american career college

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

ORANGE COUNTY
FACILITY EXPANSION
2411 & 2461 W. La Palma Ave.
Anaheim, CA 92801

LONG BEACH
BRANCH CAMPUS
236 E. 3rd Street
Long Beach, CA 90802
(562) 206-0400

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

AMERICAN CAREER COLLEGE AT ST. FRANCIS
MAIN CAMPUS
3680 East Imperial Highway #500
Lynwood, CA 90262
(310) 900-8050

www.americancareercollege.edu

Effective August 15, 2014 –August 14, 2015

4TH EDITION

AMERICAN CAREER COLLEGE 2014-2015 CATALOG EDITION 08-15-2014

COLLEGE INFORMATION

MISSION STATEMENT AND EDUCATIONAL PHILOSOPHY

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

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

COLLEGE HISTORY AND DESCRIPTION

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

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

In February of 2005, the founder of American Career College formed a new company, Ontario Health Education Company, Inc. and purchased Atlantis Medical College in Norco, California. Subsequently, that college's name was changed to American Career College. American Career College continued offering the programs that were approved at Atlantis Medical College, while incorporating American Career College's culture and programs into the school. In June of 2008, the Norco campus moved to its current facility in Ontario, California.

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

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

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

FACILITIES

Los Angeles, Orange County, and Long Beach

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

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

The Resource Centers/Libraries at the Los Angeles, Orange County, and Long Beach campuses are available during the day and evening to accommodate students' research and study needs and offer reference materials related to the programs and curricula offered at each campus. In addition, all students have access to the Library Information Resources Network (LIRN) online library database. The LIRN Virtual Library

Collection consists of an expanded academic database consisting of a variety of holdings, including arts and the humanities, social sciences, science, and technology.

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

Ontario

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 Resource Center/Library at the Ontario campus are available during the day and evening to accommodate students' research and study needs and offer reference materials related to the programs and curricula offered at the campus. In addition, all students have access to the Library Information Resources Network (LIRN) online library database. The LIRN Virtual Library Collection consists of an expanded academic database consisting of a variety of holdings, including arts and the humanities, social sciences, science, and technology.

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.

American Career College at St. Francis

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

The 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 the Library Information Resources Network (LIRN) online library database. The LIRN Virtual Library Collection consists of an expanded academic database consisting of a variety of holdings, including arts and the humanities, social sciences, science, and technology.

The American Career College at St. Francis 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 American Career College at St. Francis campus. Students are encouraged to use the lounges when eating and are asked to respect the right of all students to a clean environment. Food and beverages are not allowed in classrooms and laboratories.

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

HOURS OF OPERATION

Campus Administrative Offices

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

Office hours for American Career College – Long Beach Campus are 8:30 AM to 7 PM Monday through Thursday and 8 AM to 5 PM on Friday.

Office hours for American Career College at St. Francis are 8 AM to 5 PM Monday through Friday. Library hours are 8 AM to 7 PM Tuesday through Friday, 9 AM to 5:30 PM on Saturday and Sunday.

