the Financial Aid Office. All applications must be returned to the Financial Aid Office, along with documentation of your loss of employment, prior to the start date of your academic program. This grant may not be used in conjunction with any other American Career College grants or scholarships, and does not apply to students already receiving a tuition discount based on a state or county sponsored re-training program.

Opportunity Grant

This grant opportunity is offered to qualified applicants who are enrolling in a diploma or degree program at American Career College for the first time, after having been enrolled at an accredited institution that closed within the six months preceding the ACC enrollment date.

This grant will be in the amount of \$500 for students enrolling in an ACC diploma program, or \$1,000 for students enrolling in either an ACC degree program or the ACC Vocational Nursing diploma program. The grant will be offered as a credit towards tuition or required fees at American Career College, and will be proportionately disbursed each payment period.

In order to qualify, you must meet all admissions requirements of ACC’s academic program, in addition to the following requirements:

1. You must have attended an accredited institution that closed within the six months preceding the ACC enrollment date, resulting in your inability to complete the program of study at that institution. Documentation of enrollment at the closed school is required for receipt of this grant.
2. Once enrolled, you must maintain continuous enrollment in your program of study at American Career College. Withdrawal or dismissal from the program will result in a loss of grant upon subsequent re-enrollment.
3. This grant program may be discontinued at any time. If you are awarded a grant but choose not to enroll, there is no guarantee that the grant will be re-awarded for a subsequent enrollment.

If you qualify for this grant, funds will be applied to your student account as a tuition reduction. The grant will be applied proportionately each payment period. There is no cash value for this grant; if you withdraw from the program before completing, the unearned portion of the grant will be lost.

Walmart/Sam's Club Grant

This grant opportunity is offered to qualified applicants who are currently employed at Walmart or Sam's Club who seek to prepare for a career as an Optical Technician by enrolling at American Career College - Ontario campus.

This grant will be in the amount of \$2,000, offered as a tuition credit proportionately disbursed each enrollment period. In order to qualify, you must meet all admissions requirements for the ACC program, and all of the following requirements:

1. You must be a first-time applicant to American Career College – Ontario campus.
2. You must be employed by Walmart or Sam’s Club.
3. Submit this application form, indicate your employment relationship with Walmart/Sam’s Club at the time of application to the school, and present a copy of your most recent paystub (must have a pay period within 30 days of the date of this application)

Cancellation and Tuition Refund Policy

Student's Right to Cancel

New students have the right to cancel the enrollment agreement including any equipment purchased directly from ACC such as books, materials, and supplies or any other goods related to the instruction offered in the enrollment agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day following the scheduled program start date, whichever is later. Books purchased from ACC must be returned to the school in "like new" condition within the cancellation period, or students will be liable for the full cost. Students who remain enrolled beyond day 8 will be charged tuition and fees retroactive to day 1 of the program.

Cancellation shall occur when the student gives written notice of cancellation at the address of the College shown on top of the front page of the enrollment agreement. Students can submit this written notice by mail, hand delivery, or email. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement. The College may administratively cancel a student if they are unresponsive after the first week and fail to attend classes in the second week.

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

Tuition Refund Policy

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

- • Notify the College of withdrawal or the actual date of withdrawal; or
- • The College terminates the enrollment; or
- • Student fails to attend any classes for ten (10) consecutive scheduled class days, excluding College holidays.

Students enrolled in degree programs are charged each ten week quarter for the tuition, fees, and supplies attributable to the courses attempted during the quarter, as well as any books purchased directly from ACC for the term. Students enrolled in diploma programs other than Vocational Nursing are charged for the entire program during the first module. Students enrolled in Vocational Nursing are charged at the beginning of each academic year for the tuition and fees attributable to courses attempted during the academic year, as well as for books purchased directly from ACC for the entire program. All book and supplies purchased directly from ACC for diploma programs are charged and distributed during the first module, unless the student has submitted written notification that he/she will obtain the required books from another source.

If the student withdraws from the program after the period allowed for cancellation of the agreement the College will calculate whether a refund of tuition, fees, or supplies is due for the payment period (degree students) or period of enrollment (diploma students). The refund amount will be the difference between earned charges and unearned charges for the payment period or period of enrollment. Earned charges are calculated by dividing the number of calendar days completed (or hours completed for Vocational Nursing or Dental Assisting programs) by the total number of calendar days in the payment period or period of enrollment (or total hours in the period of enrollment for Vocational Nursing or Dental Assisting). The College will remit any required refund within 45 days following the withdrawal. Books purchased directly from ACC are not refundable unless returned to the school in "like new" condition within ten (10) days of issuance.

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

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 tuition 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 tuition 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.

If the College has given the student any equipment, or other materials, the student shall return it to the College within 10 days following the date of the notice of withdrawal. If the student fails to return this equipment and other materials, in "like new" condition within the 10-day period, the College may deduct its documented cost from any refund that may be due to the student. Once the student pays for the equipment, it is the student's to keep without further obligation. In any event, students will never be charged more than the equipment charges stated in the contract.

Return of Federal Title IV Financial Aid Policy

Return of Federal Title IV Financial Aid

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

Policy

When a federal financial aid recipient withdraws from the College prior to the end of a payment period (degree programs), or the period of enrollment (diploma programs), an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is

greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed.

Return Calculation

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

Conditions for a Late Disbursement (Including PostWithdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student
- Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS Loan)
- The College originated a Direct Loan (DL)
- The College made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

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

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the College is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one half the credit hours in the academic year.

- Disbursements of Federal Pell Grant and Iraq Afghanistan Service Grant funds to a student for whom the College did not receive a valid SAR or a valid ISIR by the deadline date established by the Department of Education
- Federal Pell Grant and Iraq Afghanistan Service Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.

Inadvertent Overpayments

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

Verification and the Return Calculation

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

R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS Loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal.

Institutionally Scheduled Breaks

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

When Funds Are Disbursed Using Different Payment Periods

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

Percentage of Federal Financial Aid Earned

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

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

The percentage of the period completed is calculated as follows:

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

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

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

The total number of calendar days completed in the payment period or period of enrollment (numerator) is

the count of calendar days from the start date of the payment period or period of enrollment to the student’s last date of attendance. Calendar days are removed from calendar days completed in the payment period or period of enrollment if any of the following occurred between the payment period or enrollment period start date and the student’s last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
- Holidays
- Inclement weather
- Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days

Total Calendar Days in the Payment Period or Period of Enrollment

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

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative and inclement weather closures

Vocational Nursing (VN) and Dental Assisting (DA)

The percentage of the period completed is calculated as follows:

Number of scheduled hours completed in the enrollment period

Total number of scheduled hours in the enrollment period

Total Scheduled Hours Completed in the Enrollment Period

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

Total Scheduled Hours in the Enrollment Period

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

Calculation Examples

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

Medical Assistant Example - illustrative purposes only.

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

Module	Start Date	End Date	Grade
MA100	8/27/15	9/24/15	B
MA200	9/29/15	10/26/15	A
MA300	10/28/15	11/24/15	C
MA400	11/30/15	1/12/16	W
MA500	1/28/16	2/25/16	
MA600	2/29/16	3/25/16	
MA700	3/29/16	4/25/16	
MA EXT	4/27/16	6/23/16	

Number of calendar days completed in the enrollment period = 75

Total number of calendar days in the enrollment period = 265

Percentage of the enrollment period completed = 28.3%

Dental Assisting Example - illustrative purposes only.

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

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

Number of scheduled hours completed in the enrollment period = 374

Total number of scheduled hours in the enrollment period = 800

Percentage of the enrollment period completed = 46.8%

AOS Respiratory Therapy Example - illustrative purposes only.

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

Number of calendar days completed in the payment period = 33

Total number of calendar days in the payment period = 70

Percentage of the payment period completed = 47.1%

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the after the last date of attendance is not released to the student nor returned to federal financial aid programs prior to

performing the R2T4 calculation. The College holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. In the R2T4 calculation, the College includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal. Within 14 days of the date that the College performs the R2T4 calculation, the College pays any remaining federal financial aid credit balance in one or more of the following ways:

- in accordance with regulations to pay authorized charges at the College (including previously paid charges that are now unpaid due to a return of Title IV funds by the College)
- in accordance with instructions provided by the student (and parent for a PLUS loan) on the mostly recently submitted 'Authorization to Retain Funds Form' or other written instructions to reduce the student's loan debt (not limited to loan debt for the period of withdrawal). In the absence of a signed 'Authorization to Retain Funds Form' or other written instructions, the College pays the credit balance to the student (or parent for a PLUS loan).
- If the College is unable to locate the student (or parent) when attempting to pay a credit balance to the student (or parent), it returns the funds to federal financial aid programs.

Return of Unearned Aid

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

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

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

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

After the College allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the College. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the College from the total amount of unearned federal financial aid funds to be returned. The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment

due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. The College may round final repayment amounts, for which the College and student are responsible, to the nearest dollar.

Timelines for Return of Funds

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

Deceased Student

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

Reimbursement to Veterans and Eligible Persons

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

DIPLOMA PROGRAMS OF STUDY

DENTAL ASSISTING

Locations: Los Angeles, Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0601

Standard Occupational Classification (SOC) Code: 31-9091.00

Quarter Credits: 49.5

In-Class Clock Hours: 800

Outside Hours: N/A

Total Hours: 800

Method of Delivery: Residential

Program Length in Weeks: 40*

*Weeks may be extended depending on holiday schedules.

Career Training Objective

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

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

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

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

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

Instructional Equipment

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

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

PROGRAM OUTLINE

Required Courses

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

Total Credit Hours: 49.5

MEDICAL ASSISTANT

Locations: Los Angeles, Orange County, & Ontario

Overview

Classification Of Instructional Programs (CIP): 51.0801

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

Quarter Credits: 48.5

In Class Clock Hours: 760

Outside Hours: 269

Total Hours: 1029

Method of Delivery: Residential

Number of Weeks: 36*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

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

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

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

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

Instructional Equipment

- Anatomical Charts/Models
- Audiometer
- Autoclave
- Centrifuge
- Electrocardiograph Machines
- Examination Tables
- Glucometer

- Mayo Stands
- Microscopes
- Nebulizer
- Otoscope/Ophthalmoscope
- Personal Computers
- Scales
- Skeleton
- Sphygmomanometers
- Stethoscopes
- Surgical Instruments
- Thermometers
- Training Mannequins
- Wheelchair/crutches/walker

PROGRAM OUTLINE

Required Courses

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

Total Credit Hours: 48.5

MEDICAL BILLING AND CODING

Locations: Los Angeles, Orange County, & Ontario

Overview

Classification Of Instructional Programs (CIP): 51.0713

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

Quarter Credits: 48.5

In Class Clock Hours: 760

Outside Hours: 214

Total Hours: 974

Method of Delivery: Blended

Number of Weeks: 36*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

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

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

In preparation for the blended modules, students must:

1. Complete the online New Student Blended Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended modules;
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

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

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

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

Instructional Equipment

- Billing and Coding References: CPT, ICD-CM, and HCPCS Manuals
- Medical Office Software
- Word Processing Software
- Medical Claims Software

- Textbook and E-Text Materials
- On-line Course Material
- Lab Equipment

PROGRAM OUTLINE

Required Courses

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

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

Total Credit Hours: 48.5

OPTICAL TECHNICIAN

Locations: Los Angeles, Ontario

Overview

Classification of Instructional Programs (CIP): 51.1801

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

Quarter Credits: 50.5

In Class Clock Hours: 760

Outside Hours: 241.5

Total Hours: 1001.5

Method of Delivery: Blended

Number of Weeks: 36*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Optical Technician program's main objective is to offer a comprehensive training program to prepare students for employment in entry-level positions in the field of Opticianry. Graduates are encouraged to sit 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 training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 200-hour externship. Completion of the program is acknowledged by the awarding of a diploma.

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

Instructional Equipment

- Calculators
- Charts
- Diameter Gauges
- Dispensing Hand Tools
- Frames
- Hand Edgers
- Hand Magnifier
- Keratometers
- Layout Blockers
- Lens Groovers
- Lens Polishers

- Lenses
- Lensometers
- PD Sticks
- Pupilometers
- Radiuscopes
- Slit Lamps
- Soft and Rigid Contact Lenses
- Thickness Gauges
- Tinting Units
- Wet/Dry Edgers

PROGRAM OUTLINE

Required Courses

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

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

Total Credit Hours: 50.5

PHARMACY TECHNICIAN

Locations: Los Angeles, Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0805

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

Quarter Credits: 46.0

In Class Clock Hours: 780

Outside Hours: 405.5

Total Hours: 1185.5

Method of Delivery: Residential

Number of Weeks: 36*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

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

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

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 300 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

Upon completion of the program, students will be employable as entry-level pharmacy technicians. Graduates may also secure employment in other areas of the Pharmacy field, such as Pharmacy Assistants or Pharmacy Clerks.

Instructional Equipment

- Anatomical Charts/Models
- Conical and cylindrical graduates
- Laminar-Flow Workbench
- Mortars and Pestle
- Ointment slabs and spatulas

- Personal Computers
- Pharmacological References
- Triple beam and electronic balances

PROGRAM OUTLINE

Program Outline

Module Number	Module Title	Quarter Credits	In Class Clock Hours	Outside Clock Hours	Total Hours
PT1	Pharmacy Law	6	80	71	151
PT2	Drug Fundamentals	6	80	69	149
PT3	Pharmacology	6	80	68.5	148.5
PT4	Drug Distribution	6	80	71	151
PT5	IV Preparation	6	80	57	137
PT6	Retail Pharmacy	6	80	69	149
PTEXT	Externship	10.0	300	N/A	300
	Totals	46	780	405.5	1185.5

Total Credit Hours: 46.0

VOCATIONAL NURSING

Locations: Los Angeles, Orange County, Ontario

Overview

Classification Of Instructional Programs (CIP): 51.3901, 51.3902, 51.3999

Standard Occupational Classification (SOC) Code: 29-2061.00

Quarter Credits: 94.0

Theory Hours: 615

Lab Hours: 152

Clinical Hours: 803

Total Hours: 1570

Method of Delivery: Residential

Number of Weeks (Day): 54*

Number of Weeks (Evening/Weekend): 84*

*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 licensed vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

Vocational nursing students develop knowledge and skills to provide direct care to patients/clients under the supervision of a physician, dentist or registered nurse (RN) in a variety of health care settings, such as hospitals, long-term convalescent care facilities, and home health agencies. Vocational nursing students learn direct patient care, assessment, diagnostic measurements and procedures and treatments. The combined academic and clinical training prepares vocational nursing students to take the National Council Licensure Examination (NCLEX-PN) for licensure as a practical/vocational nurse meeting the standards set by the Board of Vocational Nursing and Psychiatric Technicians. Those that pass qualify for entry-level employment as Licensed Vocational Nurses.

The training program is divided into terms approximately 13 weeks in length (20 weeks for evening/weekend). Each term is comprised of prescribed units of study that build upon each other. Students begin their training in Term 1 and progress sequentially through each term until all terms have been successfully completed. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Instructional Equipment

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

PROGRAM OUTLINE

Term 1

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
ANA100	Intro to Human Anatomy & Physiology	30	0	0	30	3
VOCN100	Fundamentals of Nursing	82	0	0	82	8
VOCN100L	Fundamentals of Nursing Lab	0	120	0	120	6
VOCN100C	Fundamentals of Nursing Clinical	0	0	60	60	2
VOCN110	Nutrition	30	0	0	30	3
	Totals	142	120	60	322	22

Term 2

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VOCN200	Medical-Surgical Nursing I	60	0	0	60	6
VOCN200C	Medical-Surgical Nursing I - Clinical	0	0	210	210	7
VOCN210	Geriatrics	10	0	0	10	1
VOCN210C	Geriatrics Clinical	0	0	30	30	1
PSYCH1	Psychology	30	0	0	30	3
PHARM1	Pharmacology I	30	0	0	30	3
	Totals	130	0	240	370	21

Term 3

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VOCN300	Medical-Surgical Nursing II	90	0	0	90	9
VOCN300C	Medical-Surgical Nursing II Clinical	0	0	210	210	7
VOCN310	Mental Health	15	0	0	15	1.5
VOCN310C	Mental Health Clinical	0	0	45	45	1.5
GD300	Growth and Development	30	0	0	30	3
PHARM2	Pharmacology II	30	0	0	30	3
	Totals	165	0	255	420	25

Term 4

Module Number	Title	Theory Hours	Skills Lab Hours	Clinical Hours	Total Hours	Quarter Credits
VOCN400	Medical-Surgical Nursing III	94	0	0	94	9
VOCN400C	Medical-Surgical Nursing III Clinical	0	0	220	220	7
VOCN410	Maternal Child Nursing	30	0	0	30	3
VOCN410L	Maternal Child Nursing Skills Lab	0	32	0	32	1.5
VOCN410C	Maternal Child Nursing Clinical	0	0	28	28	.5
VOCN420	VN Concept Mastery	54	0	0	54	5
	Totals	178	32	248	458	26

TOTAL CREDIT HOURS: 94.0

ASSOCIATE DEGREE PROGRAMS OF STUDY

ASSOCIATE OF OCCUPATIONAL SCIENCE, OCCUPATIONAL THERAPY ASSISTANT

Locations: Orange County

Overview

Classification of Instructional Programs (CIP): 51.0803

Standard Occupational Classification (SOC) Code: 31-2011.00, 31-2012.00

Quarter Credits: 98.0

Clock Hours: 1780

Method of Delivery: Blended

Number of Weeks: 80*

*Weeks May be Extended Depending on Holiday and Break Schedules

Career Training Objective

The students in the Occupational Therapy Assistant (Associate of Occupational Science) program are educated to practice as occupational therapy assistants (OTA). The OTA works under the supervision of the occupational therapist (OT). Throughout the curriculum, OTA students are exposed to traditional areas of practice where occupational therapy professionals deliver their services. These areas of practice include, but are not limited to: working with children and youth in clinical inpatient outpatient services, as well as in schools; working with adults in clinical inpatient outpatient services, as well as in work hardening programs; working with older adults in hospitals, long-term care facilities, and in adult day care centers; and working with adults with mental health and behavioral challenges who receive OT services in behavioral clinics, acute care community hospitals, and state hospitals. The students will have exposure to emerging practice areas, specifically to the driver rehabilitation program.

The OTA program teaches students to implement occupational therapy treatment care plans, train and educate clients and their caregivers, collaborate with clients in designing therapeutic activities, be sensitive to clients' different cultural backgrounds, embrace occupation-based practice as "the means and the end" of the OT practice, and to collaborate with other health care professionals to provide excellent, occupation-based and client-centered care.

The OTA program curriculum, in congruency with our philosophical belief that humans are active beings, encourages students into becoming active in their own process of learning. The curriculum is organized following a human developmental model (biological and psychological) as the conceptual curriculum framework and the three domains of Bloom's Taxonomy of Learning Domains as the categories of educational activities. The human developmental model is used to guide students in learning and understanding the impact of challenges on occupational performance during the life span of individuals, as well as developing their clinical skills. The three domains of Bloom's taxonomy (knowledge, skills, and attitude) are applied throughout the curriculum. The curriculum involves the acquisition of knowledge and the development and shaping of intellectual skills as students begin to recognize facts, procedural patterns, as well as concepts that help in developing cognitive skills. The acquisition of skills pertinent to the profession, such as practice of hands-on activities, is of utmost importance and is used extensively in the curriculum. Personal attitude is very important in the delivery of health care. As such, OTA students' awareness of their own behavioral strengths and weaknesses and how that affects their attitude is strongly emphasized from day one of the program. This is accomplished through self-assessment of behavior using a modified form of the Generic Abilities Assessment tool.

The program is 98 quarter credits to be completed in twenty months. The last four months of the program are dedicated to a full time Fieldwork experience (clinical education under the supervision of an OTA or OT professional).

Graduates of the Occupational Therapy Assistant program will be eligible to take the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice and licenses are usually based on the results of the NBCOT Certification Examination.

Note that a felony conviction may affect a graduate's ability to perform fieldwork, take the NBCOT certification examination, and attain state licensure.

Instructional Equipment List

- Fully equipped functioning kitchen
- Two fully equipped bathrooms
- Functioning washer-dryer station
- Typical bedroom
- Adaptive equipment for bathing
- Adaptive equipment for dressing
- Adaptive equipment for grooming
- Adaptive equipment for feeding
- Adaptive equipment for cooking
- Anatomical charts and models, skeleton
- Balance equipment for adults and children
- Hand evaluation kits with dynamometer, pinch meter, and goniometers
- Sensation tests
- Electrotherapy, cryotherapy, ultrasound, hydrocollator, paraffin modalities
- Resistant equipment, bars, balls, bands for hand and arm exercise
- Handwriting training supplies and adaptive equipment
- Projectors, computers, and monitors for presentations
- Pulse oximeters and blood pressure kits
- Sensory modulation supplies for adults and children
- Fully equipped children's therapy area including a swing with attachments
- Toys and games for children
- Transfer boards, tub benches, commode chairs
- Treatment tables, mats, bolsters, wedges, mirrors
- Wheelchairs with position equipment
- Children's seating and positioning equipment
- Climbing wall, ramp, and monkey bars
- A variety of walkers and canes

- Computer games
- Computerized assessments for cognitive screening
- Fully equipped splinting center
- Wide variety of developmental, sensory, motor, cognitive, and functional assessments
- Games, workbooks, arts and crafts supplies
- DVDs of educational and popular videos
- Patient education reference materials
- Home safety cards
- Online access to OT instructional videos (ICE Library)

PROGRAM OUTLINE

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2
ENGL100	Written Communications I**	40	0	4
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology**	40	0	4
	Totals	180	0	16

Core Occupational Therapy Assistant and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT206	Anatomy and Physiology for Rehab Professionals*	60	0	4
OTA100	Principles of OT	20	0	2
OTA130	Conditions in Occupational Therapy I*	60	0	4
OTA200	Therapeutic use of Occupations	60	0	4
OTA170	Conditions in Occupational Therapy II*	60	0	4
OTA210	Human Structure and Function in Occupational Therapy*	60	0	4
HP215	Professional Communication for Health Professionals*	60	0	4
OTA220	Group Dynamics and Leadership*	30	0	2
OTA225	Introduction to Fieldwork	20	0	1
OTA245	Occupational Performance from Birth to Adolescence*	80	0	5
OTA230	Level I Fieldwork	80	60	3
OTA250	Occupational Therapy Services in Psychosocial Settings*	60	0	4
OTA260	Occupational Performance in Adulthood*	80	0	5
HP220	Inter-professional Collaborative Practice & Cultural Competence in Healthcare*	40	0	3
OTA270	Occupational Performance in the Elderly*	80	0	5
OTA280	OTA Clinical Competency	30	0	2
HP230	Business Concepts in Healthcare	20	0	2
OTA290-A	Level II Fieldwork A	350	330	12
OTA290-B	Level II Fieldwork B	350	330	12
	Totals	1600	720	82

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

**Courses offered in a fully online format.

Total Credit Hours: 98

ASSOCIATE OF OCCUPATIONAL SCIENCE, PHYSICAL THERAPIST ASSISTANT

Locations: Orange County

Overview

Classification of Instructional Programs (CIP): 51. 0806

Standard Occupational Classification (SOC) Code: 31-2021.00

Quarter Credits: 96.0

Clock Hours: 1590

Method of Delivery: Blended

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Physical Therapist Assistant (Associate of Occupational Science) program prepares students to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment and observe and record patient progress. Physical Therapist Assistants work under the supervision of a physical therapist in a variety of settings including, but not limited to, ambulatory health care services, hospitals, school settings, federal and county health settings, occupational health settings, and residential care facilities for the elderly.