Day Classes

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

Evening Classes

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

Accelerated Schedules

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

Externship/Clinical Experiences

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

Vocational Nursing and Associate of Occupational Science programs

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

Blended Learning Modules and Courses

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

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

SECURITY AND SAFETY

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

HEALTH AND SAFETY REQUIREMENTS

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

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

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

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

REQUIRED FEDERAL DISCLOSURE INFORMATION

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

CALIFORNIA REGULATORY DISCLOSURES

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

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

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

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

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

ACCREDITATION, APPROVALS AND MEMBERSHIPS

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

- The Los Angeles, Anaheim, Long Beach, 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
- The American Career College at St. Francis campus is institutionally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201; Phone (703) 247-4212 / Fax (703) 247-4533 / www.accsc.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 the Los Angeles, Anaheim, Long Beach, 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 Pharmacy Technician training programs at the Los Angeles, Orange County and Ontario campuses are accredited by the American Society of Health-System Pharmacists (ASHP). ASHP 7272 Wisconsin Avenue, Bethesda, MD 20814; Phone: Toll free (866) 279-0681 / www.ashp.org
- The Respiratory Therapy (Associate of Occupational Science) programs in Orange County and Ontario are accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC 1248 Harwood Road, Bedford, TX 76021-4244; Phone (817) 283-2835 / Fax (817) 510-1063 / www.coarc.com
- The Vocational Nursing programs at the Los Angeles, Orange County, Ontario, and American Career College at St. Francis campuses are approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). BVNPT 2535 Capitol Oaks Drive, Suite 205,Sacramento, CA 95833; Phone (916) 263-7800 / www.bvnpt.ca.gov
- The Dental Assisting programs in Los Angeles, Orange County, and Ontario are approved by the Dental Board of California. The Dental Assisting program in Long Beach is currently approved for stand-alone courses required for graduates to sit for the RDA examination and intends to submit an application to the Dental Board of California in 2014. Dental Board of California 2005 Evergreen Street, Suite 1550, Sacramento, CA 95815; Phone (916) 263-2300 / Fax (916) 263-2140 / www.dbc.ca.gov
- The Health Information Technology (Associate of Occupational Science) program in Orange County is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800; Phone (312) 233-1100 / www.cahiim.org
- Effective October 7, 2013, the Physical Therapist Assistant (Associate of Occupational Science) program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (CAPTE 1111 North Fairfax Street, Alexandria, VA, 22314; Phone: 703-706-3245; Email: accreditation@apta.org).

Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

- The Occupational Therapy Assistant (Associate of Occupational Science) program has been granted Candidacy status 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. Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidacy status is a pre-accreditation status of affiliation with the Accreditation Council for Occupational Therapy Education (ACOTE) that indicates the program is progressing toward accreditation.
- The College is approved for training of Veterans and eligible persons under the provisions of Title 38, United States Code.
- The College is a member of the California Association of Private Postsecondary Schools (CAPPS). www.cappsonline.org; and the Association of Private Sector Colleges and Universities (APSCU) www.apscu.org.

STATEMENT OF OWNERSHIP

The Los Angeles, Orange County, Long Beach, and American Career College at St. Francis 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
Tom McNamara	President
Sandra Pham	Chief Financial Officer and President of Shared Services
Susan Pailet	Vice President, Student Success
Darcy Dauderis	Vice President, Academics
Segar Annamalai	Chief Information Officer
Katherine Lee Carey, Esq.	Vice President and General Counsel
Valerie Mendelsohn	Vice President, Compliance and Risk Management
Timothy Lee	Vice President, Admissions
Marilyn Faller	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	LB	ONT	STF	QUARTER CREDITS	IN CLASS CLOCK HOURS	OUTSIDE CLOCK HOURS	TOTAL HOURS
Business Specialist	X	X	X	X		36.0	480	120	600
Dental Assisting	X	X	X	X		49.5	800	N/A	800
Massage Therapy	X	X	X	X		54.0	720	407.5	1127.5
Medical Assistant	X	X	X	X		47.0	720	269.0	989
Medical Assistant					X	41.0	720	180	900
Medical Billing and Coding	X	X	X	X		47.0	720	214	934
Medical Billing and Coding					X	41.0	720	180	900
Optical Technician	X	X	X	X		49.0	720	241.5	961.5
Pharmacy Technician	X	X		X		43.5	720	405.5	1125.5
Vocational Nursing	X	X				89.0	1560	N/A	1560
Vocational Nursing				X		90.5	1560	N/A	1560
Vocational Nursing					X	N/A	1593	N/A	1593

Associate of Occupational Science Degree Programs:

PROGRAM TITLE	LA	OC	LB	ONT	STF	IN CLASS CLOCK HOURS	QUARTER CREDITS
Health Information Technology		X				1210	96.0
Occupational Therapy Assistant		X				1620	96.0
Physical Therapist Assistant		X				1530	96.0
Radiography				X		2660	130.0
Respiratory Therapy		X		X		1540	96.0
Surgical Technology	X	X		X		1600	96.0