In the Physical Therapist Assistant (PTA) program, students learn applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic pediatric, developmental, and geriatric physical therapy principles, neurology and orthopedics, documentation skills, interprofessional communication, psychosocial aspects of healthcare, wound and integumentary care, modalities and electrotherapy, rehabilitation principles in orthotic and prosthetic management, personal and professional ethics, cultural competence and application in healthcare, and healthcare business and management principles and application. Correlated clinical experiences take place in the last two terms of the program.

The training program is divided into eight 10- week terms. General education courses and the PTA core courses are integrated throughout the program. The clinical practicum experience begins in term seven. Successful completion of clinical experiences in varied clinical settings under the supervision of a licensed physical therapist is required.

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

Completion of the program is acknowledged by the award of an Associate of Occupational Science degree. The Physical Therapist Assistant Program in Orange County is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), (CAPTE 1111 North Fairfax Street, Alexandria, VA 22314; Phone: 703-706-3245; Email: accreditation@apta.org; Website: <http://www.capteonline.org>). If needing to contact the program/institution directly, please call (714) 763-9173 or email jLwin@americancareercollege.edu. Graduation from a CAPTE-accredited program is required for eligibility to sit for the licensing exam.

The PTA program is designed to help students acquire the knowledge and training to be able to:

1. Promote professional and personal growth that positively impacts the profession of physical therapy.
2. Engage in thought and activities that promote professional responsibility and lifelong learning.
3. Become an advocate for the profession of physical therapy through professional and community representation.
4. Successfully pass the National Physical Therapy Examination and practice competently as an entry level PTA.
5. Demonstrate the capacity to perform the duties of a PTA as an interdisciplinary team member in environments that demonstrate broad forms of diversity in peers and patients.

6. Integrate the knowledge and skills obtained from general and technical education while performing duties as an entry level PTA.
7. Perform duties safely in various physical therapy settings while adhering to ethical guidelines established by the APTA and legal guidelines established by the State Practice Act.
8. Communicate with each patient demonstrating empathy and optimism while maintaining ethical considerations.
9. Demonstrate leadership qualities while practicing under the direction of a physical therapist understanding the limitations as defined within the California Physical Therapy Practice Act.

Instructional Equipment List

- Anatomical charts and models
- Balance trainer/board
- Classroom Response System
- Compression garments and pumps
- Dynamometer, goniometer, gait belts
- Electrotherapy equipment, cryotherapy, ultrasound
- Instructional software resources to augment coursework
- Pneumatic Motorized Arm & Wrist Blood
- Pressure Kits
- Projector, Computer & Monitor Prosthetic and orthotic models
- Pulse oximeter, thermometer, stop watch
- Resistance equipment, bars, balls, bands
- Sphygmomanometers & Stethoscope Kits
- Stethoscopes, sphygmomanometer
- Supplies for universal precaution
- Training stairs, parallel bars and ramp
- Transfer boards, tub/ benches, commode
- Treadmill, exercise bicycle
- Treatment tables, mats, bolsters
- Video Camera
- Wheelchair/ walkers/ canes

PROGRAM OUTLINE:

General Education Courses

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology*	20	0	2
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	0	2
ENGL100	Written Communications I**	40	0	4
MATH100	College Mathematics I	40	0	4
PSYC100	Introduction to Psychology**	40	0	4
	Totals	180	0	16

Core Physical Therapist Assistant and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT208	Anatomy and Physiology for Rehab Professionals**	20	0	2
ANAT208-L	Anatomy and Physiology for Rehab Professionals Lab	40	0	2
PTA100	Introduction to PTA**	20	0	2
PTA100-L	Introduction to PTA Lab	40	0	2
PTA104	Professional Communications for the PTA*	40	0	4
PTA211	Clinical Skills for the PTA**	20	0	2
PTA211-L	Clinical Skills for the PTA Lab	40	0	2
PTA215	Musculoskeletal I**	20	0	2
PTA215-L	Musculoskeletal I Lab	40	0	2
PTA216	Pathophysiology for the PTA*	40	0	4
PTA220	Therapeutic Exercise I**	20	0	2
PTA220-L	Therapeutic Exercise I Lab	40	0	2
PTA224	Development & Rehabilitation Across the Life Span*	40	0	4
PTA225	Musculoskeletal II**	20	0	2
PTA225-L	Musculoskeletal II Lab	40	0	2
PTA226	Physical Agents**	20	0	2
PTA226-L	Physical Agents Lab	40	0	2
PTA234	Principles of Rehabilitation**	20	0	2
PTA234-L	Principles of Rehabilitation Lab	40	0	2
PTA235	Neuromuscular**	20	0	2
PTA235-L	Neuromuscular Lab	40	0	2
PTA240	Interprofessional Collaborative Practice & Cultural Competence in Healthcare**	20	0	2
PTA241	Cardiopulmonary**	10	0	1
PTA241-L	Cardiopulmonary Lab	20	0	1
PTA242	PTA Law, Ethics & Professionalism*	20	0	2
PTA245	PTA Clinical Competency Review**	20	0	2
PTA245-L	PTA Clinical Competency Review Lab	40	0	2
PTA250	Clinical Practicum I	300	300	10
PTA255	Clinical Practicum II	300	300	10
PTA265	PTA Licensure Exam Review*	20	0	2
	Totals	1410	600	80

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

** Courses offered in a fully online format.

Total Credit Hours: 96

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOGRAPHY

Locations: Ontario & Los Angeles

Overview

Classification of Instructional Programs Code (CIP): 51.0911

Standard Occupational Classification Code (SOC): 29-2034.00

Quarter Credits: 130.0

Clock Hours: 2660

Method of Delivery: Blended

Number of Weeks: 100*

*Weeks may be extended depending on holiday schedules

Career Training Objective

The profession of radiology is guided by the ASRT and ARRT Code of Ethics and therefore it is the expectation of the College that each graduate following successful completion of the certification and registration exam, will work within legal and ethical boundaries. This responsibility requires dedication to applying standards that are outlined within the Code of Ethics for the Radiologic Technologist. Radiography is also a dynamic discipline that requires growth, personally and professionally, to better prepare for future needs of the profession. These needs may vary in many ways, dependent not only in the environment where one is employed, but across the profession as it changes. While the radiography program provides the requisite knowledge and skills to become competent as an entry level R.T., the program is confident that each graduate adopts the same enthusiasm for self-improvement.

The program will:

1. Provide learning experiences that prepare every student for competent performance as a radiologic technologist that includes, but is not limited to: lecture, interactive and self-discovery activities, problem-based case presentations, small group discussions, mentoring, tactile/kinesthetic activities provided through laboratory experiences and clinical practicums.
2. Provide comprehensive academic and clinical preparation for each student to have a successful result on the ARRT certification and registration exam.
3. Graduate professionals that enthusiastically display leadership responsibilities while providing competent care.
4. Provide access to activities that foster community awareness while responding to the needs of the community.
5. Ensure that the standards required for accreditation for the College and the program is maintained.
6. Support the community of radiologic technologists and health care professionals by providing opportunities for professional development.

Instructional Equipment List

- Cassettes for digital unit
- CR digital reader
- Densitometer
- Lead aprons
- Lead gloves
- Lead mats
- Mini C-arm unit
- Mobile shields
- Patient shields
- Penetrometer Phantoms: torso, chest, hand, elbow, foot, knee
- Portable radiography unit
- Sandbags

- Sensitometer
- Sponges
- Thyroid shields
- X-Ray unit: console, table with float top, tube/collimator, wall unit

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Quarter Credits
ANAT200	Introduction to Anatomy and Physiology	20	2
ANAT200-L	Introduction to Anatomy and Physiology Lab	40	2
ENGL100	Written Communications I**	40	4
MATH100	College Mathematics I*	40	4
PSYC100	Introduction to Psychology**	40	4
	Totals	180	16

Core Radiography and Other Courses:

Course Number	Title	Clock Hours	Quarter Credits
RAD120	Introduction to Radiologic Sciences	10	1
RAD150	Medical Terminology*	30	3
RAD220	Radiographic Physics	30	3
RAD250	Principles of Image Production	70	6
RAD320	Radiographic Positioning I	60	4
RAD350	Radiation Biology and Protection	70	6
RAD370	Digital Imaging*	20	2
RAD420	Patient Care*	40	3
RAD450	Radiographic Positioning II	60	4
RAD470	Law and Ethics in Imaging*	20	2
RAD500C	Clinical Practicum I	300	10
RAD520	Radiographic Positioning III	60	4
RAD600C	Clinical Practicum II	300	10
RAD620	Pharmacology/Venipuncture*	30	2
RAD700C	Clinical Practicum III	300	10
RAD720	Introduction to Computed Tomography with Cross Sectional Anatomy*	40	4
RAD800C	Clinical Practicum IV	300	10
CAREER200	Career Advantage*	20	2
RAD900C	Clinical Practicum V	300	10
RADSEM1	Radiology Seminar I	30	3
RAD1000C	Clinical Practicum VI	360	12
RADSEM2	Radiology Seminar II	30	3
	Totals	2480	114

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

**Courses offered in a fully online format.

Total Credit Hours: 130

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY THERAPY

Locations: Orange County & Ontario

Overview

Classification of Instructional Programs (CIP): 51.0908

Standard Occupational Classification (SOC) Code: 29-1126.00, 29-2054.00

Quarter Credits: 96.0

Clock Hours: 1540

Method of Delivery: Residential

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The Associate of Occupational Science degree in Respiratory Therapy program is designed to prepare students as entry-level Respiratory Therapists with the competencies and skills needed to assist with patient respiratory care.

Respiratory Care is a health care discipline which specializes in the promotion of optimum cardiopulmonary function and health. Respiratory Therapists apply scientific principles to prevent, identify, and treat acute or chronic dysfunction of the cardiopulmonary system. Knowledge of the scientific principles underlying cardiopulmonary physiology and pathophysiology, as well as biomedical engineering and technology, enable respiratory therapists to effectively offer preventative care to, as well as assess, educate, and treat patients with cardiopulmonary deficiencies.

As a health care profession, Respiratory Care is practiced under medical direction across the health care continuum. Critical thinking, patient/ environment assessment skills, and evidence-based clinical practice guidelines enable respiratory therapists to develop and implement effective care plans, patient-driven protocols, disease-based clinical pathways, and disease management programs. A variety of venues serve as the practice site for this health care profession including, but not limited to: acute care hospitals, sleep disorder centers and diagnostic laboratories, rehabilitation, research and skilled nursing facilities, patients' homes, patient transport systems, physician offices, convalescent and retirement centers, educational institutions, field representatives and wellness centers.

The training program is divided into eight 10-week quarters consisting of general education, anatomy and physiology, core respiratory therapy, and clinical practicum courses. Clinical experience in hospital or clinical settings is required for successful completion of the program. Clinical rotations total 720 hours. Each quarter is comprised of prescribed subjects or studies that build upon each other.

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

Instructional Equipment List

- Adult Practice Manikins
- Airway Heart and Lung Models
- Crash Cart
- Mechanical Ventilators
- Neonatal Practice Manikins, oxygen, humidity, lung expansion, airway management, pulmonary function, and secretion clearance equipment for skill practice
- Pediatric Practice Manikins
- Piped Air, Oxygen and Suction

- Tracheotomy Trays

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT205	Introduction to Anatomy and Physiology	20	0	2
ENGL110	Written Communications I	40	0	4
MATH110	College Mathematics I	40	0	4
PSYC110	Introduction to Psychology	40	0	4
	Totals	140	0	14

Core Respiratory Therapy and other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
CAREER100	Career Advantage	20	0	1
RCP100	Introduction to Respiratory Science	30	0	3
RCP100-L	Introduction to Respiratory Science Lab	20	0	1
RCP200	Cardiopulmonary Anatomy and Physiology	40	0	4
RCP250	Respiratory Procedures I	30	0	3
RCP250-L	Respiratory Procedures I Lab	20	0	1
RCP300	Respiratory Pharmacology	30	0	3
RCP370	Adult Cardiopulmonary Pathophysiology I	40	0	4
RCP330	Respiratory Procedures II	40	0	4
RCP330-L	Respiratory Procedures II Lab	20	0	1
RCP550	Introduction to Clinical Practicum	40	0	4
RCP470	Adult Cardiopulmonary Pathophysiology II	40	0	4
RCP450	Cardiopulmonary Diagnostic Testing and Pulmonary Rehabilitation	30	0	3
RCP450-L	Cardiopulmonary Diagnostic Testing and Pulmonary Rehabilitation Lab	20	0	1
RCP500	Mechanical Ventilation I	60	0	6
RCP500-L	Mechanical Ventilation I Lab	20	0	1
RCP600	Neonatal / Pediatric Cardiopulmonary Pathophysiology	40	0	4
RCP600-L	Neonatal/Pediatric Cardiopulmonary Pathophysiology-Lab	20	0	1
RCP700	Advanced Concepts	60	0	6
RCP800	Board Review	60	0	6
RTCP210	Clinical Practicum I	240	240	8
RTCP212	Clinical Practicum II	240	240	8
RTCP214	Clinical Practicum III	240	240	8
	Totals	1580	720	89

Total Credit Hours: 96

ASSOCIATE OF OCCUPATIONAL SCIENCE IN SURGICAL TECHNOLOGY

Locations: Los Angeles, Orange County, Ontario

Overview

Classification of Instructional Programs (CIP): 51.0909

Standard Occupational Classification (SOC) Code: 29-2055.00

Quarter Credits: 102.0

Clock Hours: 1600

Method of Delivery: Blended

Number of Weeks: 80*

*Weeks May Be Extended Depending On Holiday Schedules

Career Training Objective

The goal of the Associate of Occupational Science Degree in Surgical Technology program is the preparation of competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains needed to assist with surgical patient care.

The program achieves the primary educational objectives through lectures combined with text, visual aids, and personal experiences of the faculty. The syllabi are such that they allow both depth and scope and adequate time to fully cover each subject. Objectives are reviewed regularly and consistently to make certain they are met.

Select core courses in the Surgical Technology program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to optimize the learning experience of the user. Blended courses are indicated by an asterisk (*) in the course listings below.

In preparation for the blended courses, students must:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses;
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

“Cognitive Domain.” The student will: 1) understand the fundamentals of Human Anatomy and Physiology, Microbiology, and Infectious Process and relate these to safe patient care practices; 2) understand the principles of safe patient care in preoperative, intraoperative, and postoperative settings; and 3) recognize the Surgical Technologist’s independent role with the other team members and ancillary service providers.

“Psychomotor Domain.” The student will: 1) develop and apply fundamental surgical-assisting skills through practice and evaluation in clinical settings; 2) effectively and accurately apply the principles of asepsis across the range of common surgical experiences; and 3) apply standard precautions and other recognized safe practice guidelines in all surgical settings.

“Affective Domain.” The student will: 1) appreciate the variety of patients’ needs and the impact of their personal, physical, emotional, and cultural experiences in providing patient care; 2) demonstrate professional responsibility in performance, attitude, and personal conduct; and 3) provide optimal patient care within the confines of the health care community.

The Surgical Technologist functions in association with nurses and surgeons as part of the operating room team to provide care to the patient during the crucial periods of surgery. The Surgical Technologist must create and maintain a safe operating room environment through aseptic surgical techniques. The Surgical Technologist must know the fundamental steps and routine procedures needed to assist the surgeon in the use of surgical instrumentation. Maintaining the equipment and sterile supplies needed to successfully complete each operation is essential to perform efficiently as a member of the surgical team.

The training program is divided into eight 10-week quarters. Clinical experience in hospital settings and surgery centers is required for successful completion of the program, and these clinical rotations total 540 hours (270 hours in quarter VII and 270 hours in quarter VIII). Each quarter is comprised of prescribed subjects or studies that build upon each other.

To complete the program, students must sit for the certification examination administered by the National Board of Surgical Technology and Surgical Assisting. Graduates will qualify for employment as entry-level Surgical Technologists with hospitals and surgery centers.

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

Instructional Equipment List

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

PROGRAM OUTLINE

General Education Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
ANAT205	Introduction to Anatomy and Physiology	20	0	2
ANAT205-L	Introduction to Anatomy and Physiology Lab	40	0	2
ENGL110	Written Communications I	40	0	4
MATH110	College Mathematics I	40	0	4
PSYC110	Introduction to Psychology	40	0	4
	Totals	180	0	16

Core Surgical Technology and Other Courses:

Course Number	Title	Clock Hours	Clinical Hours	Quarter Credits
MEDTR110	Medical Law and Ethics	40	0	4
SURG100	Introduction to Surgical Technology	40	0	4
SURG111	Surgical Techniques I	40	0	4
SURG111-L	Surgical Techniques I Lab	80	0	4
ANAT240	Advanced Anatomy and Physiology	60	0	6
SURG131-L	Surgical Techniques II Lab	80	0	4
SURG210	Pathophysiology I	40	0	4

SURG260	Surgical Procedures I	80	0	4
SURG230	Pathophysiology II	40	0	4
SURG270	Surgical Procedures II	80	0	4
SURG140	General Microbiology	40	0	4
CAREER200	Career Advantage*	20	0	2
SURG200	Pharmacology	40	0	4
SURG251	Clinical Orientation	40	0	4
SURG251-L	Clinical Orientation Lab	80	0	4
SURG296-A	National Certification Review I	40	0	4
SURG282	Clinical Practicum I	270	270	9
SURG296-B	National Certification Review II	40	0	4
SURG292	Clinical Practicum II	270	270	9
	Totals	1420	540	86

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

Total Credit Hours: 102

ASSOCIATE OF SCIENCE DEGREE IN NURSING

Locations: Los Angeles

Overview

Classification of Instructional Programs Code (CIP): 51.3801

Standard Occupational Classification Code (SOC): 29-1141.00

Clock Hours: 1580

Quarter Credits: 99.0

Method of Delivery: Blended

Number of Weeks: 80*

*Weeks May Be Extended Depending on Holiday Schedules

Career Training Objective

A total of 99 quarter credits are required to earn the Associate of Science Degree in Nursing (ADN), which includes completion of general education, fundamentals of nursing, beginning, intermediate, and advanced medical/surgical nursing, obstetrics and pediatrics, mental health, geriatrics, and community health nursing, and leadership with co-requisite clinical practicums for each course, including a preceptorship as a transition course. Selected courses in the ADN program will be in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning environment to allow self-paced content discovery, consumption, and social learning through interacting with peers and faculty online while focusing class time on practical applications of knowledge as well as concentrating on the more challenging concepts for the learners. In preparation for the blended courses, students must:

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended courses.
2. Meet the specific computer requirements with acceptable hardware and software configuration and internet access as noted under admissions requirements.

The objective of this program is to provide students with the appropriate general education, didactic theory, and hands-on skills required to begin a career as a professional nurse.

The ADN program teaches students to use critical thinking, clinical reasoning and the nursing process to deliver evidence-based, patient-centered care for diverse patients in common and emerging health care settings. Using Dorothea Orem's Theory of Self-Care, students, in collaboration with interdisciplinary team members, assist patients through self-care deficits and health deviations. Students will learn to use informatics to communicate, access, monitor and evaluate patient data. The nursing program is divided into eight 10-week quarters and is in a blended format with each course sharing a percentage of instruction online and a percentage of instruction face to face. Graduates of this program may pursue entry-level positions as Registered Nurses in a variety of health care settings.

In the state of California, all applicants for RN licensure must qualify for and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN), which relates to the practice of registered nursing in California.

Completion of the program is acknowledged by the awarding of an Associate of Science Degree in Nursing.

Instructional Equipment List

- IV Fluid
- Bandage Scissors
- Tubing
- Hemostats
- Foley Catheter Tray

- Syringes (no needles)
- Stethoscope
- Suction Equipment

LVN to RN Program Options

Prospective students ability to complete the following program options is on a seat availability basis and at the discretion of the Director of Nursing.

The LVN may desire to complete the entire Registered Nursing curriculum beginning with the first semester of the program. Other options for the LVN include the following:

Option 1: LVN Advanced Placement – Associate of Science in Nursing Degree

Students who select the LVN Option 1 may be granted a maximum of 8 units of required Nursing Science coursework, for credit only. The 8 units would include the following courses: Fundamentals of Nursing (8 units). LVN Advanced placement applicants must meet ADN program prerequisites and course requirements including an overall cumulative grade point average (GPA) of 2.5 for all college coursework. Prior to being considered for admission to the LVN Advanced Placement ADN program the LVN applicant must successfully pass ACC's Clinical Readiness Bridge Course.

The following prerequisites must be completed before beginning the program:

- Human Anatomy with lab (4 credits)
- Human Physiology with lab (4 credits)
- College Math (4 credits)
- General Microbiology with Lab (4 credits)
- English Composition (4 credits)
- Proof of IV Certification

After completion of these courses, the student will begin the ADN program in term three (3). This option allows for career mobility to assist the Licensed Vocational Nurse to advance to the Registered Nurse level. Upon successful completion, the student is awarded an Associate of Science Degree and is eligible to take the NCLEX-RN for licensure in the State of California.

Option 1 ACC LVN Advanced Placement Curriculum Guide		Credits	General Education	General Education within Area of Study	Area of Study
10 Week Quarters					
Term 1					
NURS 101	Professional Communication & Role Transition Seminar is required to be taken upon next scheduled offering after admission to program and prior to Term 8	1			X
Term 3					
Pharm 113	Pharmacology	4		X	
NURS113	Beginning Med./Surgical	4			X
NURS113C	Beginning Med./Surgical	4			X
Term 4					
NURS 116	Behavioral Health Nursing	4			X
NURS 116C	Behavioral Health Nursing Lab/Clinical	4			X
PSYC 100	Introduction to Psychology	4	X		
Term 5					
NURS115	Intermediate Medical/Surgical Nursing	4			

NURS115C	Intermediate Medical/Surgical Nursing Lab/Clinical	4			
HUM 118	Cultural Pluralism	4		X	
Term 6					
SOCY 116	Introduction to Sociology	4		X	
NURS114	Maternal/Child Nursing	4			
NURS114C	Maternal/Child Nursing	4			
Term 7					
NURS 117	Advanced Medical/Surgical Nursing	4			X
NURS 117C	Advanced Medical/Surgical Nursing Lab/Clinical	4			X
Term 8					
NURS 118	Advanced Medical/Surgical Nursing II Leadership	4			X
NURS 118C	Advanced Medical/Surgical Nursing II Lab/Clinical	4			X
NURS102	Professional Communication & Role Transition ADV Seminar	2			
SPCH 117	Oral Communication	4		X	
Total Program Quarter Credits		71			

Option 2: LVN to Non-Degree Nurse (45 Quarter Unit option)

Prior to admission, an LVN applicant will meet with the DON who provides objective counseling for the 45 unit option. Persons interested in this curriculum option are advised that a degree will **not** be granted, a certificate will **not** be given, and the student will **not** be a graduate of the ADN nursing program. A transcript which documents the required courses completed for RN licensure will be available. Completion of this option may not be recognized for RN licensure outside of California.

Each candidate will be assessed individually including review of LVN transcripts and other Advanced Placement Criteria by the DON and Admissions Committee.

Students who have chosen the 45 unit LVN Option 2 must have a current unencumbered LVN license in the State of California and must have successfully completed the required coursework with a minimum grade of C. IV Certification is recommended.