COLLEGE HOLIDAYS FOR ALL PROGRAMS

HOLIDAYS	2014-2015	2015-2016
Martin Luther King, Jr. Day	January 20, 2014	January 19, 2015
President's Day	February 17, 2014	February 16, 2015
Memorial Day	May 26, 2014	May 25, 2015
Independence Day	July 4, 2014	July 3, 2015
Labor Day	September 1, 2014	September 7, 2015
Thanksgiving Day & Day After	November 27-28, 2014	November 26-27, 2015
Winter Recess (Diploma)	December 20, 2014-January 4, 2015	December 19, 2015-January 4, 2016
Winter Recess (Degree)	December 24, 2014-January 4, 2015	December 24, 2015-January 4, 2016
Winter Recess (Vocational Nursing)	December 25, 2014 & January 1-2, 2015	December 25, 2014 & January 1, 2014

ACADEMIC CALENDAR AND PROGRAM START DATES 2014-2015

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

Diploma Programs:

	PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES	EXPECTED PROGRAM COMPLETION DATES (DA ONLY)
> BUSINESS SPECIALIST*	December 16, 2013	September 25, 2014	October 24, 2014
> DENTAL ASSISTING	January 13, 2014	October 10, 2014	November 10, 2014
> MASSAGE THERAPY	January 29, 2014	October 24, 2014	November 24, 2014
> MEDICAL ASSISTANT	February 12, 2014	November 10, 2014	December 11, 2014
> MEDICAL BILLING AND CODING	February 27, 2014	November 24, 2015	January 07, 2015
> OPTICAL TECHNICIAN	March 17, 2014	December 11, 2014	January 26, 2015
> PHARMACY TECHNICIAN	March 31, 2014	January 07, 2015	February 9, 2015
	April 15, 2014	January 26, 2015	February 25, 2015
	April 29, 2014	February 09, 2015	March 11, 2015
	May 14, 2014	February 25, 2015	March 25, 2015
	May 29, 2014	March 11, 2015	April 10, 2015
	June 16, 2014	March 25, 2015	April 24, 2015
	June 30, 2014	April 10, 2015	May 11, 2015
	July 16, 2014	April 24, 2015	May 26, 2015
	July 30, 2014	May 11, 2015	June 10, 2015
	August 14, 2014	May 26, 2015	June 24, 2015
	August 28, 2014	June 10, 2015	July 13, 2015
	September 15, 2014	June 24, 2015	July 27, 2015
	September 29, 2014	July 13, 2015	August 11, 2015
	October 14, 2014	July 27, 2015	August 25, 2015
	October 28, 2014	August 11, 2015	October 09, 2015
	November 12, 2014	August 25, 2015	October 26, 2015
	November 25, 2014	September 10, 2015	November 09, 2015
	December 15, 2014	September 24, 2015	November 24, 2015

*** Initial start date for the Business Specialist program at the Los Angeles, Orange County, Long Beach and Ontario campuses is September 29th, 2014.**

Vocational Nursing Programs by Campus:

> AMERICAN CAREER COLLEGE AT ST. FRANCIS CAMPUS

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
February 10, 2014	April 30, 2015
July 14, 2014	October 1, 2015
October 13, 2014	January 8, 2016

> LOS ANGELES CAMPUS

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
January 6, 2014	January 21, 2015
March 31, 2014	April 6, 2015
June 30, 2014	July 3, 2015
September 29, 2014	October 2, 2015
EVENING/ WEEKEND	
April 21, 2014	October 26, 2015
September 8, 2014	April 1, 2015

> ORANGE COUNTY CAMPUS

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
January 6, 2014	January 21, 2015
March 31, 2014	April 6, 2015
June 30, 2014	July 3, 2015
September 29, 2014	October 2, 2015
EVENING/ WEEKEND	
March 10, 2014	October 11, 2015
September 8, 2014	March 14, 2016