Option 2 ACC LVN 45 Unit RNCurriculum Guide		Credits	General Education	General Education within Area of Study	Area of Study
10 Week Quarters					
Term 1					
PHYS111	Human Physiology with Lab	4		X	
NURS101	Professional Communication & Role Transition Seminar	1			X
Term 2					
MICR112	General Microbiology with Lab	4		X	
Term 3					
PHARM113	Pharmacology	4			X
Term 4					
NURS116	Behavioral Health Nursing	4			X
NURS116C	Behavioral Health Nursing Lab/Clinical	4			X
Term 7					
NURS117	Advanced Medical/Surgical Nursing	4			X
NURS117C	Advanced Medical/Surgical Nursing Lab/Clinical	4			X

Term 8				
NURS118	Advanced Medical/Surgical Nursing II Leadership	4		X
NURS118C	Advanced Medical/Surgical Nursing II Lab/Clinical	4		X
Total Program Quarter Credits		37		

PROGRAM OUTLINE

General Education Courses:

Course Number	Course Title	Clock Hours	Clinical Hours	Quarter Credits
MATH100	College Mathematics I*	40	0	4
PSYC100	Introduction to Psychology**	40	0	4
ENGL100	Written Communications I**	40	0	4
SOCY116	Introduction to Sociology*	40	0	4
SPCH117	Oral Communication*	40	0	4
HUM118	Cultural Pluralism*	40	0	4
Totals		240	0	24

Core Associate Degree in Nursing and Other Courses:

Course Number	Course Title	Clock Hours	Clinical Hours	Quarter Credits
NURS101	Professional Communication & Role Transition Seminar	10	0	1
ANAT111	Human Anatomy	50	0	4
PHYS111	Human Physiology	50	0	4
NURS112	Fundamentals of Nursing	40	0	4
NURS112C	Fundamentals of Nursing, Clinical	120	120	4
MICR112	General Microbiology	50	0	4
NURS113	Beginning Medical/Surgical Nursing	40	0	4
NURS113C	Beginning Medical/Surgical Nursing, Lab/Clinical	120	120	4
PHARM113	Pharmacology for Nursing	40	0	4
NURS114	Maternal/Child Nursing	40	0	4
NURS114C	Maternal/Child Nursing, Lab/Clinical	120	120	4
NURS115	Intermediate Medical/Surgical Nursing	40	0	4
NURS115C	Intermediate Medical/Surgical, Lab/Clinical	120	120	4
NURS116	Behavioral Health Nursing	40	0	4
NURS116C	Behavioral Health Nursing, Lab/Clinical	120	120	4
NURS117	Advanced Medical/Surgical Nursing	40	0	4
NURS117C	Advanced Medical/Surgical Nursing, Lab/Clinical	120	120	4
NURS118	Advanced Medical/Surgical Nursing II	40	0	4
NURS118C	Advanced Medical/Surgical Nursing II, Lab/Clinical	120	120	4
NURS102	Professional Communication & Role Transition Advanced Seminar*	20	0	2
Totals		1340	840	75

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

**Courses offered in a fully online format.

Total Credit Hours: 99

CAMPUS STAFF AND FACULTY LISTINGS

American Career College – Los Angeles

Campus Management Team

Lani Townsend

Executive Director

email: LTownsend@americancareercollege.edu

Dorit Soltanovich

Director of Education

email: dSoltanovich@americancareercollege.edu

Jamison Wallington

Assistant Director of Education

Email: jWallington@americancareercollege.edu

Gohar Abrahamian

Director, Career Services

email: gohar@americancareercollege.edu

Garin Yeghiazarian

Director, Admissions

email: gYeghiazarian@americancareercollege.edu

Elia Nguyen

Director, Financial Aid

email: eNguyen@americancareercollege.edu

Alicia Suzuki

Director, Student Resource Center

email: aSuzuki@americancareercollege.edu

Associate of Occupational Science in Radiography

Melissa Wallschlaeger, MS, BS, CRT, FRT, ASRT

Program Director

Loma Linda University, Loma Linda, Master of Science

email: mWallschlaeger@americancareercollege.edu

James Chavez, BSRS, RT(R), ARRT CRT, (F)

Director, Clinical Education

PIMA Medical Institute, Tucson, Bachelor of Science in Radiologic Sciences

Kaplan College, North Hollywood, Diploma in Radiologic Technology

Robert Medellin, BSRS, ARRT, RT(R), CRT, (F)

Instructor

PIMA Medical Institute, Mesa, Bachelor of Science in Radiologic Sciences

Kaplan College, North Hollywood, Diploma in Radiologic Technology

Modern Technology School of X-Ray, North Hollywood, Diploma in X-Ray Technology

Modern Technology School of X-Ray, North Hollywood, Diploma in Medical Assisting Back Office

Nadeem Shaikh, MBA, RT(R)(CT)

Instructor

University of La Verne, La Verne, Master of Business Administration

Pasadena City College, Pasadena, Associate of Science in Radiologic Technology

Associate of Occupational Science in Surgical Technology

Sugey Briones, BSHCA, AOS, CST

Program Director

Stevens-Henager College, Ogden, Bachelors of Science in Healthcare Administration

Everest Institute, Miami, Associate of Occupational Studies in Surgical Technology

email: sBriones@americancareercollege.edu

Margaret Kimball, CST

Clinical Manager

Eastern Maine Community College, Bangor, Surgical Technology Certificate

David McCreight, AS, CST

Instructor

Southern Technical College, Tampa, Associate of Science in Management

Sarasota County Technical Institute, Sarasota, Diploma in Surgical Technology

Domonique Brown, AOS, CST

Instructor

American Career College, Los Angeles, Associate of Occupational Science in Surgical Technology

Edward Riva, CST

Instructor, Clinical (Substitute)

Bryman College, Reseda, Surgical Technologist Certificate

Jim Tang, CST

Instructor
Olive View Medical Center, Sylmar, Surgical Technician
Certificate

Maria Armstrong, CST

Instructor
American Career College, Los Angeles, Diploma in Surgical
Technology

Associate of Science Degree in Nursing**Lorna Kendrick, PhD, RN**

Dean of Nursing
University of California, Los Angeles, Doctor of Philosophy
in Nursing Research
Georgia State University, Atlanta, Master of Science in
Nursing
Lola Linda University, Loma Linda, Bachelor of Science in
Nursing
email: LoKendrick@americancareercollege.edu

Albert McNames, MSN, BA, AA, RN

Assistant Director of Nursing
University of Phoenix, Phoenix, Master of Science in
Nursing
University of Missouri, Columbia, Bachelor of Arts in
Psychology
Santa Monica College, Santa Monica, Associate of Arts in
Nursing
email: aMcNames@americancareercollege.edu

Lisa Childs, BSN, RN

Academic Retention Specialist
University of Portland, Portland, Bachelor of Science in
Nursing

Andrea Goryl, MSN, BSN, AS, RN/PHN

Instructor (Substitute)
Western Governors University, Seattle, Master of Science
in Nursing
Western Governors University, Seattle, Bachelor of
Science in Nursing
National University, La Jolla, Associate of Science in
Nursing

Araceli Soto, MSN/Ed, BSN, AS, RN

Instructor (Substitute)
University of Phoenix, Whittier, Master of Science in
Nursing: Nurse Education
University of Phoenix, Whittier, Bachelor of Science in
Nursing

East Los Angeles College, Monterey Park, Associate of
Science in Nursing

Araksia Adzhyan, BSN, AS, AA, RN

Instructor
University of Texas at Arlington, Arlington, Bachelor of
Science in Nursing
Glendale Community College, Glendale, Associate of
Science in Nursing
Los Angeles Valley College, Valley Glen, Associate of Arts

Beleda Saziru, MSN/Ed, BSN, AHS, RN

Instructor (Substitute)
California State University, Dominguez Hills, Master of
Science in Nursing: Nurse Educator
Lander University, Greenwood, Bachelor of Science in
Nursing
Greenville Technical College, Greenville, Associate in
health Sciences

Camelia Sehat, MPH, BS, AA, RN

Instructor
California State University, Northridge Master of Public
Health
University of California, Berkeley, Bachelor of Science in
Chemical Biology
Santa Monica College, Santa Monica, Associate of Arts in
Registered Nursing

Carol Massey, MSN, BA, RN/PHN

Instructor (Substitute)
California State University, Dominguez Hills, Master of
Science in Nursing
California State University, Lon Beach, Bachelor of Arts

Carolyn Jemes-Miles, BSN, RN

Instructor (Substitute)
California State University, Los Angeles, Bachelor of
Science in Nursing

Charlotte Ford-Charles, MSN, BSN, RN

Instructor (Substitute)
University of Phoenix, Fountain Valley, Master of Science
in Nursing
University of Phoenix, Fountain Valley, Bachelor of Science
in Nursing

Danica Trinidad, MSN, BSN, ADN, RN, AGACNP, NPF-C

Instructor (Substitute)
California State University, Los Angeles, Master of Science
in Nursing

California State University, Northridge, Bachelor of Science in Nursing
Pierce College, Woodland Hills, Associate Degree in Nursing

Diane Roque, MSN, BSN, ASN, RN

Instructor (Part-Time)
Charles R. Drew University, Los Angeles, Master of Science in Nursing
West Coast University, Los Angeles, Bachelor of Science in Nursing
West Coast University, Los Angeles, Associate of Science in Nursing
Marian College, Van Nuys, Vocational Nursing Diploma

Elizabeth Mayfield, MSN, RN/PHN, CMSRN

Instructor (Substitute)
University of California Los Angeles, Los Angeles, Master of Science in Nursing

Haley Sung, BSN, ADN, RN

Instructor (Substitute)
California State University of San Marcos, San Marcos, Bachelor of Science in Nursing
College of the Canyons, Santa Clarita, Associate of Science in Nursing

Jaspreet Takhar, BSN, RN

Instructor (Part-Time)
University of California, Los Angeles, Bachelor of Science in Nursing

Jeniffer Hughes, BSN, RN, RNC-OB

Instructor (Substitute)
Grand Canyon University, Phoenix, Bachelor of Science in Nursing

Jill Boucher, BSN, AS, RN, RNC-MNN

Instructor (Substitute)
The University of Great Falls, Great Falls, Bachelor of Science in Nursing
Moorpark College, Moorpark, Associate of Science in Nursing

Kafui Okosun, MSN/Ed, BSN, AA, RN/PHN, CCRN

Instructor (Part-Time)
California State University, Dominguez Hills, Master of Science in Nursing: Nurse Educator
California State University, Dominguez Hills, Bachelor of Science in Nursing
Santa Monica College, Santa Monica, Associate of Arts in Registered Nursing

Kim Rutley-Campbell, MA, MSN, BSN, BS, AAS, RN

Instructor (Substitute)
The University of Alabama, Birmingham, Master of Arts in Education
The University of Alabama, Birmingham, Master of Science in Nursing
The University of Alabama, Birmingham, Bachelor of Science in Nursing
The University of Alabama, Birmingham, Bachelor of Arts in African American Studies
Shelton State Community College, Tuscaloosa, Associate of Applied Science in Nursing
Shelton State Community College, Tuscaloosa, Certificate in Practical Nursing

Kristen Lee, BSN, RN

Instructor (Substitute)
West Coast University, Los Angeles, Bachelor of Science in Nursing

Leslie Karbassi, BSN, AS, RN

Instructor (Substitute)
Western Governor's University, Salt Lake City, Bachelor of Science in Nursing
Long Beach City College, Long Beach, Associate of Science in Nursing
Long Beach City College, Long Beach, Associate of Science in Vocational Nursing

Lourdes Parseghian, BSN, AS, AA, RN/PHN, RNC-OB

Instructor (Substitute)
University of Phoenix, Phoenix, Bachelor of Science in Nursing
Los Angeles Valley College, Los Angeles, Associate of Science in Registered Nursing
Los Angeles Valley College, Los Angeles, Associate of Arts

Ma Alexandra Barot, BSN, RN

Instructor (Substitute)
West Coast University, North Hollywood, Bachelor of Science in Nursing

Maria Cristina Ang-Rodriguez, MSN, BSN, RN, FNP-C

Instructor (Substitute)
Charles R. Drew University of Medicine and Science, Los Angeles, Master of Science in Nursing
Emilia Aguinaldo College, Manilla, Bachelor of Science in Nursing

Maria Knoll, MSN, BSBA, RN/PHN, RNC-OB, RNC-MNN, C-EFM, CNL, IBCLC

Instructor
University of California, Los Angeles, Master of Science in Nursing
University of La Verne, La Verne, Bachelor of Science in Business Administration

Marjourie Mayorga, BSN, ADN, RN, RN-BC

Instructor (Substitute)
University of Phoenix, Phoenix, Bachelor of Science in Nursing
West Coast University, North Hollywood, Associate Degree in Nursing

Michelle Mackey, MSN, BSN, ADN, RN

Instructor
University of Phoenix, Phoenix, Master of Science in Nursing
University of Phoenix, Phoenix, Bachelor of Science in Nursing
Mount St. Mary's College, Los Angeles, Associate in Arts

Preetideep Singh, MA

Instructor (Substitute)
University of Delhi, India, Master Degree in Medical Science

Shakeh Arami, MSN, BSN, AA, RN/PHN

Instructor (Substitute)
West Coast University, North Hollywood, Master of Science in Nursing
West Coast University, North Hollywood, Bachelor of Science in Nursing
Los Angeles Valley College, Valley Glen, Associate of Arts
American Career College, Los Angeles, Vocational Nursing Diploma

Shanna Rucker, BSN, BA, RN

Instructor (Substitute)
Georgia State University, Atlanta, Bachelor of Science in Nursing
University of Massachusetts, Boston, Bachelor of Arts in Psychology

Sheila Perez, BSN, RN

Instructor (Substitute)
Mount St. Mary's University, Los Angeles, Bachelor of Science in Nursing

Silvia Jourdan, BSN, RN

Instructor (Substitute)
University of Phoenix, Pasadena, Bachelor of Science in Nursing

Pasadena City College, Pasadena, Associate Degree in Nursing

Stephanie Madriaga, BSN, ADN, RN

Instructor (Substitute)
California State University Dominguez Hills, Carson, Bachelor of Science in Nursing
Los Angeles County College of Nursing and Allied Health, Los Angeles, Associate Degree in Nursing
Charter College, Canyon Country, Vocational Nursing Diploma

Dental Assisting

Mary Jacob, RDA

Program Director
Southern California Regional Occupational Center, Torrance, Dental Assisting Certificate
email: mJacob@americancareercollege.edu

Walter Shaw, DDS

Supervising Dentist
University of California, Los Angeles, CA

Aykanush Manasyan, AA, RDA, CDA

Instructor (Part-Time)
Los Angeles Community College, Los Angeles, Associate of Arts
Bryman College, San Francisco, Diploma in Dental Assisting

Dennis Garcia, RDA, CDA

Instructor (Substitute)
Qualified by occupational experience

Lisette Hernandez, RDA

Instructor (Substitute)
Southern California Regional Occupational Center, Torrance, Dental Assistant Certificate

Sarah Rodriguez, RDA

Instructor
Everest College, Alhambra, Diploma in Dental Assisting

Tania Minero, AA, RDA

Instructor (Substitute)
Los Angeles Community College, Los Angeles, Associate of Arts
Everest College, Gardena, Diploma in Dental Assisting

Vanessa Aguilar, RDA

Instructor (Substitute)

Coastline Regional Occupational Program, Costa Mesa,
Dental Assistant Certificate

Willberth Contreras, RDA

Instructor
American Career College, Los Angeles, Diploma in Dental
Assisting

Medical Assistant

Barbara Gullett, RMA

Instructor
Valley College of Medical and Dental Assisting, North
Hollywood, Medical Assistant Diploma

Geneveva Rodriguez, NRCMA

Instructor
Western Medical College, Van Nuys, Medical Assistant
Diploma

Giuliana Defilippi, AA, RMA

Instructor
Los Angeles Pierce College, Woodland Hills, Associate of
Arts
Everest College, Reseda, Diploma in Medical Assisting

James Ormsby, NCMA, NCPT

Instructor
Everest College, Anaheim, Medical Assisting Diploma

Lizzette Rivas, BSCJ, NCMA

Instructor
Westwood College, Long Beach, Bachelor of Science
UEI College, Huntington Park, Medical Assistant Diploma

Mary Suzanne McPetrie, RMA

Lead Instructor
Mohawk College of Applied Arts & Technology, Hamilton,
Medical Assistant Diploma

Roberto Marin, AA

Instructor (Substitute)
Los Angeles Valley College, Valley Village, Associate of Arts
Bryman College, Van Nuys, Medical Assistant Diploma

Rocio Martinez, AA, RMA

Instructor (Part-Time)
East Los Angeles College, Monterey Park, Associate of Arts
Bryman College, Gardena, Diploma in Medical Assisting

Yalitza Munoz, AA, RMA

Instructor (Part-Time)

Los Angeles Valley College, Los Angeles, Associate of Arts
American Career College, Los Angeles, Medical Assistant
Diploma

Medical Billing and Coding

Monica Delgadillo, BSBM, BSBA, CPC

Program Director
University of Phoenix, Pasadena, Bachelor of Science in
Business Management
University of Phoenix, Pasadena, Bachelor of Science in
Business Administration
Bryman College, Rosemead, Diploma in Medical Assisting
email: mDelgadillo@americancareercollege.edu

Gwendolyn Nuckols, MA, BS, CPC

Instructor (Substitute)
California State University, Long Beach, Master of Arts
California State University, Dominguez Hills, Bachelor of
Science

Jennifer Franco, CPC-A

Instructor (Substitute)
American Career College, Los Angeles, Health Claims
Examiner/Medical Biller Certificate

Kiara Manuel, CPC

Instructor (Part-Time)
Kaplan College, Palm Springs, Medical Administration and
Insurance Specialist Certificate

Penny Williams, BSBA

Instructor (Substitute)
California State University, Los Angeles, Bachelor of
Science

Optical Technician

Adrienne Arias, ABOC, NCLEC

Instructor
American Career College, Los Angeles, Diploma in Optical
Dispensing

Benny Calauastro, ABOC, NCLEC

Instructor
American Career College, Los Angeles, Diploma in Optical
Dispensing

Patricia Estrada, AA, ABOC, NCLEC, RSLD

Instructor (Substitute)
Mount St. Mary's College, Los Angeles, Associate of Arts

email: pEstrada@americancareercollege.edu

Pharmacy Technician

Marichu Parcasio, B Pharm, CPhT

Program Director
University of Santo Tomas, Manila Philippines, Bachelor of Pharmacy
email: mParcasio@americancareercollege.edu

Lena Mercuri, BSBA, CPhT

Instructor (Substitute)
California State Polytechnic University, Pomona, Bachelor of Science

Mensur Hamud, BS, CPhT

Instructor
Moscow Chemical Technological Institute, Moscow, Bachelor of Science
American Career College, Los Angeles, Pharmacy Technician Diploma

Vocational Nursing

Anissa Alfaro, MSN, BSN, FNP-C, AA, RN

Program Director
University of Phoenix, Phoenix, Master of Science in Nursing/Family Nurse Practitioner
University of Phoenix, Phoenix, Bachelor of Science in Nursing
East Los Angeles College, Monterey Park, Associate of Arts
email: aAlfaro@americancareercollege.edu

Maria Billones, BSN, RN

Assistant Director of Nursing
University of San Carlos, Cebu City, Bachelor of Science in Nursing
email: cBillones@americancareercollege.edu

Michael Kim, MSN-ED, RN

Assistant Director of Nursing
University of Phoenix, Phoenix, Master of Science in Nursing
email: MiKim@americancareercollege.edu

Kevin McCormick, BS, VN

Clinical Manager
California State University, Northridge, Bachelor of Science
American Career College, Los Angeles, Vocational Nursing Diploma

Angeline Arrieta, BSN, RN

Instructor (Substitute)
San Pablo Colleges, Manilla, Bachelor of Science in Nursing

Ann Nelson, MSN, BSN, RN

Instructor (Substitute)
California State University, Dominguez Hills, Carson, Master of Science in Nursing
University of Alabama at Birmingham, Birmingham, Bachelor of Science in Nursing

Anniece Williams, MPA, BSN, ADN, RN

Instructor (Substitute)
California State University, Northridge, Master of Public Administration
California State University, Dominguez Hills, Bachelor of Science in Nursing
Los Angeles Southwest College, Los Angeles, Associate of Science in Nursing

Arianne Tulabut, MSN, BSN, CMSRN, RN

Instructor
California State University, Los Angeles, Master of Science in Nursing
Rutgers - the State University of New Jersey, Newark, Bachelor of Science in Nursing

Barbara Anthony, MSN, BSN, RN

Instructor (Substitute)
California State University, Fullerton, Master of Science in Nursing
California State University, Fullerton, Bachelor of Science in Nursing

Bedlyne Milien, BSN, ADN, RN

Instructor (Part-Time)
Jacksonville University, Jacksonville, Bachelor of Science in Nursing
Herzing University, Winter Park, Associate of Science in Nursing

Bessie Lane, BSN, RN

Instructor
University of Detroit Mercy, Detroit, Bachelor of Science in Nursing

Biruk Abebe, BSN, ADN, PHN, RN

Instructor (Substitute)
University of Phoenix, Pasadena, Bachelor of Science in Nursing

Pasadena City College, Pasadena, Associate of Science Degree
Los Angeles Job Corps Center, Los Angeles, Vocational Nursing Diploma

Bruce-Earl Santos, BSN, RN, LVN

Instructor (Substitute)
West Coast University, North Hollywood, Bachelor of Science in Nursing

Carla Silva-Robles, MSN/Ed, BSN, ADN, RN

Instructor (Substitute)
Western Governors University, Salt Lake City, Master of Science in Nursing Education
Western Governors University, Salt Lake City, Bachelor of Science in Nursing
Carrington College Albuquerque, Albuquerque, Associate of Science in Nursing
El Camino College, Torrance, Associate of Science

Cricki Morrissey, MSN, BSN, RN

Instructor (Substitute)
University of Phoenix, Pasadena, Master of Science in Nursing
University of Phoenix, Pasadena, Bachelor of Science in Nursing
Los Angeles County Medical Center School of Nursing, Los Angeles, Nursing Diploma

Cynthia Conner-Anderson, BSN, AA, RN/PHN

Instructor (Substitute)
California State University, Dominguez Hills, Bachelor of Science in Nursing
El Camino College, Torrance, Associate of Arts in Nursing

Cynthia Lipkins, BA, AA, RN

Instructor (Substitute)
University of California, Los Angeles, Bachelor of Arts
Los Angeles Southwest College, Los Angeles, Associate of Arts

Daisy Magimaidason, MSN, BSN, RN

Instructor
Grand Canyon University, Phoenix, Master of Science in Nursing
Aga Khan University School of Nursing, Pakistan, Bachelor of Science in Nursing

Dana Jones-Martin, LVN

Instructor (Substitute)
Los Angeles County Regional Occupational Program, Compton, Vocational Nursing Certificate

Djamina Handojo, MD, ADN, RN

Instructor
Universitas Kristen Marantha, Indonesia, Doctor of Medicine
West Coast University, Anaheim, Associate Degree in Nursing
Summit College, Colton, Vocational Nursing Diploma

Elizabeth Elgan, MBA, BS, LVN

Instructor (Substitute)
Keller Graduate School of Management, Pomona, Master of Business Administration
DeVry University, Long Beach, Bachelor of Science in Technical Management
North Orange County Regional Occupational Program, Anaheim, Vocational Nursing Certificate

Elizabeth Rodriguez, BSN, RN

Instructor (Substitute)
Lyceum of Batangas, Batangas, Philippines

Emma Aquino-Maneja, MA, BSN, RN

Instructor (Part-Time)
De La Salle University, Manila, Master of Arts/Education
University of Santo Tomas, Manilla, Bachelor of Science in Nursing

Felicia Ige, MSN, BSN, ADN, RN

Instructor (Substitute)
University of Phoenix, Pasadena, Master of Science in Nursing Education
California State University, Los Angeles, Bachelor of Science in Nursing
University of the State of New York, Albany, Associate of Science in Nursing
Concorde Career Institute, North Hollywood, Vocational Nursing Diploma

Flori Rodriguez, BSN, RN

Instructor (Substitute)
Arellano University, Manila, Bachelor of Science in Nursing

Jeanette Dano, BSN, RN

Instructor (Part-Time)
Velez College, Cebu City, Bachelor of Science in Nursing

Jocelyn Jimenez, BSPT, LVN

Instructor
University of Perpetual Help Rizal, Las Pinas, Bachelor of Science in Physical Therapy

American Career College, Los Angeles, Vocational Nursing Diploma

Joseph Abad, BSN, RN, VN

Instructor
West Coast University, North Hollywood, Bachelor of Science in Nursing

Kristine Bustos, MSN, RN/FNP

Instructor
Charles Drew University of Medicine and Science, Los Angeles, Master of Science in Nursing

La Tasha Jones, MSN, BSN, AS, RN

Instructor (Substitute)
California State University, Dominguez Hills, Master of Science in Nursing
California State University, Dominguez Hills, Bachelor of Science in Nursing
Los Angeles County College of Nursing, Los Angeles, Associate of Science in Nursing

LaTanisha Hughey, MSN/Ed, BSN, ADN, RN

Instructor (Substitute)
University of Phoenix, Phoenix, Master of Science in Nursing Education
Chamberlain College of Nursing, Addison, Bachelor of Science in Nursing
Los Angeles Southwest College, Los Angeles, Associate of Science in Nursing

LaToya Seaton, BSN, LVN

Instructor (Substitute)
Western Governors University, Salt Lake City, Bachelor of Science in Nursing
Los Angeles Unified School District, Los Angeles, Certified Nursing Assistant Diploma

Leny J. Ramos, BSN, RN

Instructor
Riverside College, Bacolod City, Bachelor of Science in Nursing

Leon St. Lawrence, BSN, RN

Instructor (Substitute)
West Coast University, Ontario, Bachelor of Science in Nursing

Lola Harvey, BSN, AA, RN

Instructor (Substitute)
University of Phoenix, Gardena, Bachelor of Science in Nursing

Mount Saint Mary's University, Los Angeles, Associate of Arts

Marissa Dacumos, BSEd, LVN

Instructor
Philippine Normal University, Manila, Bachelor of Science in Secondary Education
Preferred College of Nursing, Van Nuys, Vocational Nursing Certificate

Mohammad Hussain, BA, AS, LVN

Instructor (Substitute)
Miami University, Oxford, Bachelor of Arts
Pasadena City College, Pasadena, Associate of Science in Nursing
American Career College, Los Angeles, Vocational Nursing Diploma

Nneze Chuksorji-Young, MSN, BSN, RN

Instructor (Substitute)
California State University - Dominguez Hills, Carson, Master of Science in Nursing
California State University - Dominguez Hills, Carson, Bachelor of Science in Nursing

Patrice Daniels, MSN, RN

Instructor (Substitute)
University of California, Los Angeles, Master of Science in Nursing
University of California, Los Angeles, Bachelor of Science in Nursing

Pol Jerome Cruz, BSBA, LVN

Instructor (Part-Time)
De La Salle College of Saint Benilde, Manila, Bachelor of Science in Business Administration
Angeles Institute, Artesia, Vocational Nursing Diploma

Syndjie Ratuita-Noble, MSN, BSN, ADN, RN

Instructor (Substitute)
Azusa Pacific University, Azusa, Master of Science in Nursing
Azusa Pacific University, Azusa, Bachelor of Science in Nursing
Glendale Community College, Glendale, Registered Nursing Certificate
Los Angeles City College, Los Angeles, Associate of Arts

Virginia Castaneda, MSN, BSN, RN

Instructor (Substitute)
California State University, Los Angeles, Master of Science in Nursing

California State University, Los Angeles, Bachelor of Science in Nursing

General Education

Allison Leggett, MA, MS, BS

Instructor, Gen Ed (Part-Time)
Pepperdine University, Malibu, Master of Arts in Education
Pepperdine University, Malibu, Master of Science in Administration
University of California, Los Angeles, Bachelor of Science in Chemistry

Cezar Luchian, MA, MA, BA, BA

Instructor, Gen Ed (Substitute)
University of Bucharest, Romania, Master of Science in Mathematics
Andrews University, Berrien Springs, Master of Arts in Religion
University of Bucharest, Romania, Bachelor of Science in Mathematics
Southern Adventist University, Collegedale, Bachelor of Arts in Theology

Manuchar Mikayelyan, MD, CST

Instructor, Gen Ed
Yerevan State Medical University, Yerevan, Doctor of Medicine
Vernon College, Vernon, Surgical Technology Certificate

Serine Uguryan, MA, BA, PA

Instructor, Gen Ed (Substitute)
Pepperdine University, Malibu, Master of Arts in Clinical Psychology
University of California, Los Angeles, Bachelor of Arts in Psychology

Sunil Singhania, MD, BS

Instructor, Gen Ed (Substitute)
Western University School of Medicine, Pomona, Medical Doctor
Stanford University, Stanford, Bachelor of Science in Computer Science

Thomas Gianakopoulos, MA

Instructor, Gen Ed (Substitute)
University of California, Riverside, Master of Fine Arts

American Career College – Orange County

Campus Management Team

Debbie Jones

Executive Director
email: dJones@americancareercollege.edu

Blanca Zepeda

Director of Education
email: bZepeda@americancareercollege.edu

Valerie Dickson

Director, Student Resource Center
email: vDickson@americancareercollege.edu

Johnny Lacey

Director, Career Services
email: jLacey@americancareercollege.edu

Joanna Ruiz

Director, Financial Aid
email: jRuiz@americancareercollege.edu

Associate of Occupational Science Physical Therapist Assistant

Janice Lwin, PT, DPT, OCS, MTC, FAAOMPT

Program Director
University of St. Augustine for Health Sciences, St. Augustine FL
email: jLwin@americancareercollege.edu

Vicki Varnado, PT, MPA

Academic Coordinator of Clinical Education
CSU Dominguez Hills, Carson, CA

Carrie Simmons, PTA, BS, MEd

Instructor
Walden University, Minneapolis, MN

Eric Preszler, DPT

Instructor
Chapman University, Orange, CA

Jade Metcalf, PT, DPT

Instructor (Substitute)

University of St. Augustine for Health Sciences, San Marcos, CA

Paul Alvarez, BS, PTA
Academic Retention Specialist
Cal State Long Beach, Long Beach, CA

Associate of Occupational Science Occupational Therapy Assistant

Rachelle Murphy, DHSc, OTR/L
Program Director
Nova Southeastern University, Ft. Lauderdale, FL
Doctor of Health Science
Loma Linda University, Loma Linda, CA
Master of Occupational Therapy
email: rmurphy@americancareercollege.edu

Janyce Johnson, BS
Academic Fieldwork Coordinator
Boston University, Boston, MA

Jesse Vern Dayondon, MS, BS
Instructor (Substitute)
West Coast University, Los Angeles, CA

Kathleen Tran, COTA, BS, AS
Instructor (Substitute)
Adventist University of Health Sciences, Orlando, FL

Kelly Staveley, AA, AS, BS
Instructor
Cal State Fullerton, Fullerton, CA

Sarah Minici, AA, COTA/L
Instructor
Santa Ana College, Santa Ana, CA

Sherra Son, MA, OTR/L
Instructor (Substitute)
University of Southern California, Los Angeles, CA

Yustina Nashed, BS, MSOT
Instructor
University of Southern California, Los Angeles, CA

Associate of Occupational Science Respiratory Therapy

Eli Cosa, BS, RRT
Program Director
Grand Canyon University, Phoenix, AZ
email: eCosa@americancareercollege.edu

Curtis Cates, AS, BS, RRT
Director of Clinical Education
Concorde Career College, Kansas City, MO

David Citizen, BA, RRT
Instructor
California State Northridge, Northridge, CA

Katrina Carrillo, AS, RRT
Instructor
Mt. San Antonio Community College, Walnut, CA

Pam Ratzlaff, BS, RRT
Instructor
California Coast University, Santa Ana, CA

Sam Agrigoroae, BS, RRT
Instructor
San Joaquin Valley College, Rancho Cordova, CA

Yohanna Torres, AS, RRT
Instructor
Concorde Career College, Garden Grove, CA

Associate of Occupational Science Surgical Technology

Enid Jimenez, AS, CST, CHEP
Program Director
Faulkner State Community College, Bay Minette, AL
email: ejimenez@americancareercollege.edu

Gilberto Salazar, CST
Clinical Manager
CBD College, Los Angeles, CA
email: giSalazar@americancareercollege.edu

Elleni Laloudakis, CST
Clinical Instructor
East Valley Institute of Technology, Mesa, AZ

Jennifer Molinari-Burkland, CST

Instructor
Newbridge College, Long Beach, CA

Jennifer Plancarte, CST

Instructor
American Career College, Anaheim, CA

Samantha Lopez, CST

Instructor
Everest College, Reseda, CA

Dental Assisting

Cecilia Cabrera, RDA

Program Director
Centro Escolar University
email: cCabrera@americancareercollege.edu

Claudia Isela Kim, RDA

Instructor
Central County ROP, Santa Ana, CA

Deborah Taylor, RDA

Instructor
NOCROP, Fullerton, CA

Medical Assistant

Donna Patterson, AA, BS

Program Director
Everest University
email: dPatterson@americancareercollege.edu

Angelique Jones

Instructor
Southern California Regional Occupational Center,
Torrance, CA

Diana Richards, NCMA

Instructor
Maric College of Medical Careers, San Marcos, CA

Jose Hernandez, AAS

Instructor
National Education Center, Orange, CA

Rebecca Burciaga

Instructor (Substitute)
North Orange County Regional Occupational Program,
Anaheim, CA

Oscar Rivas

Instructor
Maric College, Riverside, CA

Maria Araceli Jimenez

Instructor
National Education Center, Anaheim, CA

Medical Billing and Coding

Christina Ledoux, BS, CPC

Program Director
Everest College, Tampa, FL
email: cLedoux@americancareercollege.edu

Sandra Cantero

Instructor
Newbridge College, Santa Ana, CA

Pharmacy Technician

Thu Pacis,

Associate Director of Education
California State Polytechnic University, Pomona, CA
email: tpacis@americancareercollege.edu

Virginia Lopez

Instructor
Health Staff Training Institute, Santa Ana, CA

Vocational Nursing

Steven Littleral, BSN, MSN, RN

Director of Nursing
University of Phoenix, Phoenix, AZ
Email: sLittleral@americancareercollege.edu

Abelardo Reyes, BSC, LVN

Clinical Instructor
Far Eastern University, Philippines

Almario Machitar, BS, LVN

ATI Nursing Program Success Administrator
Far East University, Manila, Philippines

Amulya Vangalapudi, AA, BSN, RN
 Instructor
 American Sentinel University, Aurora, CO

Audrey Uy, BA, RN
 Clinical Manager
 St. Paul College, Quezon City, Philippines

Beth Lucero, BS, LVN
 Clinical Instructor
 Manila Doctor's College, Manila, Philippines

Celito Villareiz-Paz, BS, RN
 Instructor
 University of Santo Tomas, Philippines

Cecile Delos Santos, BS, MS, LVN
 Instructor
 Trident University International, Cypress, CA

Dalee La Bier-Putman, AA, BS, RN
 Instructor
 Fremont College, Cerritos, CA

Erika Scheier, ASN, BS, RN
 Clinical Instructor
 Grand Canyon University, Phoenix, AZ

Erlyn L. Biscocho, BS, LVN
 Clinical Instructor
 Cal State University of San Luis Obispo, San Luis Obispo, CA

Farah Calib, BSN
 Instructor
 Aliyah Bai College of Nursing of Lok Nayak Hospital, Delhi, India

Holly Long, BA, BSN, MA, RN
 Associate Director of Nursing
 Cal State University of Dominguez Hills, Carson, CA

Jennifer Samad, ASN, BSN, RN
 Instructor
 University Of Phoenix, Ontario, CA

Jessica Wong, BS, RN
 Clinical Instructor
 West Coast University, Anaheim, CA

Jose Tribiana, MD, MSN, BSN, RN
 Clinical Instructor

University of the East Medical Center, Manila, Philippines

Kaitlin Zozula, BSN, MSN, RN
 Clinical Instructor
 Western Governors University, Salt Lake City, UT

Kelley Leung, BS, LVN
 Instructor
 West Coast University, Ontario, CA

Keysha Royster, ASN, BSN, RN
 Clinical Instructor
 Western Governors University, Salt Lake City, UT

Kimberly Alonso, BSN, RN
 Instructor
 West Coast University, Anaheim, CA

Kristina Stratton, BSN, MSN, RN
 Clinical Instructor
 South University, Savannah, GA

Lauren Martinez, AS, BA, MSN/Ed., RN
 Clinical Instructor
 University of Phoenix, Phoenix, AZ

Marcia Kelly, ADN, BSN, MHCA, RN
 Clinical Instructor
 University of La Verne, La Verne, CA

Maria Flick, BA, RN
 Clinical Instructor
 St. Paul College of Manila, Philippines

Aelin May Lee, BSN, RN
 Clinical Instructor
 Union University Jackson, TN

Nahid Abedinimehr, BSN, RN
 Clinical Instructor
 Paramedical Science Institution, Tehran City, Iran

Rita Onwenna, AA, BSN, MSN, RN
 Clinical Instructor
 California State University, Long Beach, CA

Rommel Sencio, BS, RN
 Clinical Instructor
 Davao Doctors University, Davao City, Philippines

Theresa Canlas, BSN, RN
 Clinical Instructor

University of Wisconsin, Madison, WI

Tony Ferrer, LVN

Clinical Manager
North Orange County Regional Occupational Program,
Anaheim, CA

General Education

Alejandro Sevilla, BA

Instructor, Gen Ed
California State Fullerton, Fullerton, CA

Dr. Anton Hawatmeh, MD

Instructor, Gen Ed
University of Thessalopniki, Greece

Jason Montgomery, AA, BA, MA

Instructor, Gen Ed
King's College London, London UK

Megan Agpaoa, AA, BA, CST

Instructor, Gen Ed
University of Irvine, Irvine, CA

Dr. Shiva Seghatoleslami, MD

Instructor, Gen Ed
Hamadan University of Medical Science, Hamada, Iran

Iris Chao, BA, MA

Instructor, Gen Ed
University of California, Davis, CA

Anthony Rodriguez, AA, BS, MS

Instructor, Gen Ed
University of Phoenix, Los Angeles, CA

Vickie Schemel, BS

Instructor, Gen Ed (Substitute)

American Career College - Ontario

Campus Management Team

Rita Totten

Executive Director

email: rTotten@americancareercollege.edu

Tom Bustamante

Director of Education
email: tBustamantejr@americancareercollege.edu

Mayra Arzate

Assistant Director of Education
email: mArzate@americancareercollege.edu

Juan Carlos Jimenez

Director, Career Services
email: jjimenez@americancareercollege.edu

Alma Sanchez

Director, Financial Aid
email: alSanchez@americancareercollege.edu

Diane Chamuryan

Director, Admissions
email: dChamuryan@americancareercollege.edu

Associate of Occupational Science in Radiography

Elena Felipe, AA Psychology, BA, PhD

Program Director
American Registry Of Radiologic Technology, Florida State University, University Of Miami, ST. Thomas University, Barry University
Email: eFelipe@americancareercollege.edu

Robin Johnson, BS, AS, CRT, FRT

Instructor
Loma Linda University, Loma Linda, CA

James Chavez, BSRS, RT(R), ARRT CRT, (F)

Director of Clinical Education
PIMA Medical Institute, Tucson, Bachelor of Science in Radiologic Sciences
Kaplan College, North Hollywood, Diploma in Radiologic Technology

Paul Lopez, RT, BS, AS

Instructor
Southern Illinois University, Carbondale, Carbondale, IL

Michelle Henderson, BS, ARRT, CRT

Instructor (Substitute)
Adventist University of Health Sciences, Orlando, Florida

Associate of Occupational Science Respiratory Therapy

Andrei Livanu, BSHCA, RRT-NPS, RCP

Program Director
American Career College, Anaheim, CA
email: alivanu@americancareercollege.edu

Bryan Stringham, BSRT, RRT, RCP

Director of Clinical Education
PIMA Medical Institute, Tucson, AZ

Augustus Abitria, AS, RRT

Instructor (Substitute)
Mt. San Antonio College, Walnut, CA

Harris Kaplan, AS, RCP

Instructor
Cypress College, Cypress, CA

Nydia Smith-Rojo, AS, RRT, RCP

Instructor
San Joaquin Valley College, Ontario, CA

Fiseha Zellalem, AS, RRT, RCP

Instructor (Substitute)
Mt. San Antonio College, Diamond Bar, CA

Obi Onukogu, AS, RRT

Instructor (Substitute)
Crafton Hills College, Yucaipa, CA

Sean-Michael Lafontaine, BSRT, RRT, RCP

Instructor (Substitute)
Pima Medical Institute, Tucson, AZ

Jonathan Ayala, RRT, RCP

Instructor
Crafton Hills College, Yucaipa, CA

Ernest Buan-Rinen, AS, RRT

Instructor
San Joaquin Valley College, Rancho Cucamonga, CA

Richard Villanueva, AS, RRT

Instructor (Substitute)
Platt College, Ontario, CA

Christopher Webb, RRT

Instructor (Substitute)
San Joaquin Valley College, Ontario, CA

Razvan Secrian, RRT

Instructor (Substitute)
Concorde Career College, Garden Grove, CA

Juana Ventura, RRT, AS, BSHCA

Instructor (Substitute)
San Joaquin Valley College, Ontario, CA
Grand Canyon University, Phoenix, AZ

Ernest Buan-Rinen, AA

Instructor (Substitute)
San Joaquin Valley College, Rancho Cucamonga, CA

Associate of Occupational Science Surgical Technology

David Alfaro, BA, AAS, CST

Program Director
Ashford University, Clinton, Iowa
email: dalfaro@americancareercollege.edu

Richard Andreas, MBA, CST

Manager, Clinical
University of Phoenix, Phoenix, AZ

Edwin Edmondson III, BA, CST

Instructor
National University, La Jolla, CA

Andrew Diego, CST

Instructor
California Paramedical and Technical College, Long Beach, CA

Kelly Lombera, CST

Instructor
Glendale Career College, Glendale, CA

Stephanie Meier, CST

Instructor
American Career College, Ontario, CA

Kim Parrish, CST

Instructor
Concorde Career College, San Bernardino, CA

Chertrice Waller, BS, CST

Instructor
Grand Canyon University, Phoenix, CA

Dental Assisting

Lydia Saenz, RDA

Program Director
Southland College, Montebello, CA
email: LSaenz@americancareercollege.edu

Priscilla Chacon, AA, RDA

Instructor (Substitute)
University of Phoenix, Phoenix, CA

Carol Gallegos, RDA

Instructor
United Health Careers Institute, San Bernardino, CA

Guadalupe Martinez, RDA

Instructor (Substitute)
Cerritos College, Cerritos, CA

Hilde Hunter, RDA

Instructor
Pasadena City College, Pasadena, CA

Jennifer Rivera, RDA

Instructor (Part Time)
Citrus Community College, Glendora, CA

Medical Assistant

Kathleen Wallington, MSN, RN, CMA

Program Director
University of Phoenix, Diamond Bar, CA
email: Kathleen@americancareercollege.edu

Alfred Castaneda, BA, CMA

Instructor (Substitute)
Argosy University, Ontario, CA

Melissa Chacon, CMA

Instructor

Marie College, Irwindale, CA

Cecilia Munoz, CMA, LVN

Instructor
Concorde Career Institute, San Bernardino, CA

Salvador Ruiz, MD

Instructor (Substitute)
Autonomous University of Guadalajara

Iriane Tovar, CMA

Instructor (Substitute)
Everest College

Amanda Colgrove, CMA

Instructor (Substitute)
Concorde Career Institute, San Bernardino, CA

Medical Billing and Coding

Carol Molloy-Horn, MBA, BS, CPC

Program Director
University of Phoenix, Ontario, CA
email: cHorn@americancareercollege.edu

Novella Reed-Miles, MBA, CPC

Instructor (Substitute)
University of Redlands, Redlands, CA

Raella Ballinger, AA, CPC

Instructor (Substitute)
Mt. San Antonio College, Walnut, CA

Shon Belk, CPC, NCICS, NCMOA

Instructor
National Education Center, Rosemead, CA

Clarissa Freeman, CPC

Instructor (Substitute)
Argosy University, Orange, CA

Optical Technician

Karina Castaneda, ABOC, NCLEC

Program Director
American Career College, Los Angeles, CA
email: kcastaneda@americancareercollege.edu

Victor Camacho, ABO-AC, NCLEC

Instructor
American Career College, Ontario, CA

Brisa Gonzalez, ABO-AC, NCLEC

Instructor
American Career College, Ontario, CA

Ormeana Smith, ABOC, NCLEC

Instructor (Substitute)
American Career College, Ontario, CA

Pharmacy Technician**Eileen Johnson, CPht**

Program Director
Riverside Community College, Riverside, CA
email: eJohnson@americancareercollege.edu

Cindy Cruz, CPT

Instructor
Bryman College, Los Angeles, CA

Stephen Francis, CPht

Instructor
Concorde Career Institute, San Bernardino, CA

Roxanna Loya, CPht

Instructor
Qualified by Occupational Experience

Sona Minakian, MS, RPH

Instructor (Substitute)
University of Kentucky, Lexington, KY

Claudio Munoz, CPht

Instructor (Substitute)
UEI, Ontario, CA

Vocational Nursing**Latoya Franklin, MSN/Ed., RN**

Director of Nursing
Chamberlain College of Nursing, Downers Grove, IL,
Master of Science in Nursing Education
email: IFranklin@americancareercollege.edu

Alicia Lamour, MSN/Ed., RN

Assistant Director, Nursing
University of Phoenix, Pasadena, Ca, Master of Science in
Nursing Education
Email: aLamour@americancareercollege.edu

Rochelle Sanchez-Thai, MA, LVN

Clinical Manager
Summit Career College, Anaheim, Ca, Diploma in
Vocational Nursing
National University, Ontario, CA, Master of Arts in
Education

Jose Mari Montano, LVN

Assistant Director, Student Services
American Career College, Anaheim, Diploma in Vocational
Nursing

Adelaine Cailipan, MBA, BSN, RN

Instructor (Substitute)
University of Phoenix, Ontario, CA, Master in Business
Administration
University of Philippines, Manila, Bachelor of Science in
Nursing

Alice Quesada, BS, RN

Instructor (Part-Time)
Azusa Pacific University, CA, Bachelor of Science in
Management
California Hospital School of Nursing, Los Angeles, Ca,
Diploma in Vocational Nursing

Amie Sahagun, BSN, RN

Instructor
Far Eastern University, Manila, Philippines, Bachelor of
Science in Nursing

Angela Ramsey, BSN, RN

Instructor
Azusa Pacific University, CA, Bachelor of Science in
Nursing

Ayaa Abouelhouda, BSN, RN

Instructor (Part-Time)
West Coast University, Ontario, CA, Bachelor of Science in
Nursing

Bernabe Sarabia, LVN

Instructor (Part-Time)
Franklin Career College, Ontario, Ca, Diploma in Vocational Nursing

Benjamin Timbol, LVN

Instructor (Part-Time)
Concorde Career College, Garden Grove, CA, Diploma in Vocational Nursing

Cloddie Shanks, BSHC, RN

Instructor (Part -Time)
Chapman University, Orange, Ca, Bachelor of Science in Health Care Systems

Cynthia Torres, BSN, RN

Instructor
West Coast University, Ontario, CA, Bachelor of Science in Nursing

Daniel Estrella, BSN, RN

Instructor
California State University, Los Angeles, CA, Bachelor of Science in Nursing