> ONTARIO CAMPUS

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
February 10, 2014	February 18, 2015
May 12, 2014	February 16, 2015
August 11, 2014	August 17, 2015
November 10, 2014	November 16, 2015
EVENING/ WEEKEND	
March 10, 2014	September 29, 2015
September 8, 2014	March 22, 2016

Associate of Occupational Science Programs:

> PHYSICAL THERAPIST ASSISTANT

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
April 10, 2014	November 12, 2015

> OCCUPATIONAL THERAPY ASSISTANT

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
June 20, 2014	February 3, 2016

> HEALTH INFORMATION TECHNOLOGY
> SURGICAL TECHNOLOGY

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
January 29, 2014	September 2, 2015
June 20, 2014	February 3, 2016
November 12, 2014	

> RESPIRATORY THERAPY

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
January 29, 2014	September 2, 2015
June 20, 2014	February 3, 2016

> RADIOGRAPHY

PROGRAM START DATES	EXPECTED PROGRAM COMPLETION DATES
November 12, 2014	November 15, 2016

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:

- Students are required to visit the College prior to enrollment to obtain a clear understanding of the College, view the facilities and equipment and meet with staff and instructors.
- All applicants are required to complete an application form and engage in a personal interview with an Admissions Advisor.
- All applicants must take and pass a standardized entrance exam or participate in the College's Professional Readiness Program.
- All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).
- Applicants enrolling in the Pharmacy Technician program under 18 years of age must reach their 18th birthday prior to the expected graduation date from the program.
- All applicants must pay a non-refundable application fee upon enrollment.
- 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.**
- An applicant for enrollment at the College must possess a diploma from an accredited high school or the recognized equivalent prior to enrollment in order to enroll in the College. Acceptable proof of high school graduation or equivalency must be submitted as follows:
  - Applicants enrolling in the **Vocational Nursing (VN) program** must provide a copy of their high school diploma, transcripts, or a copy of their official GED certificate prior to starting classes. Students enrolling in the Vocational Nursing program may not be allowed to start classes until acceptable documentation is provided.
  - Applicants enrolling in the **Pharmacy Technician program** must provide their high school diploma or a copy of their GED and 2 sets of official transcripts, within 30 days of starting the program.
  - Applicants enrolling in the **Business Specialist, Dental Assisting, Massage Therapy, Medical Assistant, Medical Billing and Coding, or Optical Technician** programs must provide a copy of their high school diploma, transcripts, or a copy of their GED within 30 days of starting the program. Also see Ability-to-Benefit section of the catalog.

- Applicants enrolling in the **Associate of Occupational Science degree programs** must provide a copy of their high school diploma, transcripts, or a copy of their official GED within 30 days of starting the program.
- High school documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S. high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) within 30 days of starting the program.

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

Long Beach, Los Angeles, Orange County, and Ontario Campuses

All applicants must take a standardized entrance exam.

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

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

WONDERLIC SCHOLASTIC LEVEL EXAM (SLE)	MINIMUM SCORE
Business Specialist	12
Dental Assisting	12
Medical Billing and Coding	12
Massage Therapy	12
Medical Assistant	12

Optical Technician	12
Pharmacy Technician	12
Associate of Occupational Science in Health Information Technology	17
Associate of Occupational Science Occupational Therapy Assistant	17
Associate of Occupational Science Physical Therapist Assistant	17
Associate of Occupational Science in Radiography	17
Associate of Occupational Science in Respiratory Therapy	17
Associate of Occupational Science in Surgical Technology	17
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Vocational Nursing program at American Career College at St. Francis

All Vocational Nursing (VN) applicants at American Career College at St. Francis will be assessed in their English and math skills by utilizing a computerized placement test called Accuplacer. Accuplacer is a computer adaptive test, and results are available upon test completion. Applicants who have successfully completed (with a C or better) Pre-Algebra and English Fundamentals college courses must submit official transcripts from an accredited and approved institution to be considered exempt from the entrance exam.