Danah Lucasan, BSN, RN

Instructor (Substitute)
Trinity College of Quezon City, Philippines, Bachelor of Science in Nursing

Destiny Johnson, BSN, RN

Instructor
Niagara University, Niagara University, New York, Bachelor of Science in Nursing

Elizabeth Opoku, MSN/Ed.,RN

Instructor (Part-Time)
Grand Canyon University, Phoenix, AZ, Master of Science in Nursing Education

Frances Lawler, MSN, RN

Instructor (Part-Time)
University of Phoenix, Phoenix, CA, Master of Science in Nursing

Florence Powell, MSN, RN

Instructor (Substitute)

University of Phoenix, Phoenix, CA, Master of Science in Nursing

Ingrid Gousse, BSN, RN

Instructor (Substitute)
Adelphi University, Long Island, NY, Bachelor of Science in Nursing

Jamie Giles, BS, LVN

Instructor (Part-Time)
University of LaVerne, Ca, Bachelor of Science in Criminology
Pasadena City College, Ca, Diploma in Vocational Nursing

Jan Evans Terania, BSN, RN

Instructor (Substitute)
West Coast University, Ontario, CA, Bachelor of Science in Nursing

Jennifer Pryor, BSN, RN

Instructor (Part-Time)
California State University of Fullerton, Ca, Bachelor of Science in Nursing

Jettele Lara, BSN, RN

Instructor (Part-Time)
University of Santo Tomas, Manila, Philippines, Bachelor of Science in Nursing

Justin Villegas, MSN/Ed., RN

Instructor (Part-Time)
Cal State University Los Angeles, CA, Master of Science in Nursing Education

Kai Siragusa, BSN, RN

Instructor (Part-Time)
Perpetual Help College of Manila, Philippines, Bachelor of Science in Nursing

Kenneth Rowe, LVN

Instructor
Concorde Career Institute, San Bernardino, CA, Diploma in Vocational Nursing

Lemuel Castro, BSN, RN

Instructor (Substitute)
The Good Samaritan Colleges, Nueva Ecija, Philippines, Bachelor of Science in Nursing

Leonel Corpin, BS, LVN

Instructor (Part-Time)
California Baptist University, Riverside, CA, Bachelor of
Science in Health Science
Los Angeles Trade-Tech College, Ca, Associate of Arts in
Nursing

Linh Troung, BSN, RN

Instructor (Part-Time)
California State University, Long Beach, CA, Bachelor of
Science in Nursing

Linda Olsen, MSN, RN

Instructor (Part-Time)
Purdue University, Indianapolis, IN, Master of Science in
Nursing

Lorraine Baltazar, BSN, RN

Instructor
Marian College of Fond Du Lac, Fond Du Lac, WI, Bachelor
of Science in Nursing

Maria Calderon, MSN/Ed., RN

Instructor (Part-Time)
University of Phoenix, Pasadena, CA, Bachelor of Science
in Nursing Education

Mary Allen, MSN, RN

Instructor
University of Phoenix, Ontario, Ca, Master of Science in
Nursing

Martha Alpough-Marshall, MSN, RN

Instructor (Part-Time)
California State University of Long Beach, Ca, Master of
Science of in Health Care Administration
University of Texas Medical Branch, Galveston, Bachelor
of Science in Nursing

Marylou Marella, BSN, RN

Instructor
Far Eastern University, Manila, Philippines, Bachelor of
Science in Nursing

Mei Hu, BSN, RN

Instructor (Substitute)
California State University of San Bernardino, Ca, Bachelor
of Science in Nursing

Michelle McKoy, BSN, RN

Instructor (Substitute)
University of Kaplan, Chicago, IL, Bachelor of Science in
Nursing

Rita Shertick, BSN, RN

Instructor (Part-Time)
Northeastern University, Boston, MA, Bachelor of Science
in Nursing

Rolinda Caalim, MSN, RN

Instructor (Part-Time)
California State University, Dominguez Hills, CA, Master of
Science in Nursing

Shanna James, BSN, RN

Instructor
West Coast University, Ontario, CA, Bachelor of Science in
Nursing

Susana Perez, BSN, RN

Instructor (Part-Time)
Walden University, Minneapolis, MN, Bachelor of Science
in Nursing

Tasha Haley, BSN, RN

Instructor
Southern Nazarene University, Bethany, OK, Bachelor of
Science in Nursing

Tiffany Montes, BSN, RN

Instructor
Azusa Pacific University, Azusa, CA, Bachelor of Science in
Nursing

Vialed Areizaga Lisner, BSN, RN

Instructor
Cal State University, Dominguez Hills, CA, Bachelor of
Science in Nursing

General Education

Ashely McIntosh, BA

Instructor (Substitute)
University of Phoenix, Phoenix, CA

Elizabeth Barajas, MA

Instructor (Substitute)

California Baptist University, Riverside, CA

Georgia Ziegenbein, BA

Instructor (Substitute)

Siena Heights University, Adrian, Michigan

Juan Acosta, BS

Instructor (Substitute)

Cal Poly Pomona, Pomona, CA

Meaghan Kinzle, MA, BA

Instructor (Substitute)

Hope International University, Orange, CA

Michael Penilla, Ph.D., BS

Instructor (Substitute)

Los Angeles College of Chiropractic, Los Angeles, CA

Phil Genaldo, MFA

Instructor (Substitute)

University of San Francisco, San Francisco, CA

Tamara Johnson, MS, BS

Instructor (Substitute)

City University of Seattle, Seattle, WA

Colette Campbell, BS

Instructor (Substitute)

Sheila Roach-Jones, MSE, BS

Instructor (Substitute)

Prairie View, Texas

GENERAL QUESTIONS REGARDING THE COLLEGE

Any questions regarding topics covered in this catalog or any other topics not covered in this catalog should be directed to the Campus Executive Director or Campus Director of Education.

COURSES

ANA - Anatomy

ANA 100 - Intro to Human Anatomy & Physiology (3)

Human Anatomy & Physiology provides students with an introduction of anatomical structures and physiological processes in the human body systems. Students explore the impact of dysfunction disorders on each body systems in selected disease states. Students study appropriate medical terminology as it relates to each body system.

Prerequisite: None. Corequisite: None.

ANAT - Anatomy

ANAT105 - Introduction to Anatomy and Physiology

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None. Corequisite: None.

ANAT 111 - Human Anatomy (4)

Includes a logical analysis of body tissues, organs, and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic, and gross anatomy of preserved specimens and models.

Prerequisite: None. Corequisite: None.

ANAT 200 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None. Corequisite: ANAT200-L.

ANAT 205 - Introduction to Anatomy and Physiology (2)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of the life, cells, tissues, membranes, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisite: None. Corequisite: ANAT205-L.

ANAT 206 - Anatomy and Physiology for Rehab Professionals* (4)

This course is a continuation of ANATOMY 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their origin, insertion, and innervation.

Prerequisite: ANAT200.

ANAT 208 - Anatomy and Physiology for Rehab Professionals (2)

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their function, origin, insertion, and innervation.

Prerequisite: ANAT200, ANAT200-L. Corequisite: ANAT208-L.

ANAT 230 - Advanced Anatomy and Physiology (2)

The purpose of this course is to develop an advanced understanding of the organization, general plan of the

body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT200. Corequisite: ANAT230-L.

ANAT 240 - Advanced Anatomy and Physiology (6)

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system.

Prerequisite: ANAT205, ANAT205-L. Corequisite: None

200-L

ANAT 200-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None. Corequisite: ANAT200.

ANAT 205-L - Introduction to Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: None. Corequisite: ANAT205.

ANAT 208-L - Anatomy and Physiology for Rehab Professionals Lab (2)

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system and the skeletal and muscular systems in depth. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations, biomechanics. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their function, origin, insertion, and innervation. Students will demonstrate identification of important structures of the body.

Prerequisite: ANAT200, ANAT200-L. Corequisite: ANAT208.

ANAT 230-L - Advanced Anatomy and Physiology Lab (2)

The purpose of this laboratory course is to develop an advanced understanding of the organization, general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Concepts of

development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

Prerequisite: ANAT200-L. Corequisite: ANAT230.

CAREER - Career Advantage

CAREER 100 - Career Advantage (1)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None. Corequisite: None.

CAREER 200 - Career Advantage (2)

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.

Prerequisite: None. Corequisite: None.

DA - Dental Assisting

-A

DA -A - Fundamentals of Dental Assisting (5.5)

This module is designed to introduce the student to the dental health team, ethics and jurisprudence, and expected levels of professionalism will also be addressed. The anatomy and physiology of the head and neck as it relates to the practice of dentistry is included. Use and care of dental equipment and the operator are emphasized. This module will also introduce the student to chart dental caries and restorations on both geometrical and anatomical charts. Infection control will be reviewed and practiced.

Prerequisite: None.

-B

DA -B - Science of Dentistry (5.5)

This module is designed to introduce the student to the basic concepts and principles of microbiology as it pertains to dentistry. Special emphasis will be placed on the proper methods and ramifications of infection control issues including OSHA regulations and the disease transmission process. Periodontics theory and practice will be addressed. Infection control will be reviewed and practiced.

Prerequisite: None.

-C

DA -C - Restorative Dentistry/Pharmacology (5.5)

This module is designed to introduce the student to various materials and instrumentation. The student will be exposed to the use and care of the Caries Detection Device. Pharmacology and drugs as they relate to dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.

-D

DA -D - Laboratory Procedures/Prosthodontics (5.5)

This module will address cultural differences and issues of diversity in the workplace. Students will study concepts related to cultural values and language diversity, as well as analyze programs and procedures for meeting the needs of diverse populations. Students will leave this module with an understanding of the various facets of multiculturalism, diversity issues, and various methods of preparing health care personnel to address diversity issues. The student will be exposed to and practice with a variety of impression materials as well as producing primary impressions. Theory and practice of permanent and removable prosthodontics will also be presented. Infection control will be reviewed and practiced.

Prerequisite: None.

-E

DA -E - Pediatric Dentistry/Orthodontics (5.5)

This module emphasizes both the preventive and restorative techniques in pediatric/operative dentistry. Theory and practice in orthodontics will be introduced. Infection control will be reviewed and practiced.

Prerequisite: None.

EXT**DA EXT1 - Externship I (2.5)**

The externship courses give students the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of the College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Dental students must complete their externship training to fulfill program requirements.

Prerequisite: DA-A, DA-B, DA-C, DA-D, DA-E, DA-F, DA-G, DA-H.

DA EXT2 - Externship II (2.5)

The externship courses give students the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of the College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Dental students must complete their externship training to fulfill program requirements.

Prerequisite: DA-A, DA-B, DA-C, DA-D, DA-E, DA-F, DA-G, DA-H.

-F**DA -F - CPR/Preventive Dentistry (5.5)**

This module is designed to give the student exposure to the principles and practices of preventing and controlling dental disease with emphasis on nutrition and plaque control. The student will receive basic training in standard first aid and in recognizing and dealing with medical emergencies. Exposure to sealant materials in the field of preventive dentistry will also be discussed. Infection control will be reviewed and practiced.

Prerequisite: None.

-G**DA -G - Endodontics/Radiography (5.5)**

Basic principles of dental radiology including theory and techniques will be presented. Emphasis will be placed on operation of the x-ray equipment, safety practices, mounting, and evaluation of dental films. Basic principles of head and neck anatomy, as well as radiographic

anatomical landmarks, will be covered. Once the student has fulfilled the necessary program requirements, she/he will receive a state certificate to perform x-rays in the dental office. The specialty of Endodontics will be explored. Infection control will be reviewed and practiced.

Prerequisite: None.

-H**DA -H - Oral Surgery/Anesthetics (6)**

This module is designed to introduce the student to surgical procedures performed in dentistry. The student will also be exposed to the various methods and techniques of anesthesia. Infection control will be reviewed and practiced.

Prerequisite: None.

ENGL - English**ENGL 100 - Written Communications I (4)**

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None. Corequisite: None.

ENGL 110 - Written Communications I (4)

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

Prerequisite: None. Corequisite: None.

GD - Growth and Development

GD 300 - Growth and Development (3)

This course is an introduction to lifespan development that will focus on physical, cognitive, and social and personality development. It will cover the entire range of human existence from its beginnings at conception to its inevitable ending at death. The course will cover basic theories and concepts about the lifespan, chronologically, encompassing the prenatal period, infancy and toddlerhood, the preschool years, childhood, adolescence, early, middle, and late adulthood. The purpose of this course is to teach the concepts and facts of growth and development across the lifespan. It is also the purpose of this course to integrate theory, research, and applications, focusing on human development and to allow students to understand how people come to be the way they are.

Prerequisite: None. Corequisite: None.

HP - Health Professionals

HP 215 - Professional Communication for Health Professionals (4)

Professional Communications for the Health Professionals prepares students to produce verbal and written communications appropriate to practice environments and community. Emphasis is placed on communicating in a manner that is sensitive to age, gender, culture and/or socioeconomic status. The course further expands on the importance of communicating to the client and public the value of occupation in the achievement of health that was introduced in Principles of Occupational Therapy. Documentation skills in OTA200 and OTA210 are introduced in are further developed, incorporating commonly accepted medical terminology and occupational therapy language.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

HP 220 - Inter-professional Collaborative Practice & Cultural Competence in Healthcare (3)

This course advances students' knowledge and skill in professional and legal communications used with a wide range of audiences involved in health services delivery. Emphasis is placed on effective inter-professional team skills and the specific roles of OT practitioners, as well as Occupational Therapy's contributions to health promotion. Students further examine cultural factors impacting service delivery. Additional topics include state and federal regulation, quality improvement and supervision of nonprofessional personnel.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

HP 230 - Business Concepts in Healthcare (2)

This course is designed to introduce basic management concepts and an overview of federal and state systems and structures impacting OT practice. Students will explore responsibilities of practice managers with further identification of sociopolitical challenges specific to the healthcare setting. Topics such as advocacy for clients and the profession, credentialing and licensure, reimbursement, marketing, quality improvement, supervision of personnel and students, professional development, and liability issues will be covered.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

HUM - Humanities

HUM 118 - Cultural Pluralism (4)

Compares varied cultural traditions among groups of people in a given society who are interdependent and autonomous. Emphasis on shared socioeconomic and politic systems in a society and an appreciation of the distinct cultural practices among groups who coexist in society.

Prerequisite: None. Corequisite: None.

MA - Medical Assistant

MA 100 - Medical Assistant Role and Responsibilities (6)

In this module, students are introduced to the role and responsibilities of the Medical Assistant. Students are introduced to the legal responsibilities of physicians and health care team members, as well as physician/patient contracts and types of consents. The importance of asepsis and sterile techniques in today's health care environment is covered. Medical emergencies and first aid procedures are introduced and practiced. Students learn how to interact and communicate effectively in a professional environment. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 200 - Office Procedures and Clinical Practices (6)

In this module, students learn to identify the basic structural components and functions of the skeletal, muscular, and integumentary systems. Related diseases and terminology are presented, and laboratory procedures commonly performed in physicians' offices are introduced. Common pathological conditions are studied. Students explore concepts in radiology and learn the

proper use of a microscope. An emphasis is placed on patient care, including the complete physical exam and positioning and draping for a variety of procedures. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 300 - Medical Terminology/Transcription/ Patient Records (6)

In this module, students become familiar with the use of the medical dictionary, medical terms and medical abbreviations. Students develop skills in preparing and processing insurance claims. An emphasis is placed on setting up, maintaining and organizing patient records. Students become familiar with record management systems and develop skills in filing and indexing. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of written communications. Students develop keyboarding skills on the computer. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 400 - Electrocardiogram and Laboratory Procedures (6)

In this module, the circulatory and respiratory systems, including the structure and function of the heart and lungs, are introduced. Common pathological conditions are studied. Students learn about the electrical pathways of the heart muscle in preparation for connecting EKG leads and recording an electrocardiogram. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Instruction in cardiopulmonary resuscitation (CPR) enables students to respond to an emergency. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 500 - Medical Office Business Procedures (6)

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students accomplish tasks in bookkeeping and reconciliation procedures. Students learn how to schedule appointments and

effectively communicate on the telephone using proper etiquette. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 600 - Clinical and Surgical Procedures (6)

In this module, students learn to identify the basic structural components and functions of the neurosensory, endocrine and reproductive systems. Common pathological conditions are studied. Students learn how to prepare patients for examinations conducted in physicians' offices or the outpatient settings. Students are also introduced to assisting minor surgical procedures and the importance of patient education. Aseptic techniques are taught and practiced. Diagnostic laboratory tests routinely performed in physicians' offices or outpatient settings and their results are reviewed. Topics in professional development and career preparation are presented.

Prerequisite: None.

MA 700 - Clinical Procedures and Pharmacology (6)

In this module, students learn to identify the basic structural components and functions of the digestive and urinary system. The renal system's anatomical structures and common diseases are presented. Students are introduced to laboratory procedures commonly performed in physicians' offices. Students learn specimen identification, collection, handling, and transportation procedures. Physical exam procedures commonly performed in physicians' offices are introduced and practiced, including taking vital signs and charting. An introduction to pharmacology is presented. Basic therapeutic drugs, their uses, classifications, dosage calculations and effects on the body are covered. Topics in professional development and career preparation are presented.

Prerequisite: None.

EXT

MA EXT - Externship (6.5)

This externship course enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students

must complete their externship training to fulfill graduation requirements.

Prerequisite: MA100, MA200, MA300, MA400, MA500, MA600, MA700.

MATH - Mathematics

MATH 100 - College Mathematics I (4)

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations and inequalities.

Prerequisite: None. Corequisite: None.

MATH 110 - College Mathematics I (4)

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.

Prerequisite: None. Corequisite: None.

MBC - Medical Billing and Coding

MBC 101 - Medical Office Procedures (6)

In this module students will gain an understanding of daily operations in a medical office. Professional communication, interpersonal skills, and medical office policies and procedures will also be discussed. Students will also learn anatomy and physiology of the integumentary system and the structure and function of cells and tissues. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Surgery coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the integumentary system, cells, tissues, neoplasms, and the surgery section of the CPT manual.

Prerequisite: None.

MBC 201 - Claims Processing (6)

Students will gain an understanding of the complete cycle of claims processing in this module. They will also learn how to recognize form locators and the sections they

apply to on a CMS-1500 form as well as understand plan participation and payment methods. In addition students will learn how to differentiate between a rejected and denied claim form. Students will also learn anatomy and physiology of the cardiovascular, lymphatic, and immune systems. Pathophysiology and pharmacology related to these systems will also be discussed. Pathology and Laboratory services and procedure coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. By the end of this module students should feel comfortable using coding manuals as well as logic based computerized coding software.

Prerequisite: None.

MBC 301 - Hospital Billing and Coding (6)

In this module students will gain an understanding of hospital organizational structures, billing systems, and coding of inpatient procedures. Students will become familiar with the Uniform Bill 2004 (UB-04) form and its application to hospital billing. Hospital reimbursement system such as Diagnosis Related Groups (DRG), Resource-Based Relative Value Scale (RBRVS), and Ambulatory Payment Classification (APC) will be discussed. Students will also learn anatomy and physiology of the muscular and skeletal systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Radiology coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the muscular and skeletal systems and the radiology section of the CPT manual.

Prerequisite: None.

MBC 401 - Medical Law and Ethics (6)

Students will gain an understanding of the legal and ethical aspect of healthcare in this module. Student will become familiar with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as well as the Occupational Health and Safety Administration (OSHA) requirements for the medical office setting. Legal requirements regarding patient's privacy and confidentiality will also be discussed. Students will also

learn anatomy and physiology of the male and female reproductive systems as well as the endocrine system. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Inpatient surgery coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the male and female reproductive systems as well as the endocrine system, and the inpatient surgery section of the CPT manual.

Prerequisite: None.

MBC 501 - Reimbursement and Collections Methods (6)

In this module, students will study the use of coded data and health information in reimbursement and payment systems appropriate to all healthcare as well as managed care settings. Contemporary prospective payment systems and charge master maintenance and evaluation of fraudulent billing practices will be covered. Capitation, fee-for-service, relative value unit (RVU), and usual, customary, and reasonable (UCR) reimbursement methods will be discussed. Students will learn to interpret an Explanation of Benefits (EOB) for purposes of collection and payment. Students will also learn anatomy and physiology of the digestive and urinary systems. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Medicine coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the digestive and urinary systems and the medicine section of the CPT manual.

Prerequisite: None.

MBC 601 - State and Government Health Plans (6)

Students will learn about state and government health plans such as Medicare, Medicaid, Tricare, CHAMPVA, Workers' Compensation, and Disability in this module. Students will learn to complete the CMS1500 Claim form under government program guidelines. The National

Correct Coding Initiative (NCCI) will be introduced. The Affordable Care Act as it relates to state and government programs will be discussed. Students will also learn anatomy and physiology of the respiratory system. Medical terminology, pathophysiology and pharmacology related to this system will also be discussed. Anesthesia coding guidelines will be introduced. Students will learn the basic identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the respiratory system and the anesthesia section of the CPT manual.

Prerequisite: None.

MBC 701 - Managed Care and Private Health Plans (6)

In this module students will gain an understanding of managed care organizations including HMO's and PPO's. Private insurance plans will also be discussed. Students will also learn anatomy and physiology of the nervous system and special senses. Medical terminology, pathophysiology and pharmacology related to these systems will also be discussed. Evaluation and Management coding guidelines will be introduced. Students will learn identification and method of code assignments, coding, and classification systems in order to assign valid diagnostic and or procedure codes using ICD-9, ICD-10, CPT, and HCPCS manuals. Students will also become familiar with and improve their keyboarding skills. By the end of this module students should feel comfortable using coding manuals to locate and assign diagnostic and procedural codes relating to the nervous system, special senses and the evaluation and management section of the CPT manual.

Prerequisite: None.

EXT

MBC EXT - Externship (6.5)

Upon successful completion of all modules, Medical Billing and Coding students participate in 200-hours of externship. The externship module enables students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed

in the student's permanent record. Students must complete their externship training to fulfill graduation requirements.

Prerequisite: MBC101, MBC201, MBC301, MBC401, MBC501, MBC601, MBC701.

MEDTR - Medical Terminology

MEDT 110 - Medical Terminology (4)

This course is an introduction to basic medical terminology and prepares students for more advanced coursework in subsequent courses such as microbiology, pathophysiology, and pharmacology classes by providing an introduction to general medical terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical practice.

Prerequisite: None. Corequisite: None.

MICR - Microbiology

MICR 112 - General Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and Multicellular parasites are studied, with special concentration given to microorganisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation.

Prerequisite: ANAT111, PHYS111. Corequisite: None.

NURS - Nursing

NURS 101 - Professional Communication & Role Transition Seminar (1)

This course is designed and intended to help the student begin to master and apply the communication skills and role expectations they will need throughout their career in all areas of nursing practice.

Prerequisite: None. Corequisite: None.

NURS 112 - Fundamentals of Nursing (4)

The purpose of this course is to understand the practical science of nursing as it applies to caring for patients through the continuum from illness to wellness using Dorothea Orem's Theory of Self-Care and the three important nursing systems: wholly compensatory, partial

compensatory, and supportive-educative. The Nursing Process, legal and ethical considerations, patient rights and privacy, growth and development as related to the patient's therapeutic self-care demands are introduced. This course also provides basic patient care skills and focuses on the essential principles and practices of safe, effective care in the multifaceted multicultural nursing field. Patient-centered, evidence-based care, safety and basic documentation associated with providing patient care are integrated throughout the course.

Prerequisite: ANAT111, PHYS111. Corequisite: NURS112C.