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

Reading	68
Sentence Skills	63
Math	74

Applicants who do not pass the entrance exam at the required levels as stated are eligible to retest. Applicants must wait at least one week/seven days before making another attempt. If an applicant does not pass after the second attempt, s/he must wait 30 days before retesting. If a student does not pass on the third attempt, s/he can return to reapply after six (6) months with proof of related remediation in English and/or math skills.

PROFESSIONAL READINESS PROGRAM (PRP)

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

ADDITIONAL ADMISSION REQUIREMENTS FOR VOCATIONAL NURSING PROGRAMS

Los Angeles, Orange County and Ontario Campuses

- Vocational Nursing program applicants will be required to take and pass the HESI entrance examination with a minimum score of 70%, in addition to passing a standardized entrance exam.
- Applicants who do not achieve a minimum of 70% on the HESI exam must wait at least 7 calendar days before retaking the exam.
- If the applicant does not achieve a minimum of 70% on the second attempt on the HESI exam, he/she may reapply to the program three months from the date of the last failed HESI exam attempt.
- Two additional attempts on the HESI exam will be allowed in accordance with the above to achieve a minimum of 70%, should the applicant reapply to the program.
- Applicants to the Vocational Nursing program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.
- Health screening examinations, pathology tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.
- Drug testing may be required in certain clinical placement situations.
- Vocational Nursing program applicants are admitted as “Alternate Students” once enrollment capacity has been met.
- An applicant can enter and remain in the program as an alternate until the clinical experience begins in the first term.
- Alternates will be assigned a number based on their enrollment date and time.
- If the alternate’s number is reached, the alternate will remain enrolled in the program so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.
- If the alternate’s number is not reached before the beginning of the clinical experience in the first term, the alternate will not be allowed to remain in that class. The alternate’s enrollment will be cancelled and all monies will be refunded. Alternates will be offered a seat in the next available class, so long as the alternate is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.

American Career College at St. Francis Campus

- Applicants to the Vocational Nursing program will be assessed in their English and math skills by utilizing a computerized placement test called Accuplacer. Applicants must test at a readiness for college-level Elementary Algebra and college- level English. Points are assigned based on section scores. If an applicant has not previously successfully completed (with a C or better) Pre-Algebra and English Fundamentals college courses, then you must meet the following minimum scores: Reading 68, Sentence Skills 63, Math 74. Please provide official transcripts as proof of completion.
- The Professional Readiness Program (PRP) is available for applicants possessing a high school diploma or equivalent who have unsuccessfully attempted the standardized entrance test. Those applicants scoring at least 45 in Math on the Accuplacer are eligible to complete the PRP as a condition of their acceptance into the program.
- PRP students will complete a structured course including intensive math review, adaptive online curriculum, and practice tests to facilitate academic readiness for the program. Attendance, participation and conduct are tracked daily in the PRP and successful participation (including completion of academic plan with faculty) is required in order for the student to be approved to continue in the VN program.

- Applicants to the Vocational Nursing program must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.
- Health screening examinations, laboratory tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.
- Drug testing is required for clinical placement and is conducted prior to the first day of class.
- After the enrollment capacity has been met for any given cohort, Vocational Nursing program applicants who meet all admissions requirements may be placed on an "Alternate Student" list in order of date and time priority.
- An applicant can enter and remain in the program as an "Alternate Student" until the clinical experience begins in the first term.
- If space becomes available in the cohort prior to the clinical experience applicants from the alternate list will be invited to join the cohort in order of date and time priority. In such a case, the "Alternate Student" will remain enrolled in the program as long as he/she is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.
- In the event that space does not become available in the cohort prior to the clinical experience, any "Alternate Students" will not be allowed to continue the program with the cohort. The "Alternate Student" enrollment will be cancelled and all monies will be refunded. An "Alternate Student" will be offered a seat in the next available class, as long as he/she is maintaining satisfactory progress and complying with all Vocational Nursing program and College policies and procedures.

ADDITIONAL ADMISSION REQUIREMENTS FOR ASSOCIATE OF OCCUPATIONAL SCIENCE PROGRAMS

ALL AOS Degree Programs

- **All** Associate of Occupational Science degree program applicants must obtain a background clearance at the time of enrollment. Information on how to obtain this clearance will be given to the applicant during the admissions interview.
- Health screening examinations, pathology tests (if applicable), drug testing and/or immunizations for the Associate of Occupational Science Degree programs are conducted on campus prior to clinical assignments.

REQUIREMENT	ST	RT	HIT	RAD	OTA	PTA
HESI Entrance Exam and Standardized Entrance Exam	n/a	x	x	x	x	x
Program applicants will also be required to submit two (2) professional reference letters and complete an interview with a program faculty member and/or the program director, respectively.	n/a	n/a	n/a	x	x	x

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 score a minimum of 70% on the HESI exam.
- Applicants who do not achieve a minimum of 70% on the HESI exam must wait a minimum of 7 calendar days before retaking the exam.
- If the applicant does not achieve a minimum of 70% on the second attempt on the HESI exam, the applicant may reapply to the program twelve months from the date of the last failed HESI exam attempt.
- Upon reapplying to the program, the applicant will be allowed two additional attempts on the HESI exam to achieve a minimum of 70%.

- 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.

ADDITIONAL REQUIREMENTS FOR STUDENTS ENROLLING IN PROGRAMS WITH BLENDED MODULES OR COURSES

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

1. Complete the online New Blended Student Tutorial, which includes exercises for students to test accessibility and become familiar with navigation in all areas of blended modules or courses prior to access to the blended module or course; and
2. Confirm that the student's equipment meets the specific computer requirements with acceptable hardware and software configuration and internet access, as follows:

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

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

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

At least one of the following browsers with Java enabled (Java runtime 1.4 or higher):
- Internet Explorer 6.0
- Internet Explorer 7.0 (recommended)
- Netscape Communicator 7.1
- Firefox 2.0
- Firefox 3.0
- Netscape Communicator 6.2
- Netscape Communicator 7.1
- Firefox 2.0
- Firefox 3.0

Other functionality:
- Windows Media Player (latest version)
- Macromedia Flash Player
- Macromedia Shockwave Player
- MacOS Classic Java
- Windows Media Player (latest version)
- Macromedia Flash Player
- QuickTime 7
- Macromedia Shockwave Player

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 of Student Success, and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

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

ABILITY-TO-BENEFIT STUDENTS

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

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

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

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

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

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

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

WONDERLIC	MINIMUM SCORE
Verbal	200
Quantitative	210

PREGNANCY

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

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

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

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

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.

EXPERIENTIAL LEARNING

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

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

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

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

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

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

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

ADVANCED PLACEMENT

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

CREDIT FOR PREVIOUS TRAINING

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

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

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

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

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

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

For the Vocational Nursing programs, recognition of credits earned at another postsecondary institution is limited to no more than 25 percent of the total hours required for completion of a designated program. For the Physical Therapist Assistant program, only credits for general education courses earned at another postsecondary institution will be accepted.

ARTICULATION AGREEMENTS

The College does not currently have articulation agreements in place with other institutions.

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:

- **Be at least 18 years of age at the time of graduation from the Pharmacy Technician Program; and**
- **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.**
- **Graduate from a Pharmacy Technician Program meeting the California Board of Pharmacy requirements. American Career College meets this requirement.**

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

you registration if you have a felony conviction.

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

Certified Respiratory Therapist:

- **Be a graduate from an accredited High School or acceptable equivalent (furnish proof).**
- **Successfully complete a Respiratory Care Program, with a minimum of an associate degree, Accredited by the Committee on Accreditation for Respiratory Care (CoARC).**

- Completion the required application forms.
- Complete the Live Scan Fingerprinting Service. (Live Scan is inkless electronic fingerprinting. The fingerprints are electronically transmitted to the Department of Justice (DOJ/FBI) for completion of a criminal record check.) The State of California will likely deny you registration if you have a felony conviction.
    - **If you have ever been convicted or pled no contest to a violation of any law of a foreign country, the United States or any state laws or local ordinances, including all misdemeanor and felony convictions, regardless of the age of the conviction (including sealed records), and any traffic violation of $500 or more, your application will most likely be** delayed **for up to three years or may be** denied**; however, there is no written standard regarding automatic denial for any past offenses.**
- Pass the Certified Respiratory Therapy (CRT) exam.
- Further information on becoming registered may be obtained on the Respiratory Care Board of California website, www.rcb.ca.gov and the National Board for Respiratory Care, www.nbrc.org.
- Graduates must satisfy **all** requirements for certification **at the time** of Application.