NURS 112C - Fundamentals of Nursing, Clinical (4)

The purpose of this clinical course is to develop an understanding of the knowledge, skills, and attitude for the safe delivery of patient-centered care. Students will learn and practice basic skills including patient hygiene, linen change, patient nutrition and elimination, and self-care agency for the dependent patient. Students will practice assessment skills (head to toe assessment, vital signs, wound care, naso-gastric tube insertion, Foley catheter insertion, suctioning and tracheostomy care) in the skills and simulation lab. Students will spend time in the skills lab practicing skills learned in the theory portion of this corequisite class. Students will also spend time providing total patient care to 1 patient in the long-term care setting. Students will complete a modified care plan on each patient cared for and a comprehensive care plan on 1 patient during this clinical experience. This is a foundational course with subsequent courses building on these concepts.

Prerequisite: ANAT111, PHYS111. Corequisite: NURS112, MICR112.

NURS 113 - Beginning Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will be on the assessment of the adult (18 years>) and the geriatric adult (>65 years), identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will learn therapeutic, patient-centered, evidence-based nursing care related to health promotion/maintenance and treatment of common medical/surgical health deviations of endocrine (diabetes mellitus), cardiovascular (CAD, peripheral vascular disease, hypertension, stable angina, and basic

EKG), respiratory (basic ABG, pneumonia, asthma, TB, and oxygen therapy), and musculoskeletal disorders (autoimmune disorders, soft tissue injuries, bone development, growth, and disease, fractures, and amputation). Concepts also include medication administration and self-care during the perioperative period including pain management.

Prerequisite: MICR112, NURS112, NURS112C. Corequisite: NURS113C.

NURS 113C - Beginning Medical/Surgical Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 1-2 adult patients to include geriatric patients (65 years >) with common medical/surgical disorders in the acute care setting with moderate assistance. Nursing practice builds on previous concepts and clinical experiences.

Prerequisite: MICR112, NURS112, NURS112C. Corequisite: NURS113.

NURS 114 - Maternal/Child Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the maternal child population. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of the woman during child-bearing years and her family including the newborn. The focus will include the prenatal, antepartum, intrapartum, and postpartum period including care of the normal newborn. Complication of pregnancy and birth, and the high risk newborn will also be addressed. Growth and development of the pediatric patient as well as patient-centered, evidence-based nursing care of the child with health deviations related to cardiovascular, respiratory, sensorimotor, gastrointestinal, and genitourinary disorders, physical regulation and sexuality will be presented. Content threaded throughout the course includes contemporary issues in the expanding family,

cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human growth and development.

Prerequisite: NURS113, NURS113C. Corequisite: NURS114C.

NURS 114C - Maternal/Child Nursing, Lab/Clinical (4)

In this combination Maternal/Child and Pediatric clinical experience, the student will use the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, to provide safe, patient-centered, evidence-based therapeutic care to 2 couplets in the maternity unit, 1 laboring patient, and 1-2 pediatric patients with common to complex conditions in the maternity and pediatric acute care setting with assistance. These patient assignments will span the course of this clinical rotation in inpatient and outpatient setting.

Prerequisite: NURS113, NURS113C. Corequisite: NURS114.

NURS 115 - Intermediate Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the client's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of adult patients with acute conditions and health deviations related to endocrine (liver, gallbladder, and pancreas) hematology, oncology, and immunology, gastrointestinal (GERD, PUD, IBS, IBD, diverticulitis, appendicitis, and colon cancer), genitourinary disorders (urinary tract, kidneys, and male reproduction), and injuries sustained from burns. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human development.

Prerequisite: NURS114, NURS114C. Corequisite: NURS115C.

NURS 115C - Intermediate Medical/Surgical, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking and clinical reasoning, students will provide safe, patient-centered,

evidence-based therapeutic care to 2-3 adult patients with common to complex medical/surgical conditions in the acute care setting with minimal assistance. Nursing practice builds on previous concepts and clinical experiences.

Prerequisite: NURS114, NURS114C. Corequisite: NURS115.

NURS 116 - Behavioral Health Nursing (4)

In this mental health population, guided by Orem's Theory of Self-Care, students will gain theoretical knowledge of adult and geriatric patients specific to their developmental level with complex psychosocial self-care deficits and health deviations. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory, and supportive-educative. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human development.

Prerequisite: NURS115, NURS115C. Corequisite: NURS116C.

NURS 116C - Behavioral Health Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 1 adult or geriatric patient in the acute psychiatric care setting. Students will also care for adult and geriatric patients with common, acute, and chronic healthcare deviations in community settings.

Prerequisite: NURS115, NURS115C. Corequisite: NURS116.

NURS 117 - Advanced Medical/Surgical Nursing (4)

The purpose of this course is to present the principles of nursing care utilizing the nursing process and concepts of Orem's Theory of Self-Care. The focus will include assessment, identifying the patient's universal self-care requisites: air, water, food, elimination, activity, social interaction, safety, and normalcy in the adult and geriatric patient. The three models of nursing systems recognized by Orem's Nursing System Theory will be addressed: wholly compensatory, partial compensatory and supportive-educative will be addressed. Students will gain theoretical knowledge using the nursing process for patient-centered, evidence-based nursing care of adult and geriatric patients with critical health deviations

related to sensory (neurological disorders, spinal cord injuries, CVA, brain tumors, and cranial surgeries) and cardiorespiratory disorders (acid-base balance, ARDS, COPD, VAP, pulmonary hypertension, tension, hemo, and pneumothorax, pulmonary edema, chest trauma, thoracic surgical, dysrhythmias, AMI, ACS, CHF, valve disease, and aneurysms), maintenance of central venous catheters and blood transfusions. Content threaded throughout the course includes cultural diversity, nutrition, pharmacology, patient advocacy, and physical, behavioral, and social aspects of human development.

Prerequisite: NURS116, NURS116C. Corequisite: NURS117C.

NURS 117C - Advanced Medical/Surgical Nursing, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 1-3 adult and geriatric patients with complex to critical medical/surgical conditions in the acute and critical care setting. Students will also observe patients in the emergency room and cardiac catheterization lab.

Prerequisite: NURS116, NURS116C. Corequisite: NURS117.

NURS 118 - Advanced Medical/Surgical Nursing II/Leadership (4)

Concepts and principles of leadership and management in professional nursing is the focus of this capstone course. Concepts emphasized will include: legal and ethical issues, leadership styles, power, delegation, group work, conflict, conflict resolution, nursing administration skills, and strategies related to the professional nursing role and the evaluation of nursing care within the healthcare system.

Prerequisite: NURS117, NURS117C. Corequisite: NURS118C.

NURS 118C - Advanced Medical/Surgical Nursing II, Lab/Clinical (4)

Using the nursing process, principles and concepts of Orem's Theory of Self-Care, critical thinking, and clinical reasoning, students will provide safe, patient-centered, evidence-based therapeutic care to 3-4 adult and geriatric patients with complex to critical medical/surgical conditions in the acute and critical care setting. Students will also accompany the case manager, discharge planner, and resource nurse to integrate leadership and management theory into this clinical course.

Prerequisite: NURS117, NURS117C. Corequisite: NURS118.

NURS102 - Professional Communication & Role Transition Advanced Seminar (2)

This course will expand on, reinforce and integrate content delivered in NURS101 Professional Communication & Role Transition in Term One. NURS102 is intended to confirm that students have mastered their understanding of the role of professional nurse and standards of competent performance including QSEN competencies. A comprehensive review will be included to help ensure student mastery of required nursing content and achievement of program outcomes.

OPT - Optical Technician

OPT 1 - Light and Single Vision (6)

This module starts with an introduction to light, refraction, and reflection. Students learn basic anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of single vision glasses. American National Standards Institute (ANSI) standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students practice salesmanship through role-playing. Causes and treatments of low vision are discussed. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 2 - Multifocals (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements, patient measurements and progressive lens mapping techniques. Students practice the steps required to fabricate multifocal glasses using plastic, metal and nylon-chord frames. Vertical imbalance, slab-off, and image jump are discussed. ANSI standards are presented and students'

projects are checked according to the standards. Students learn how to tint lenses. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 3 - Frames/Lenses (6)

In this module, students learn about different lens and frame materials and designs. Students learn about various optical products available in the market. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn about prism and Prentice's Rule. Students receive hands-on experience in lensometer, frame measurements and patient measurements. Students practice frame standard and anatomical alignments and repairs. ANSI standards are presented and students' projects are checked according to the standards. Students are introduced to salesmanship and the personal computer. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 4 - Soft Contact Lenses (7)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented. Students learn to fit, insert and remove soft CL's. Students study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical problems related to CL wear. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.

OPT 5 - Rigid Contact Lenses (7)

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented, and they study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related

instruments to verify CL parameters. Students are introduced to various complications and medical conditions that require specialty contact lens fitting. Keratoconus management is discussed. Presbyopia and multi-focal contact lenses are discussed. ANSI standards are presented, and customer service and follow-up schedules are discussed.

Prerequisite: None.

OPT 6 - Anatomy/Physiology/Prisms (6)

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Strabismus is discussed and students learn about prescribed prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of glasses with prescribed prisms. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses, and students practice salesmanship through role-playing. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

OPT 7 - Optical Office Procedures (6)

This module starts with lectures on anatomy, physiology and medical disorders. Students learn about lens aberrations, calculation of the best base curves and how to use the lens clock. Metric system and diopter power are discussed. Students learn about prescriptions, true powers, and transposition. Students receive hands-on practice in lensometer, frame measurements and patient measurements. Students practice the steps required to fabricate and tint rimless and nylon-chord glasses. ANSI standards are presented and students' projects are checked according to the standards. Students learn duties of optical office and practice salesmanship through role-playing. Students learn about HIPAA and vision care billing. Students practice adjustments and repair frames using hand tools. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

Prerequisite: None.

EXT

OPT EXT - Externship (6.5)

The externship course enables students to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff. Externs are evaluated by supervisory personnel, and the evaluations are placed in the student's permanent record. Optical students must complete their externship training to fulfill graduation requirements.

Prerequisite: OPT1, OPT2, OPT3, OPT4, OPT5, OPT6, OPT7.

OTA - Occupational Therapy Assistant

OTA 100 - Principles of OT (2)

This course presents an introduction to occupational therapy, including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity on occupational performance. Emphasis is on the roles of the occupational therapy assistant. Topics include the role of occupations and activities in daily life and health and wellness; education and functions of occupational therapy professionals in the US and abroad; an introduction to the Occupational Therapy Practice Framework III (OTPF III) as it applies to clients and influences practice; current health care environment and the emphasis on client participation.

Prerequisite: NONE. Corequisite: NONE.

OTA 130 – Conditions in Occupational Therapy I

This course is the first in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on pediatric and mental health conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to infection control and treatment techniques related to each condition will be emphasized.

Prerequisite: ANAT200 and ANAT200-L. Corequisite: NONE.

OTA 170 – Conditions in Occupational Therapy II

This course is the second in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on physical conditions. Emphasis is placed on the clients' experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to vital signs assessment and treatment techniques related to each condition will be emphasized.

Prerequisite: OTA130. Corequisite: NONE.

OTA 200 - Therapeutic use of Occupations (4)

This course builds on foundational concepts introduced in OTA 100. The OTPF 3rd ed. is explored as a tool to understand occupation, occupational performance and engagement. Occupational and activity analysis methods are introduced and applied to occupations representing lifespan periods. Teaching-learning principles and techniques and the role of practice models, frames of reference, and evidence-based practice are incorporated into learning activities. Introduction to professional documentation and official documents informing OT practice are covered.

Prerequisite: OTA100. Corequisite: NONE.

OTA 210 - Human Structure and Function in Occupational Therapy (4)

This course uses the knowledge gained from anatomy and physiology and applies it to the physiological and mechanical principles of movement, specifically during occupational performance. This will include the study of the function of the skeletal, muscular and neuromuscular systems during normal performance and how pathology of these systems impacts the performance of occupations. The OTPF III will be emphasized as it pertains to client factors. In total, over the term, the student will have 60 contact hours.

Prerequisite: ANAT200. Corequisite: NONE.

OTA 220 - Group Dynamics and Leadership (2)

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles, and the relationship of the self to the group. Concepts taught include group development, roles and functions of groups, decision making, followership, leadership, conflict resolution, negotiation, and relational communication. Students will learn about frames of reference and practice models used to plan and lead therapeutic groups designed for varied client populations.

Prerequisite: PSYC100. Corequisite: NONE.

OTA 225 - Introduction to Fieldwork (1)

This course is designed to prepare students for their fieldwork experiences. Lab instruction will include topics relevant to safe and ethical occupational therapy practice in any setting, including patient confidentiality and HIPAA, OT Code of Ethics, diversity, and inter-disciplinary teamwork. Students will earn CPR and basic first aid certificates, and will be guided through the process of being medically cleared for client contact in a practice setting. Students will also learn and practice skills relevant to professional communication (written and verbal) and collaboration, legal and ethical issues in fieldwork and practice, and will address supervisory issues relevant to practice settings with or without occupational therapy services, in order to best prepare for Level 1 Fieldwork experiences.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

OTA 230 - Level I Fieldwork (3)

This is a health-related, work-based learning experience in which emphasis is placed on development of professional behaviors, communication skills, and beginning intervention skills within a practice setting. Structured assignments will be focused on identifying supports and barriers to occupational performance within the site's population, and on identifying strategies and interventions to enhance occupational performance. Students will work directly with clients (adults and/or children) with a variety of diagnoses and needs. Throughout the experience, students will address the psychological and social needs of the site's population. Students will complete several standardized assessments and develop and lead psychosocially-oriented groups. Students will gain experience with documentation and intervention planning.

Direct supervision will be provided by a qualified professional at the site. FWI provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. An accompanying lab allows students to share and process their experiences as a group and to develop and practice relevant skills.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 245 - Occupational Performance from Birth to Adolescence (5)

The first in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the pediatric population at home, at work and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: Terms 1, 2, and 3. Corequisite: NONE.

OTA 250 - Occupational Therapy Services in Psychosocial Settings (4)

This course will examine the occupational therapy process in relation to individuals with psychosocial disorders and disruptions. Topics include assessment/evaluation tools and techniques, frames of reference, group processes and group dynamics, psychiatric diagnosis based on the current Diagnostic and Statistical Manual, effective documentation skills, and intervention strategies specific to this population. Using the OTPF III as a guide, students build their abilities to plan, implement and evaluate interventions for persons representing the full lifespan. Personal and professional development as a professional responsibility is included.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 260 - Occupational Performance in Adulthood (5)

The second in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of adults at home, at work and in the community. Approaches to applying the occupational

therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

Prerequisite: Terms 1, 2, 3, and 4. Corequisite: NONE.

OTA 270 - Occupational Performance in the Elderly (5)

The third in a sequence of courses addressing the emergence of occupational behaviors, skills and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the elderly at home, in work-related environments, in temporary and long-term institutional settings, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting. Students are exposed to specialized interventions such as low vision, fall prevention and driver rehabilitation.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

OTA 280 - OTA Clinical Competency (2)

This course provides an opportunity for OTA students to advance and review key practice skills essential for successful OTA performance at fieldwork sites. Through a blended lecture and in-class lab, students will gain the knowledge, skills, and confidence to perform successfully in varied practice settings with a wide range of client populations. The primary focus will be to review and demonstrate competent performance in all essential skills for safe practice as an OTA student under the supervision of a licensed OT.

Prerequisite: Terms 1, 2, 3, 4, and 5. Corequisite: NONE.

OTA 290-A - Level II Fieldwork A (12)

This is the first of two 350 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: Terms 1, 2, 3, 4, 5, and 6. Corequisite: NONE.

OTA 290-B - Level II Fieldwork B (12)

This is the second of two 350 hour culminating fieldwork experiences that provides students the opportunity to integrate and build on earlier knowledge, skills and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

Prerequisite: Terms 1, 2, 3, 4, 5, 6, and 7. Corequisite: NONE.

PATH - Pathophysiology

PATH 214 - Pathophysiology I (4)

The study of the nature and cause of disease which includes the study of the etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and advanced medical terminology. Through class discussion and assigned case studies students apply the knowledge learned and utilize their critical thinking and problem solving abilities. Courses are organized by body system and do not need to be taken in consecutive order.

Prerequisite: ANAT 200. Corequisite: None.

PATH 224 - Pathophysiology II (4)

The study of the nature and cause of disease which includes the study of the etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and advanced medical terminology. Through class discussion and assigned case studies students apply the knowledge learned and utilize their critical thinking and problem solving abilities. Courses are organized by body system and do not need to be taken in consecutive order.

Prerequisite: PATH214. Corequisite: None.

PHARM - Pharmacology

PHARM 1 - Pharmacology I (3)

Pharmacology I introduce students to the principles of pharmacology, the legal aspects of medication administration and the role of the VN in administration of medications as part of the nursing process. Principles of client teaching required to support safe and effective medication administration are considered. Students

identify medications often used in the care of clients with alterations of health related to the integumentary, musculoskeletal, and gastrointestinal systems.

Prerequisite: ANA100, VOCN100. Corequisite: None.

PHARM 2 - Pharmacology II (3)

Pharmacology II continues the study of the medication's actions and adverse reactions as they related the nursing care of clients with alterations in urinary, sensory, cardiac, respiratory, blood and lymphatics, endocrine, reproductive, and neurological systems in a variety of clinical situations. Students will continue to consider safety, legal and ethical aspects and client educational needs when administering medications emphasized in this course.

Prerequisite: PHARM I. Corequisite: None.

PHARM 113 - Pharmacology for Nursing (4)

This course provides an in depth understanding of the different classifications of drugs, and their physiologic and chemical basis of operation within the human body. It also provides an understanding of the methods of delivery of drugs; proper administration of complex pharmacologic treatments; and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None. Corequisite: None.

PHAR - Pharmacology

PHAR 200 - Pharmacology Principles (4)

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed.

Prerequisite: None. Corequisite: None.

PHYS - Physiology

PHYS 111 - Human Physiology (4)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues,

organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts studied in lecture and introduce students to clinical techniques.

Prerequisite: None. Corequisite: ANAT111.

PSYC - Psychology

PSYCH 1 - Psychology (3)

This course is an introduction to general psychology. Students will learn human behavior and mental processes with emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology. The purpose of this course is to teach the concepts and facts of psychology. It is also the purpose of this course to introduce students to the science of learning and memory that can increase the amount of information learned and retained.

Prerequisite: None. Corequisite: None.

PSYC 100 - Introduction to Psychology (4)

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None. Corequisite: None.

PSYC 110 - Introduction to Psychology (4)

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

Prerequisite: None. Corequisite: None.

PSYC 115 - Introduction to Psychology

PTA - Physical Therapist Assistant

100

PTA 100 - Introduction to PTA (2)

This course introduces students to the physical therapy profession with topics including: American Physical Therapy Association (APTA) membership and participation, Standards of Ethical Conduct and Guide to Physical Therapy Practice, as well as laws and regulations pertaining to the practice of physical therapy. Additional areas of study include: cultural perceptual differences,

ancillary health care services, and health care delivery systems. Basic concepts for legal and effective clinical documentation are introduced. Each student will present a research paper related to a clinical topic.

Prerequisite: None. Corequisite: PTA 100-L.

PTA 100-L - Introduction to PTA Lab (2)

Introduction to Physical Therapist Assistant Lab introduces students to the physical therapy profession through practical training. Students experience introductory physical therapy practice as they perform basic skills including demonstrating proper body mechanics, positioning, lifting, transfer techniques, gait training, universal precautions, and vital signs. Students will document using basic documentation skills acquired through the course.

Prerequisite: None. Corequisite: PTA 100.

PTA 104 – Professional Communications for the PTA (4)

Professional Communications for the Physical Therapist Assistant prepares students for verbal and written communication requirements within the clinical environment and community. Emphasis is placed on understanding and appreciating diverse attitudes regardless of age, gender, culture or socioeconomic status. Learning activities on documentation using approved medical terminology and format are integrated into this course while students explore clinical skills and principles developed in subsequent courses.

Prerequisite: None. Corequisite: None.

200

PTA 211 - Clinical Skills for the PTA (2)

Clinical Skills prepares students in theoretical concepts for basic data collection methods in manual muscle testing, muscle length testing, osteokinematic and arthrokinematic function, end-feel, anthropometric measures and goniometry. Students will understand how impairments are identified through data collection and utilized in designing treatments for different patient conditions. Students will incorporate literature reviews to determine evidence-based outcome measures for data collection methods.

Prerequisite: ANAT 200, ANAT 200-L, PTA 100, PTA 100-L. Corequisite: PTA 211-L.

PTA 211-L - Clinical Skills for the PTA Lab (2)

Clinical Skills provides students practice in performing techniques for basic data collection methods in manual muscle testing, muscle length testing, osteokinematic and arthrokinematic function, end-feel, anthropometric measures and goniometry. Students demonstrate modification of techniques as necessary based on patient condition. Students will understand how impairments are identified through data collection and utilized in designing treatments for different patient conditions. Students will incorporate literature reviews to determine evidence-based outcome measures for data collection methods.

Prerequisite: ANAT 200, ANAT 200-L, PTA 100, PTA 100-L.
Corequisite: PTA 211.

PTA 215 - Musculoskeletal I (2)

Musculoskeletal I facilitates a deeper understanding of applied musculoskeletal anatomy, osteokinematic and arthrokinematic principles associated with functional movement. Understanding muscle action, joint motion and nerve involvement correlating with common musculoskeletal dysfunctions will be the focus. Abnormal movement and impairments manifesting from common musculoskeletal dysfunction will be explored. Soft tissue mobilization techniques are introduced as an intervention technique. Concepts of pain science including pain mechanisms and utilizing pain scale to determine appropriate treatments will be discussed. Students are introduced to identifying appropriate interventions based on impairments as they begin understanding the concepts of clinical decision-making. Documentation of treatment will also be included through case studies.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100-L, PTA 211, PTA 211-L.
Corequisite: PTA 215-L.

PTA 215-L - Musculoskeletal I Lab (2)

Musculoskeletal I facilitates a deeper understanding of applied musculoskeletal anatomy, osteokinematic and arthrokinematic principles associated with functional movement. Understanding muscle action, joint motion and nerve involvement correlating with common musculoskeletal dysfunctions will be the focus. Abnormal movement and impairments manifesting from common musculoskeletal dysfunction will be explored. Students are introduced to identifying appropriate interventions based on impairments as they begin understanding the concepts of clinical decision-making. Soft tissue mobilization techniques are introduced as an intervention technique. Concepts of pain science including pain

mechanisms and utilizing pain scale to determine appropriate treatments will be discussed. Documentation of treatment will also be included through case studies. Students will practice manual therapy treatment techniques and demonstrate appropriate interventions based on diagnosis and stage of condition.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100-L, PTA 211, PTA 211-L.
Corequisite: PTA 215.

PTA 216 - Pathophysiology for the PTA (4)

Pathophysiology for the Physical Therapist Assistant defines and identifies pathology, disease, abnormal laboratory findings, pathogenesis, etiology, history, clinical manifestations, morbidity, mortality, prognosis and epidemiology. Classifications for most diseases are identified by body system. Content within this course defines and describes the pathophysiology of certain diseases while illustrating anticipated impairments, functional limitations, and disabilities that may, in conjunction with the disease, impact the patient. This approach is complemented by identifying the physical therapy interventions and the role of the physical therapist assistant in the disease management.

Prerequisite: ANAT 200, ANAT 200-L ANAT208, ANAT208-L, PTA215, PTA215-L. Corequisite: None.

PTA 220 - Therapeutic Exercise I (2)

Therapeutic Exercise I presents foundational knowledge for application of therapeutic exercise to improve functional outcomes in patients of varying diagnoses, ages and physiological states. Primary areas of study include: prevention and wellness, range of motion, stretching, peripheral joint mobilization, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Relating movement to the anatomy, physiology, arthrokinematics and arthrokinetics are the underpinning fundamentals in this course. Recognition of safety parameters including precautions and contraindications is required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on role utilization of the physical therapist assistant and communication strategies within the established plan of care.