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

Registered Dental Assistants:

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

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.

Certified Massage Therapists:

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

Certified Medical Assistants:

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

Certified 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).

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.

Registered Health Information Technicians:

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

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.

Physical Therapist Assistants:

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

Certified Respiratory Therapists:

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

Certified Surgical Technologists:

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

ACADEMIC INFORMATION AND COLLEGE POLICIES

GRADING SYSTEM

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

Grading Scale

ALL PROGRAMS (EXCEPT VOCATIONAL NURSING)		VOCATIONAL NURSING (LOS ANGELES, ORANGE COUNTY, ONTARIO)		EFFECT ON SAP			
Letter Code	Percentage	Letter Code	Percentage	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
P	Pass	**P**	Pass	Yes	Yes	No	N/A
TC	Transfer Credit	**TC**	Transfer Credit	Yes	Yes	No	N/A
W	Withdraw	**W**	Withdraw	No	Yes	No	N/A
******	Repeated Course	******	Repeated Course	No	Yes	No	N/A

VOCATIONAL NURSING (AMERICAN CAREER COLLEGE AT ST. FRANCIS)			EFFECT ON SAP			
	Letter Code	Percentage	Included in Credits Earned	Included in Credits Attempted	Included in GPA	Quality Points
THEORY:	**A**	90-100	Yes	Yes	Yes	4.00
	B	82-89	Yes	Yes	Yes	3.00
	C	78-81	Yes	Yes	Yes	2.00
	D	73-77 **FAIL**	No	Yes	Yes	0.00
	F	0-72 **FAIL**	No	Yes	Yes	0.00
CLINICAL:	**P**	PASS	Yes	Yes	No	N/A
	F	FAIL *	No	Yes	Yes	N/A
OTHER:	**I**	Incomplete	No	Yes	No	N/A
	W	Withdraw	No	Yes	No	N/A
	TC	Transfer Credit	Yes	Yes	No	N/A
	******	Repeated Course	No	Yes	No	N/A

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

Incomplete Grades

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

Withdraw Grades

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

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

Repeated Modules or Courses

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

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

Satisfactory Academic Progress (SAP) Requirements

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

1. **Qualitative- Cumulative Grade Point Average (CGPA)**
   Students must meet minimum CGPA requirements at specific points throughout the program. Only those credits required in the student's program of study are used in the CGPA calculation.
2. **Quantitative- Rate of Progress (ROP)**
   A student must maintain the minimum ROP requirements at specific points throughout the program. The rate of progress percentage is calculated by dividing the credits or hours earned by the credits or hours attempted. Only those credits or hours required in the student's program of study, including transfer credits, are used in the ROP calculation.

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

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

DIPLOMA PROGRAMS (CREDIT)		
CREDITS	**ROP**	**CGPA**
0-12	50%	1.0

13-24	60%	1.5
25+	66.67%	2.0

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

VOCATIONAL NURSING PROGRAM		
HOURS	**ROP**	**CGPA**
0-372	50%	1.0
373-744	60%	1.5
745+	66.67%	2.0

MAXIMUM TIMEFRAME

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

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 dismissed from school unless the conditions of an academic plan were successfully met.