Prerequisite: PTA100, PTA100-L, ANAT208, ANAT208-L, PTA211, PTA211-L, PTA215, PTA215-LPTA214, PTA214-L.
Corequisite: PTA220-L.

PTA 220-L - Therapeutic Exercise I Lab (2)

Therapeutic Exercise I Lab component prepares students to apply principles of therapeutic exercise as intervention in an established physical therapy plan of care. Students will explore, identify, and implement therapeutic exercises as appropriate in diverse simulated patient populations. Primary areas of study include: prevention and wellness, range of motion, stretching, resistive exercise, exercise physiology and the introduction to cardiac rehabilitation. Students will apply anatomy, physiology, kinematic and kinetic principles to exercise progression. Students will identify safety parameters including precautions and contraindications, and normal and abnormal physiological responses associated with varying forms of exercise. Students will demonstrate appropriate technique, communication, and scope of practice for the physical therapist assistant while performing assessments and simulated program upgrades within the established plan of care.

Prerequisite: PTA100, PTA100-L, ANAT208, ANAT208-L, PTA211, PTA211-L, PTA215, PTA215-L, PTA214, PTA214-L. Corequisite: PTA220.

PTA 224 - Development & Rehabilitation Across the Life Span (4)

Development and Rehabilitation across the Life Span provides foundational knowledge required to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist in various clinical settings. This course provides the student with basic knowledge and skills to work with patients along the development continuum from neonate to senescence. The student must identify mental and psychomotor delays related to specific pathologies and implement appropriate interventions that improve function and measure effectiveness. This course facilitates increased awareness in resource management under federal legislation guidelines that improves access to physical therapy services and adaptive equipment. Conditions are identified that require changes in the delivery of care based on socioeconomic status, age, gender and cultural beliefs.

Prerequisite: PTA100, PTA100-L, ANAT208, ANAT208-L, PTA215, PTA215-L, PTA216, PTA214, PTA214-L. Corequisite: None.

PTA 225 - Musculoskeletal II (2)

Musculoskeletal II expands on the knowledge gained in Musculoskeletal I to discuss treatment progression and sequencing for common musculoskeletal dysfunctions. Focus will be on identifying impairments

through data collection and the physical therapist plan of care then utilizing clinical reasoning skills to design an appropriate treatment. Concepts of stage of condition, patient demographics and extent of impairments due to dysfunction will be reinforced as clinical decision-making skills are developed. Students are also introduced to the PTA role in applying special tests in patient care. This course runs concurrently with Therapeutic Exercise to compliment development of treatment interventions. Documentation will also be incorporated into case studies as students practice simulated patient care.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100L, PTA 215, PTA 215-L, PTA211, PTA211-L. Corequisite: PTA225-L.

PTA 225-L - Musculoskeletal II Lab (2)

Musculoskeletal II expands on the knowledge gained in previous courses to discuss treatment progression and sequencing for musculoskeletal dysfunctions. Focus will be on identifying impairments through data collection and the physical therapist plan of care then developing clinical reasoning skills to design an appropriate treatment. Concepts of muscle action, joint motion, biomechanics, stage of condition and impairments due to dysfunction will be reinforced as clinical decision-making skills are developed. Common musculoskeletal conditions will be elaborated on for understanding of mechanism of injury, signs and symptoms, impairments and treatment. Students will practice manual therapy skills and correlate appropriate techniques to musculoskeletal conditions. Students will also practice relevant special tests as they recognize the role of the PTA in utilizing these tests in patient care. This course runs concurrently with Therapeutic Exercise to compliment development of treatments.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100L, PTA 215, and PTA 215-L, PTA211, PTA211-L. Corequisite: PTA225.

PTA 226 - Physical Agents (2)

Physical Agents emphasizes an understanding of the clinical indications, contraindications, and considerations required for safe application of physical agents for the purpose of improving tissue healing and modulating pain, while improving the patient's capacity for increased function. Students will explore the scientific principles for use of electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies,

gravity assisted compression devices, mechanical motion devices and traction units. Students will develop appropriate documentation skills pertinent to effective communication of the intervention applied. Agents will be studied within the context of safety as well as legal and appropriate administration by a physical therapist assistant under the direction and supervision of a physical therapist.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA215, PTA215-L, PTA 216, PTA 225, PTA 225-L, PTA 211, PTA 211-L. Corequisite: PTA226-L.

PTA 226-L - Physical Agents Lab (2)

Physical Agents Lab component provides students an environment to practice safe application of physical agents to facilitate tissue healing and modulate pain in order to improve patient functional mobility. Students will explore electrotherapeutic modalities, physical agents and mechanical modalities including but not limited to athermal agents, cryotherapy, hydrotherapy, light agents, sound agents, thermotherapy, compression therapies, gravity assisted compression devices, mechanical motion devices and traction units. Students will gain competence by performing therapeutic interventions in simulated patient scenarios with heat, paraffin, fluidotherapy, cold/cryo (cold packs, ice massage and cold baths), vapocoolant, contrast baths, ultrasound, traction, iontophoresis, phonophoresis, biofeedback, hydrotherapy, light/laser, and electrical stimulation. Students will demonstrate administration of the agents and communication as appropriate for a physical therapist assistant under the direction and supervision of a physical therapist on simulated patients having diverse characteristics.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA215, PTA215-L, PTA216, PTA225, PTA225-L, PTA211, PTA211-L. Corequisite: PTA226.

PTA 234 - Principles of Rehabilitation (2)

Principles of Rehabilitation introduces the student to a variety of learning experiences directed towards treating patients with varying musculoskeletal dysfunctions, impairments, and functional limitations. Areas of study will include, but are not limited to, rehabilitation implications and principles/ protocols, functional outcome measures, special tests, neurodynamics and joint mobilization. In addition to extremity and spine conditions, course material will also include gait analysis and identification of compensations and appropriate interventions. Upon completion of this course the

student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying musculoskeletal conditions along the entire health care continuum from acute care through outpatient care.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA215, PTA215-L, PTA216, PTA225, PTA225-L, PTA211, PTA211-L, PTA100, PTA100-L. Corequisite: PTA234-L.

PTA 234-L - Principles of Rehabilitation Lab (2)

Principles of Rehabilitation introduces the student to a variety of learning experiences directed towards treating patients with varying musculoskeletal dysfunctions, impairments, and functional limitations. Areas of study will include, but are not limited to, rehabilitation implications and principles/ protocols, functional outcome measures, special tests, neurodynamics and joint mobilization. In addition to extremity and spine conditions, course material will also include gait analysis and identification of compensations and appropriate interventions. Upon completion of this course the student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying musculoskeletal conditions along the entire health care continuum from acute care through outpatient care.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA215, PTA215-L, PTA 216, PTA225, PTA225-L, PTA211, PTA211-L, PTA100, PTA100-L. Corequisite: PTA234.

PTA 235 - Neuromuscular (2)

The purpose of this course is to develop a general understanding of the nervous system including neuroanatomy, neurophysiology, neural transmission, motor control and planning and how these factors affect movement and function. This course will expand upon etiology, signs and symptoms and resulting dysfunction due to neurologic pathology including cerebral palsy, spinal cord injury, genetic disorders, cerebral vascular accidents, traumatic brain injury, dementia, Parkinsons, myelomeningocele. Emphasis will be on identification of impairments and developing appropriate interventions based on patient diagnosis and limitations. Students will also discuss neurodevelopmental and proprioceptive neuromuscular facilitation techniques as treatment.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA215, PTA215-L, PTA225, PTA225-L. Corequisite: PTA235-L.

PTA 235-L - Neuromuscular Lab (2)

The purpose of this course is to develop a general understanding of the nervous system including neuroanatomy, neurophysiology, neural transmission, motor control and planning and how these factors affect movement and function. This course will expand upon etiology, signs and symptoms and resulting dysfunction due to neurologic pathology including cerebral palsy, spinal cord injury, genetic disorders, cerebral vascular accidents, traumatic brain injury, dementia, Parkinsons, myelomeningocele. Emphasis will be on identification of impairments and developing appropriate interventions based on patient diagnosis and limitations. Students will also discuss neurodevelopmental and proprioceptive neuromuscular facilitation techniques as treatment.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100-L, PTA 215, PTA 215-L, PTA 225, PTA 225-L. Corequisite: None.

PTA 240 - Interprofessional Collaborative Practice & Cultural Competence in Healthcare (2)

This course introduces the student to models of cultural competence, exploration of culture, and communication. Within the course students will develop skills of identification and self-awareness relative to the models and apply this organizational framework to the health care setting. Students will explore culturally specific barriers to health care delivery and outcomes. Students will identify and develop culturally effective communication. Students will explore interprofessional objectives in collaborative practice and patient management. Students will apply didactic concepts through volunteering in a clinical setting or providing community service and will complete a service project.

Prerequisite: None. Corequisite: None.

PTA 241 - Cardiopulmonary (1)

Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100-L, PTA 215, PTA 215-L, PTA 225, PTA 225-L, PTA 234, PTA 234-L. Corequisite: None.

PTA 241-L - Cardiopulmonary Lab (1)

Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation.

Prerequisite: ANAT 200, ANAT 200-L, ANAT 208, ANAT 208-L, PTA 100, PTA 100-L, PTA 215, PTA 215-L, PTA 225, PTA 225-L, PTA 234, PTA 234-L. Corequisite: None.

PTA 242 - PTA Law, Ethics & Professionalism (2)

This course introduces students to biomedical and health care ethics. Topics include a wide range of subjects from exploring national policy and the rights of patients, to developing appreciation of culture and environment on the patient perspective in health care. This course has also been intended to help students develop tools to assess how health care professionals and consumers make difficult health care choices, and to assess their own biases related to health care perception. This course will also review California Laws and Ethics material as related to the exam required for licensure.

Prerequisite: None. Corequisite: None.

PTA 245 - PTA Clinical Competency Review (2)

Clinical Competency Review provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing

skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios. Students will design daily treatment plans including weekly progression based on the Physical Therapist's plan of care using simulated case study scenarios and live patient care.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA104, PTA211, PTA211-L, PTA215, PTA215-L, PTA216, PTA220, PTA220-L, PTA224, PTA225, PTA225-L, PTA226, PTA226-L, PTA234, PTA234-L, PTA235, PTA235-L. Corequisite: PTA245-L.

PTA 245-L - PTA Clinical Competency Review Lab (2)

Clinical Competency Review provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios. Students will design daily treatment plans including weekly progression based on the Physical Therapist's plan of care using simulated case study scenarios and live patient care. Documentation of treatments based on case study will be utilized.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA104, PTA211, PTA211-L, PTA215, PTA215-L, PTA216, PTA220, PTA220-L, PTA224, PTA225, PTA225-L, PTA226, PTA226-L, PTA234, PTA234-L, PTA235, PTA235-L. Corequisite: PTA245.

PTA 250 - Clinical Practicum I (10)

Clinical Practicum I provides each student with the opportunity to observe and apply basic skills performed within the classroom while under constant supervision in the clinical setting. The aim of this experience includes observation of departmental activities including

familiarization in delegation while applying basic intervention skills, safety awareness, documentation, communication, and modality application and experience clinical practice.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA104, PTA211, PTA211-L, PTA215, PTA215-L, PTA216, PTA220, PTA220-L, PTA224, PTA225, PTA225-L, PTA226, PTA226-L, PTA234, PTA234-L, PTA235, PTA235-L, PTA245, PTA245-L, PTA242, PTA241, PTA241-L. Corequisite: None.

PTA 255 - Clinical Practicum II (10)

Clinical Practicum II provides each student with the opportunity to experience clinical practice. Upon completion, the student is expected to achieve knowledge and skills that are required to implement a plan of care under the direction of a licensed physical therapist to improve mobility and function of patients of varying diagnosis and impairments. Students are expected to perform clinical skills with increasing efficiency as well as implement knowledge learned through ongoing coursework. Attention will be paid to developing proficiency in the communication and interaction between a PT/PTA as well as demonstrating appropriate PT/PTA clinical relationship. The student will attain the ability to provide patient care with quality, efficiency, complexity, and consistency under the supervision and guidance of a physical therapist and reflective of a PTA student progressing toward competency consistent with an entry level physical therapist assistant.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA104, PTA211, PTA211-L, PTA215, PTA215-L, PTA216, PTA220, PTA220-L, PTA224, PTA225, PTA225-L, PTA226, PTA226-L, PTA234, PTA234-L, PTA235, PTA235-L, PTA245, PTA245-L, PTA242, PTA241, PTA241-L, PTA240, PTA250. Corequisite: None.

PTA 265 - PTA Licensure Exam Review (2)

This course will prepare students for the National Physical Therapist Assistant Examination (NPTAE) for the Physical Therapist Assistant, developed and administered by Federation of State Boards of Physical Therapy (FSBPT) via a series of review exercises and practice exams.

Prerequisite: ANAT200, ANAT200-L, ANAT208, ANAT208-L, PTA100, PTA100-L, PTA104, PTA211, PTA211-L, PTA215, PTA215-L, PTA216, PTA220, PTA220-L, PTA224, PTA225, PTA225-L, PTA226, PTA226-L, PTA234, PTA234-L, PTA235, PTA235-L, PTA245, PTA245-L, PTA242, PTA241, PTA241-L, PTA240, PTA250. Corequisite: None.

PT - Pharmacy Technician

PT 1 - Pharmacy Law (6)

This module provides students with an understanding of the history of pharmacy. It explores laws that govern the field, and the legal duties and responsibilities of both the Pharmacist and Pharmacy Technician are discussed. Effective communication techniques, proper telephone techniques, competency, and ethics are also covered. Students are introduced to various drug reference books and learn to utilize certain resources effectively. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration and side effects. Students gain familiarity with regulatory agencies and their functions including DEA, NAPB, State Boards, FDA, JACHO, ASHP, and CSHP. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 2 - Drug Fundamentals (6)

This module presents a general overview of basic chemistry skills and students learn how to use the Periodic Table of the Elements. The atomic structure, respiratory system, chemotherapy and the gastrointestinal system are discussed. Selected drugs are introduced. Students learn trade and generic names, pharmaceutical compounding, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 3 - Pharmacology (6)

This module presents an introduction to basic pharmacology including the various effects of drugs and the processes involved in pharmacokinetics. The structure and function of the nervous, cardiovascular, and the urinary systems are introduced. Common pathological conditions and diseases that affect each of the systems are discussed. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 4 - Drug Distribution (6)

In this module, students are introduced to the language of pharmacy abbreviations. Students become adept at deciphering medication orders through daily lab exercises. They learn the mathematical conversions and dosage calculations necessary to correctly process drug orders in the hospital or inpatient pharmacy setting. The Unit Dose Drug Distribution System is introduced. Students apply hands-on procedures in cassette filling, unit dose prepackaging, and pharmaceutical compounding. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 5 - IV Preparation (6)

This module provides the students with an understanding of the procedures, skills, and techniques used in the preparation of sterile products for both hospital and home health care pharmacies. Students learn the calculations involved in the preparation of intravenous solutions. Students apply hands-on procedures in the preparation of sterile products using aseptic technique. Students learn how to prepare large volume solutions, intravenous piggybacks, and total parenteral nutrition. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

PT 6 - Retail Pharmacy (6)

This module provides students with an understanding of the procedures employed in the retail-pharmacy setting. Such procedures include filling prescriptions accurately, drug procurement procedures, and third-party billing requirements. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily

computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

Prerequisite: None.

EXT

PT EXT - Externship (10.0)

The externship course enables students to demonstrate and reinforce the knowledge and skills learned and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under the supervision of College staff. Externs are evaluated by supervisory personnel and the evaluations are placed in the student's permanent record. Pharmacy Technician students must complete their externship training to fulfill graduation requirements.

Prerequisite: PT1, PT2, PT3, PT4, PT5, PT6.

RAD - Radiography

RAD 120 - Introduction to Radiologic Sciences (1)

This introductory course outlines the role of a radiologic technologist, the history of radiology, hospital and imaging department operations and exam reimbursement protocol. Students will be introduced to accreditation, certification, professional organizations, and the policies/regulations for the program.

Prerequisite: None.

RAD 150 - Medical Terminology (3)

This course is an introduction to basic medical imaging terminology and prepares students for more advanced coursework in subsequent courses by providing an introduction to general medical imaging terminology. Students will study the roots, prefixes, suffixes, and abbreviations as well as general terms and their appropriate usage in medical imaging practice.

Prerequisite: None.

RAD 220 - Radiographic Physics (3)

This course provides the needed concepts of how a radiographic image is produced for diagnostic radiography, fluoroscopy, and mobile radiography. Atomic structure, magnetism, electricity and the circuitry of the x-ray unit are covered.

Prerequisite: RAD120, RAD150.

RAD 250 - Principles of Image Production (6)

This course will provide a knowledge base about the factors of x-ray image creation, which will include the equipment accessories and exposure factors that affect the quality of a radiograph. The darkroom area and film-processing procedures will be described. Students will participate in laboratory experiments to enhance the comprehension of image creation concepts.

Prerequisite: RAD120, RAD150.

RAD 320 - Radiographic Positioning I (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the respiratory system, abdomen, bony thorax, upper and lower extremities and related joints. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD120, RAD150, RAD220, RAD250.

RAD 350 - Radiation Biology and Protection (6)

This course will provide the concepts of proper radiation protection protocols for the general public and imaging personnel. Regulatory agencies, dosage, shielding, and radiation protection principles for radiography, mobile radiography, and fluoroscopy will be explained. Students will perform laboratory experiments to enforce the concepts taught.

Prerequisite: RAD120, RAD150, RAD220, RAD250.

RAD 370 - Digital Imaging (2)

This course provides the base knowledge of computer/digital technology and the practical application of use within the radiologic field.

Prerequisite: RAD120, RAD150, RAD220, RAD250.

RAD 420 - Patient Care (3)

This course will provide the basic concepts and skills that are required for the appropriate standard of care for patients, which include communication, medical history documentation, and patient assistance. Students will demonstrate competence in taking vital signs and patient transfers. The importance of infection control and the technologists role in medical emergencies will be discussed.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370.

RAD 450 - Radiographic Positioning II (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the vertebral column, cranium, facial bones, and sinuses. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370.

RAD 470 - Law and Ethics in Imaging (2)

This course introduces the medico-legal and medical ethics principles of the healthcare profession specific to the imaging profession.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370.

RAD 500C - Clinical Practicum I (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, and sinuses to include mobile radiography will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470.
Corequisite:

RAD 520 - Radiographic Positioning III (4)

This course will provide the theory and laboratory practice for students to position patients for radiographic examinations of the gastrointestinal, genitourinary, and special procedures using contrast material. Students will also be taught the use of proper radiation protection, and to analyze and critique the produced diagnostic images.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470.

RAD 600C - Clinical Practicum II (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, and extremities, vertebral column, cranium, facial bones, and sinuses will continue and competency based assignments for gastrointestinal, genitourinary and special procedures with contrast will be introduced under the supervision of certified Radiologic Technologists.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520.

RAD 620 - Pharmacology/Venipuncture (2)

This course provides the basic methods for the administration of contrast material and the basic practices of venipuncture for the radiologic technologist. This course meets California Health and Safety Code, Section106985.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520.

RAD 700C - Clinical Practicum III (10)

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will continue and competency based assignments for mobile radiography, surgical and interventional procedures done under the supervision of certified Radiologic Technologists.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620.

RAD 720 - Introduction to Computed Tomography with Cross-Sectional Anatomy (4)

This course provides the advanced student with an introduction to the principles and applications of computed tomography (CT) in the imaging department.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620.

RAD 800C - Clinical Practicum IV (10)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue under the supervision of certified Radiologic Technologists.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620, RAD700C, RAD720.

RAD 900C - Clinical Practicum V (10)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography (CT) under the supervision of certified Radiologic Technologists.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620, RAD700C, RAD720, RAD800C.

RADSEM1 - Radiology Seminar I (3)

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620, RAD700C, RAD720, RAD800C.

RAD 1000C - Clinical Practicum VI (12)

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast, mobile radiography, surgical and interventional procedures will continue as well as clinical assignments for observing Computed Tomography (CT), Magnetic Resonance Imaging (MRI), under the supervision of certified Radiologic Technologists. Clinical rotation for observing additional imaging modalities will be assigned. Additional imaging modalities will include ultrasound, mammography, radiation therapy, and nuclear medicine.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470, RAD500C, RAD520, RAD600C, RAD620, RAD700C, RAD720, RAD800C, RADSEM1, RAD900C.

RADSEM2 - Radiology Seminar II (3)

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination.

Prerequisite: RAD120, RAD150, RAD220, RAD250, RAD320, RAD350, RAD370, RAD420, RAD450, RAD470,

RAD500C, RAD520, RAD600C, RAD620, RAD700C, RAD720, RAD800C, RADSEM1, RAD900C.

RCP - Respiratory Therapy**CAREER100 - 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.

Prerequisite: None. Corequisite: None.

RCP100 - Introduction to Respiratory Science (3)

This course introduces students to applications of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; manufacture, storage, handling, transport of medical gases and the design of devices to regulate deliver medical gases.

Prerequisite: None. Corequisite: RCP100-L.

RCP 200 - Cardiopulmonary Anatomy and Physiology (4)

This course is a focused study of cardiopulmonary anatomy physiology. Discussions will center on a systematic understanding of the position, function and interplay of structures within the respiratory, cardiovascular and renal systems as well as control of breathing, gas exchange, acid-base physiology, cardiac electrophysiology and fluid balance. Included in this course will be interpretation of clinical laboratory findings, proper techniques for conducting patient assessment and documentation of the resultant clinical findings.

Prerequisite: ANAT105, MATH110. Corequisite: None.

RCP 250 - Respiratory Procedures I (3)

This course introduces students to basic respiratory care treatments and support modalities; set up, use and troubleshooting of equipment; concepts related to the therapeutic administration of oxygen aerosol therapy in respiratory care and concepts techniques surrounding sampling and proper handling and transport of arterial blood gases. Focus is placed on adherence to techniques ensuring appropriate infection control practices and patient safety. Students will learn to conduct physical and

clinical exams and patient assessments to determine and develop appropriate and effective treatment plans.

Prerequisite: RCP100 & MATH110. Corequisite: RCP250-L.

RCP 300 - Respiratory Pharmacology (3)

This course introduces students to the study of pharmacological principles related to the treatment of patients with cardiopulmonary disease. The course includes a study of the anatomy and basic function of the central and peripheral nervous systems, principles of drug action, the basic methods of drug administration, standard drug calculations, and the effects of drugs on particular body systems. Inhaled bronco-active aerosols and other agents commonly employed in the care of the cardiopulmonary patient are discussed.

Prerequisite: RCP100, RCP100-L & MATH110. Corequisite: None.

RCP 370 - Adult Cardiopulmonary Pathophysiology (4)

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardiopulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course.

Prerequisite: RCP200. Corequisite: None.

RCP 330 - Respiratory Procedures II (4)

This course is a continuation of Respiratory Procedures I and introduces students to advanced respiratory care treatments and support modalities, set-up, use and troubleshooting required equipment and the RT's role in performing and assisting with special procedures. Focus is placed on achieving understanding of the application of specific modalities to clinical scenarios, assessing effectiveness of treatment, modification of treatment based on clinical indication and patient response and operating principles of equipment used.

Prerequisite: RCP250. Corequisite: RCP330-L.

RCP 550 - Introduction to Clinical Practicum (4)

This course prepares students to begin training in the clinical environment. Topics in this course will include professional ethics and communication skills for students; orientation to charting techniques. HIPAA training, The Joint Commission topics related to patient safety initiatives and professionalism in the health care

environment. Focus is also placed on issues surrounding universal precautions, blood-borne pathogen safety, infection control, dealing with death and dying and diverse populations. During this course all students will complete pre-clinical health exam, immunizations, TB and drug screening. Additionally, each student will receive certification in American Heart Association health care provider CPR and Fire Safety Training.

Prerequisite: ANAT105, ENGL110, MATH110, PSYC110, RCP100, RCP100-L, RCP220, RCP250, RCP250-L, RCP300, RCP330, RCP 330-L, RCP370, RCP470, RCP450, RCP450-L. Corequisite: None. RCP470 - Adult Cardiopulmonary Pathophysiology II

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardiopulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course.

Prerequisite: RCP200 & RCP370. Corequisite: None.

RCP 450 - Cardiopulmonary Diagnostic Testing (3)

This course is a study of pulmonary diagnostic testing techniques interpretation for procedures occurring in the PFT laboratory, at the bedside, special procedures imaging departments, pathology and clinical laboratory departments. An emphasis will be placed on how information from various diagnostic tests and studies (such as pulmonary function testing and clinical lab findings) are used to determine the presence, extent, and progression of lung disease and abnormality and also how these findings are utilized to develop an on-going plan of care for the patient.

Prerequisite: RCP370. Corequisite: RCP450-L. **RCP 500 - Mechanical Ventilation I (6)**

This course is a study of the basic principles of mechanical ventilation, the effects of positive pressure ventilation and classification of mechanical ventilators. Conventional modes of ventilation are compared and contrasted with attention to waveform analysis within these modes. A case study approach is utilized to discuss concepts of initiation of mechanical ventilation, appropriate ventilator management, weaning criteria, determination of appropriateness to wean and clinical application of pharmacotherapy for the mechanically ventilated patient.

Non-invasive positive pressure ventilation is also addressed.

Prerequisite: RCP370, RCP470 & MATH110. Corequisite: RCP500-L.

RCP 600 - Neonatal / Pediatric Cardiopulmonary Pathophysiology (4)

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal and pediatric disorders, including respiratory distress syndrome, intracranial hemorrhage, pulmonary hypertension of the newborn, common respiratory infections in the infant and pediatric population and pediatric trauma.

Prerequisite: RCP200. Corequisite: RCP600-L.

RCP700 - Advanced Concepts

This course is a study of pulmonary diagnostic testing techniques & interpretation for procedures occurring in the PFT laboratory, at the bedside, special procedures imaging departments, pathology and clinical laboratory departments. An emphasis will be placed on how information from various diagnostic tests and studies (such as pulmonary function testing and clinical lab findings) are used to determine the presence, extent, and progression of lung disease and abnormality and also how these findings are utilized to develop an on-going plan of care for the patient.

Prerequisite: RCP270, RCP470, RCP500, RCP500-L.
Corequisite: None.

RCP 800 - Board Review (6)

This course is intended as a final preparation for graduation and attempting the NBRC exams (both TMC and CSE). Students will review subject matter in all major core areas of the respiratory care program. Summary assessment exams will be administered, with targeted remediation assigned as required prior to a final exit examination.

Prerequisite: ANAT105, MATH110, RCP100, RCP100-L, ENGL110, RCP200 RCP250, RCP250-L, RCP300, RCP370, RCP330, RCP330-L, PSYC110, RCP470, RCP450, RCP450-L, CAREER100, RCP550, RCP500, RCP500-L, RCP600, RCP600-L, RTCP210, RCP700, RTCP212. Corequisite: None.

200-L

RCP100-L - Introduction to Respiratory Science Lab (1)

This laboratory course introduces students to experimentation with and application of basic physics concepts relative to the field of respiratory therapy including mechanics of motion, work and energy, states of matter, gas laws, gas behavior and fluid dynamics. Additionally, this course will introduce students to concepts related to the properties and generation of humidity & aerosols; safe and proper selection, assembly, troubleshooting, handling and transport of medical gases as well as devices to regulate deliver medical gases.

Prerequisite: None. Corequisite: RCP100.

RCP 250-L - Respiratory Procedures I Lab (1)

This laboratory course introduces students to the application of non-invasive respiratory care treatments and support modalities, and set up, use and troubleshooting required equipment.

Prerequisite: RCP100, RCP100-L & MATH110. Corequisite: RCP250.

RCP 330-L - Respiratory Procedures II Lab (1)

This laboratory course introduces students to set- up, use and troubleshooting of required equipment and the RT's role in performing and assisting with special procedures.

Prerequisite: RCP250 & RCP250-L. Corequisite: RCP330

RCP450-L - Cardiopulmonary Diagnostic Testing Lab (1)

This laboratory course introduces students to pulmonary diagnostic testing techniques and interpretation for procedures occurring in the PFT laboratory, and at the bedside.

Prerequisite: RCP370. Corequisite: RCP450.

RCP500-L - Mechanical Ventilation I Lab (1)

This laboratory course introduces students to the basic principles of mechanical ventilation (both invasive and non-invasive), selection, assembly and testing of the equipment. Additionally, students will practice determining initial ventilator settings, clinical application of pharmacotherapy, assessing appropriateness to wean and discontinuation of mechanical ventilation.

Prerequisite: RCP370 & RCP470. Corequisite: RCP500.

RCP600-L - Neonatal / Pediatric Cardiopulmonary Pathophysiology Lab

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal and pediatric disorders, including respiratory distress syndrome, intracranial hemorrhage, pulmonary hypertension of the newborn, common respiratory infections in the infant and pediatric population and pediatric trauma.

Prerequisite: RCP200. Corequisite: RCP600.

RTCP - Respiratory Therapy Clinical Practicum

RTCP 210 - Clinical Practicum I (8)

This course is an introduction to the clinical environment and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain hands on experience in infection control policy and procedures, selection and assembly of basic respiratory care equipment for the purposes of administering oxygen therapy, humidity and aerosol therapy and broncho-active aerosol therapy. Emphasis will be placed on developing skills of patient assessment, observation, modification of therapy, development of patient care plans and documentation to the patient care record. Students will gain competency in the areas of non-invasive pulmonary hygiene, lung expansion therapy, airway clearance techniques. The student will also develop skills in patient/family education on a variety of therapies and topics in respiratory care. During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT105, CAREER100, ENGL110, MATH110, PSYC110, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP370, RCP330, RCP330-L, RCP470, RCP550, RCP450, RCP450-L, RCP500, RCP500-L. Corequisite: None.

RTCP 212 - Clinical Practicum II (8)

This course is a continuation of the clinical experience from RTCP210 and begins with an orientation to the hospital/respiratory department in policies, procedures,

equipment storage location and handling. Students will gain competency in the areas of diagnostic testing carried out in the Pulmonary Function Laboratory, CT, MRI and Radiology departments. The student will also develop skills necessary to safely transport patients between departments within the hospital environment. Students will practice skills necessary to safely obtain arterial blood gases, transport and analyze samples and interpret and report results. Students will practice skills necessary to safely secure the patient airway and obtain arterial blood gases from indwelling arterial catheters. During this practicum, students will complete chart reviews in order to demonstrate familiarity with locating and collecting patient data from the medical record. Students will also present a case study in order to demonstrate the integration of didactic theory with clinical skills.

Prerequisite: ANAT105, CAREER100, ENGL110, MATH110, PSYC110, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP370, RCP330, RCP330-L, RCP550, RCP470, RCP450, RCP450-L, RCP500, RCP500-L, RCP600, RCP600-L, RTCP210. Corequisite: None.

RTCP 214 - Clinical Practicum III (8)

This course is a continuation of the clinical experience from RTCP 212 and begins with an orientation to the hospital / respiratory department in terms of policies, procedures, equipment storage location and handling. Students will gain competency in the management of critically ill patients including adult, neonatal and pediatric patients. Students will practice skills necessary to safely place and secure the patient airway, to obtain arterial blood gases via arterial puncture as and from indwelling arterial catheters, to provide patient / family education on a variety of therapies and topics in respiratory care and to communicate effectively within to the members of the patient care team. Students will gain competency in the initiation, management and weaning of the critically ill patient from a wide range of ventilator support. Students will present a clinical research paper by the end of this practicum in order to demonstrate the integration of didactic theory, clinical experience and research skills in a written format.

Prerequisite: ANAT105, CAREER100, ENGL110, MATH110, PSYC110, RCP100, RCP100-L, RCP200, RCP250, RCP250-L, RCP300, RCP370, RCP330, RCP330-L, RCP550, RCP470, RCP450, RCP450-L, RCP500, RCP500-L, RCP600, RCP600-L, RCP700, RTCP210, RTCP212. Corequisite: None.

SOCY - Sociology

SOCY 116 - Introduction to Sociology (4)

This course questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues such as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities, collectives, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; population change in society are discussed.

Prerequisite: None. Corequisite: None.

SPCH - Speech

SPCH 117 - Oral Communication (4)

Evaluates the construction, delivery, and analysis of public speaking. Students present several speeches to the class. Communication theory, research, and best practices are discussed in relation to persuasion, ethos, pathos, logos, logical fallacies, audience analysis, language choice, nonverbal messages, culture and communication, visual aids, listening, supporting materials, organizational patterns, evaluating research, and speech delivery. Different types of speeches are studied, such as informative, persuasive, and special occasion. Students become critical consumers of communication.

Prerequisite: None. Corequisite: None.

SURG - Surgical Technology

SURG 100 - Introduction to Surgical Technology (4)

This course introduces the student to the surgical technology field. History of surgery, surgery today, and history of surgical technology are discussed. The student will also learn about surgical technology as a profession, the structure of health care facilities and hospital organization. In addition, the student will be introduced to the scope of practice as a member of the surgical team and introduced to medical terminology. Furthermore, students will learn about the microbiological considerations of the operating room, the disinfection and sterilization techniques used to process surgical instruments, equipment and supplies. The principles of asepsis are discussed in detail as well.

Prerequisite: None. Corequisite: None.

SURG 111 - Surgical Techniques I (4)

This course introduces the student to the operating room environment. Common hazards and safety precautions are discussed. The student will also learn about technological advances of the modern operating room. In addition, the student will be introduced to basic surgical instrumentation, equipment and supplies. The student will also learn about wound healing, sutures, wound closure techniques, and needle types and parts.

Prerequisite: SURG100. Corequisite: None.

SURG 140 - General Microbiology (4)

This course focuses on a study of several types of microorganisms, with emphasis on bacteria, protists and viruses. The principles of microbiology will be examined using topical investigations of their metabolism, genetics, immunology, and uses, considering both with medical and non-medical illustrations and their applications. Finally, students will develop a better understanding of the nature of the interaction, both harmful and beneficial, between various microbial species and the human environment.

Prerequisite: None. Corequisite: None.

SURG 111-L - Surgical Techniques I Lab (4)

In the laboratory component of this course the student is introduced to basic surgical techniques such as aseptic technique, scrubbing gowning and gloving, establishing a sterile field and organizing the sterile field. The student will also learn how to perform the surgical counts as well as assisting with draping the surgical patient.

Prerequisite: SURG100. Corequisite: None.

SURG 131-L - Surgical Techniques II Lab (4)

In the laboratory component of this course the student demonstrates an intermediate understanding of surgical techniques such as aseptic knowledge, scrubbing gowning and gloving, establishing and organizing the sterile field, surgical counts and draping.

Prerequisite: SURG100, SURG111, SURG111-L.
Corequisite: None.

SURG 200 - Pharmacology (4)

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed.

Prerequisite: None. Corequisite: None.

SURG 210 - Pathophysiology I (4)

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Diagnostic, General, OB/GYN, Ophthalmology, ENT and GU. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT240, SURG100, SURG111, SURG111-L, SURG131-L. Corequisite: None.

SURG 230 - Pathophysiology II (4)

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Plastic/Reconstructive, Orthopedic, Cardiothoracic, Cardio/Peripheral Vascular, Oral/Maxillofacial and Neurological Surgery. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas.

Prerequisite: ANAT205, ANAT205-L, ANAT240, SURG100, SURG111, SURG111-L, SURG131-L. Corequisite: None.

SURG 251 - Clinical Orientation (4)

This course introduces the student to basic principles of peri-operative patient care. The scope of practice is discussed with the characteristics and needs of the surgical patient. The student will also learn about the principles of surgical case management from the perspective of the surgical technologist in the scrub role. This course will prepare the student for their clinical rotation and the Certified Surgical Technologists (CST) exam given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

SURG 260 - Surgical Procedures I (4)

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role-STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical

subspecialty areas: Minor, General, Obstetric and Gynecological Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L . Corequisite: None.

SURG 270 - Surgical Procedures II (4)

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role - STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: ENT, Genitourinary, Neuro, Orthopedic and Endoscopic Procedures.

Prerequisite: SURG100 SURG111, SURG111-L, SURG131-L . Corequisite: None.

SURG 282 - Clinical Practicum I (9)

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologists role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90 cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 282 and SURG 292.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL110, MATH110, MEDTR110, PSYC110, SURG100, SURG111,

SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.

Corequisite: None.

SURG 292 - Clinical Practicum II (9)

This course provides the student with actual experience participating in surgical procedures and direct patient care in the Surgical Technologist role in the following areas: preoperative, intra-operative, and postoperative patient care. The student also participates in assisting with instrument processing as well as pulling supplies and instrumentation from the sterile supply areas. A clinical experience includes assisting team members with daily peri-operative duties of a surgical technology student while under the supervision of a staff surgical technologists and/or registered nurse. Students are oriented to a surgical facility and the daily routine of the facility. They may initially observe surgical procedures and then begin to second scrub minor procedures. As their clinical experience progresses they move into the first scrub position for minor procedures and then scrub major cases. Students must demonstrate completion of one hundred and twenty (120) procedures in the first scrub and second scrub role. Within the 120 cases, students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role. Students are required to complete 90 cases in various surgical specialties. Sixty of cases must be in the First Scrub Role and evenly distributed between a minimum of 5 specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty. The 120 cases must be completed between the two clinical practicum courses, SURG 281 and SURG 291.

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL110, MATH110, MEDTR110, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.

Corequisite: None.

SURG 296-A - National Certification Review (4)

This course will prepare the student for the Certified Surgical Technologist (CST) exam via a series of review exercises and practice exams. This is a blended course (online and live classroom contact hours and requirements).

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL110, MATH110, MEDTR110, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.

Corequisite: None.

SURG 296-B - National Certification Review (4)

This course will prepare the student for the Certified Surgical Technologist (CST) exam via a series of review exercises and practice exams. This is a blended course (online and live classroom contact hours and requirements).

Prerequisite: ANAT205, ANAT205-L, ANAT240, ENGL110, MATH110, MEDTR110, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270.

Corequisite: None.

SURG 251-L - Clinical Orientation Lab (4)

In this course the student should be able to satisfactorily perform the aspects of the Surgical Technologist in the Scrub Role (STSR) in preparation for clinical rotation.

VOCN - Vocational Nursing

VOCN 100 - Fundamentals of Nursing (8)

Fundamentals of Nursing introduce students to the nursing concepts related to providing basic care to clients and their families. Principles of data collection as a part of the client assessment are emphasized. Students focus on the use of the nursing process to provide care for clients with basic health alterations. Students describe how to use appropriate terminology to document care provided. The course emphasizes methods of insuring the safety of clients, while intervening to meet needs related to rest and sleep, pain and comfort, mobility, nutrition, elimination, hygiene, and care of the clients' environment. Clients' psychosocial, cultural, and spiritual needs, as well as ethical and legal implications, are integrated into the plan of care. Principles of drug administration, including dosage calculation and administration of solutions are introduced. Students also study the nursing responsibilities used during the admission, transfer and discharge of clients. First aid principles are discussed.

Prerequisite: ANA100.

VOCN 100C - Fundamentals of Nursing Clinical (2)

Fundamentals of Nursing-Clinical provides the opportunity for students to safely care for clients with basic health care needs. Students use the nursing process to provide and evaluate nursing care for clients and their families. Students demonstrate critical thinking skills in selected client situations. Students implement clinical skills

learned in VOCN100 Lab as the opportunity arises. Students use therapeutic communication skills when caring for clients and working with members of the health care team to deliver care.

Prerequisite: None.

VOCN 100L - Fundamentals of Nursing Lab (6)

Fundamentals of Nursing Lab emphasizes the development of nursing care skills associated with the care of clients with basic health alterations in the laboratory setting. Students will demonstrate beginning level competence in selected skills.

Prerequisite: None.

VOCN 110 - Nutrition (3)

This course provides an introduction to basic principle of nutrition as it relates to health promotion, disease prevention, and nutritional support throughout the life cycle. Weight management and physical fitness are also considered. Students explore current nutritional therapy, the interactions between nutrition and medications and the role of nutrition in the treatment of selected diseases.

Prerequisite: None.

VOCN 200 - Medical-Surgical Nursing I (6)

Medical-Surgical I introduces students to the care of clients moving through various life stages, with alterations of health, commonly seen in clients with alterations in the integumentary, musculoskeletal, gastrointestinal, and respiratory systems. This course also studies the various stages of care for the surgical client. The course addresses the physical and psychosocial care needs of clients and/or their significant others, such as commonly seen treatments, strategies to reduce risk, and health teaching. Students increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients with these conditions. Students will demonstrate beginning level competencies in the monitoring of intravenous therapy.

Prerequisite: ANA100, VOCN100.

VOCN 200C - Medical-Surgical Nursing I - Clinical (7)

Medical-Surgical I-Clinical provides students the opportunity to care for clients with alterations of health, including surgical clients and those with alterations in the integumentary, musculoskeletal, gastrointestinal, and respiratory systems. Students will be expected to participate in the development, implementation and evaluation of a plan of care for these clients, implementing appropriate nursing interventions and

documenting the care provided in a variety of health care settings.

Prerequisite: ANA100, VOCN100.

VOCN 210 - Geriatrics (1)

Geriatrics provides the student with the opportunity to care for older adults in a variety of care settings. The course addresses the physical and psychosocial care, needed by the older adult clients and/or their significant others. Students study appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and the need for health teaching. Emphasis is placed upon care surrounding the process of dying and following death. Students continue to increase their ability to use clinical reasoning and the nursing process in a variety of care delivery settings. Students explore health policies that support or hinder providing health care to older adults.

Prerequisite: VOCN100.

VOCN 210C - Geriatrics Clinical (1)

Geriatric-Clinical provides the student the opportunity to care for the older adult in hospitals, long-term care, home care, and while involved in community activities. Students have the opportunity to integrate special needs of the older adult related to physical and psychosocial changes of aging into nursing care and consider strategies to promote health and reduce the potential of risk, particularly related to medication administration in this population. Students will also provide palliative and end-of-life care while supporting the client and their support system. Students will also explore the impact of care delivery in the long-term care and rehabilitation facilities.

Prerequisite: VOCN100.

VOCN 300 - Medical-Surgical Nursing II (9)

Medical-Surgical II continues to support the development of students' ability to provide nursing care for clients with alterations of health, including cardiac, blood and lymphatics, endocrine, and urinary systems including fluids and electrolytes. The course addresses the physical, cultural, spiritual and psychosocial care needs of the clients and/or their significant others, appropriate treatments, risk-reduction strategies and the need for health teaching. Students will continue to increase their ability to use clinical reasoning and the nursing process to provide safe, effective care for clients. Students will also describe the facilitation of care of clients in various healthcare settings.

Prerequisite: VOCN200.

VOCN 300C - Medical-Surgical Nursing II Clinical (7)

Medical-Surgical II-Clinical provides students with opportunities to care for clients with alterations of health including cardiac, blood and lymphatics, endocrine, and urinary systems including fluids and electrolytes in a variety of clinical situations. Students will be expected to participate in the development, implementation and evaluation of care for these clients, implementing appropriate nursing: interventions and documenting the care provided in a variety of health care settings.

Prerequisite: VOCN200.

VOCN 310 - Mental Health (1.5)

Mental Health-Psychiatric Nursing Care provides the student the opportunity to study the care for clients with mental health and addiction issues in a variety of care settings. The course addresses the physical and psycho-social care needed by clients and/or their significant others. This care also includes nursing care typically offered, strategies to promote health or reduce risks, and health teaching. Students will continue to increase their ability to use clinical reasoning and the nursing process in a variety of care delivery settings, including community support offerings and will explore health policies that support or hinder providing health care to those with mental health issues.

Prerequisite: ANA100.

VOCN 310C - Mental Health Clinical (1.5)

Mental Health Clinical provides the student opportunities to apply the knowledge, skills, and attitudes presented in Mental Health-care settings. Students participate in clinical experiences to care for clients with alternations in mental health applying the knowledge, skills and attitudes. Students provide nursing care to clients with mental health related problems, participating in appropriate treatments and nursing care typically offered, strategies to promote health or reduce risks, and provide health teaching. Students also integrate appropriate nursing care to address clients' psycho-social issues who also have medical-surgical diagnosis as a primary diagnosis. Students continue to increase their ability to use clinical reasoning and the nursing process in a variety of health care settings.

Prerequisite: ANA100.

VOCN 400 - Medical-Surgical Nursing III (9)

Medical-Surgical III supports the continued development of students' ability to care for clients with acute alterations of health, including immunology, oncology,

sensory, reproductive, neurological systems. The course addresses the physical, cultural, spiritual and psycho-social nursing care needed by these clients and/or their significant others, appropriate treatment with nursing care that may be employed, strategies to reduce health risks, and their need for health teaching. Students continue to increase their ability to use clinical reasoning and the nursing process in acute clinical situations to provide safe, effective care for clients. Students will also explore care of clients in various healthcare settings.

Prerequisite: VOCN200, VOCN300.

VOCN 400C - Medical-Surgical Nursing III Clinical (7)

Medical-Surgical III-Clinical provides students an opportunity to care for clients with alterations of health including immunology, oncology, sensory, reproductive and neurological systems. Students are expected use clinical reasoning to participate in the development, implementation and evaluation of care for these clients, implementing appropriate nursing interventions and documenting the care provided in a variety of health care settings.

Prerequisite: VOCN200, VOCN300.

VOCN 410 - Maternal Child Nursing (3)

Maternal Child Nursing prepares students to safely care for mothers throughout the stages of pregnancy and labor and delivery, as well as the newborn. Students are also assigned to care for pediatric patients of various ages and in a variety of clinical settings. Students will use the nursing process and clinical judgment to participate in the planning, delivery, and evaluation of care to mothers, children, and their significant others. The care will focus on health promotion and reduction of risks to mothers and children. Students will use knowledge and skills learned in previous classes related medication administration, data collection for a focused assessment, communication, and health teaching.

Prerequisite: ANA100, VOCN100.

VOCN 410C - Maternal Child Nursing Clinical (.5)

Maternal Child Nursing-Clinical provides students the opportunity to care for families throughout the stages of pregnancy, labor and delivery and care of the newborn. Students care for pediatric clients of various ages and in a variety of clinical settings. Students use the nursing process and clinical judgment to meet the health promotion and illness needs of these clients.

Prerequisite: ANA100, VOCN100.

VOCN 410L - Maternal Child Nursing Skills Lab (1.5)

Maternal child nursing provides students the opportunity to care for families throughout the stages of pregnancy, labor and delivery and care of the newborn. Students care for pediatric clients of various ages and in a variety of clinical settings. Students use the nursing process and clinical judgment to meet the health promotion and illness needs of these clients.

Prerequisite: ANA100, VOCN100.

VOCN 420 - VN Concept Mastery (5)

Concept Mastery course provides students with the opportunity to synthesize the knowledge, skills, and attitudes appropriate for functioning as a VN. The course is designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. The course addresses objectives appropriate for Vocational Nursing following the National Council of State Boards of Nursing blueprint to prepare students' for the NCLEX-PN Licensing Examination.

Prerequisite: VOCN400