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

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

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

APPEAL PROCESS

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

REINSTATEMENT

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

STUDENT APPEAL PROCESS

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

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

Appeal of a final grade or attendance:

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

Appealing enforcement of College policies:

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

GENERAL GRADUATION REQUIREMENTS

To be eligible for graduation, a student must:

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

PROGRAM MEASUREMENT

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

Quarter credits are defined as follows:

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

Semester credits are defined as follows:

- For lecture classes, one semester credit is equal to 18 clock hours.
- For laboratory classes, one quarter credit is equal to 36 clock hours.
- For externship or clinical experiences, one quarter credit is equal to 54 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 20 to 30 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 50% or more of any module or course will fail that module or course and will be required to repeat the module or course in its entirety.
- Students absent for 10 consecutive scheduled class days, whether within a module or course or between consecutive scheduled modules or courses will be dropped from the program.

- Students must make up all absences that occur during externship or clinical experiences to ensure that all required hours are completed prior to graduation.
- Students are not permitted to make up absences in the didactic or laboratory portion of their program, with the exception of those enrolled in Vocational Nursing and Dental Assisting as required by State regulation for the VN and DA programs.
- Regardless of program, students are responsible for make-up work and assignments.
- Note: Program specific requirements (see below) supersede any general attendance requirements.

Program Specific Requirements:

DENTAL ASSISTING PROGRAM

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

VOCATIONAL NURSING (LOS ANGELES, ORANGE COUNTY, AND ONTARIO CAMPUSES) AND DENTAL ASSISTING PROGRAM

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

VOCATIONAL NURSING PROGRAM AT AMERICAN CAREER COLLEGE AT ST. FRANCIS

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

1. Attendance and punctuality is expected in all classes and clinical sessions.
2. "No Call/No Show" is defined as failure to report to class and/or clinical area as scheduled without appropriate and timely notification to the instructor.
3. Should an emergency arise, timely notification is defined as 60 minutes before the start of theory/clinical.
4. Absences and tardiness will be evaluated on a case-by-case basis as to whether the student will be retained or terminated from the program. Contagious illnesses, the demise of a family member, and equally catastrophic reasons for absences will be taken into consideration for student retention. Documentation supporting absence or tardy must be provided to the Director of Nursing.

A tardy equates to partial attendance and is unacceptable given the clock-hour nature of the Vocational Nursing program. Two tardies equals one absence. When a student has a second tardy, a written warning will be issued. Continued tardiness will result in progressive disciplinary action. A student may be terminated for excessive tardiness.

1. Any student arriving up to ten minutes past the scheduled start of theory will be considered tardy.
2. A student who arrives beyond ten minutes for theory is also considered tardy but will be admitted into the room only when the class is given a break.
3. A student who arrives late (i.e., any time after the published class start time) for a scheduled clinical rotation will be sent to the Director of Nursing who will determine if the student should be sent home and considered absent from clinical. Based on the decision of the Director, a student may be required to make up all clinical hours for that day.
4. If a student returns late from a break or leaves early, the student is considered tardy and will be required to make up the time missed.
5. If a student does not attend post-conference after the clinical experience, the student is considered absent and will be required to make up all clinical hours for that day. Emergency situations preventing attendance at post-conference will be reviewed at the instructor's discretion, with approval by the Director of Nursing, and the student will still be required to make up the missed time.

Blended Modules and Courses

- Attendance for students enrolled in a blended module or course is measured based on the scheduled online days and on-ground days.
- The on-ground attendance is recorded based on physical attendance on the scheduled dates and times for the module or course. The online attendance is measured by activity during a scheduled 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.
- To be in attendance in a blended module or course, students must submit at least one gradable activity per class every class week as prescribed by the module/course syllabus.
- A gradable activity includes, but is not limited to, the posting of a threaded discussion question, electronic submission of any course assignment to the "drop box," electronic submission of a test/exam, or any other course related activity that is graded.

MAKE-UP WORK ASSIGNMENTS

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

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

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

REQUIRED OUTSIDE PREPARATION AND STUDY TIME

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

EXTERNSHIP AND CLINICAL EXPERIENCES

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

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

1. Students are expected to meet all host site requirements.
2. Site assignments are determined by the College. Students may be terminated from the program if they refuse the clinical or externship site assignment.
3. Externship and clinical sites are selected to meet the objectives of the program. Students are required to travel to the clinical site. In many cases, this may require travel that is a greater distance than the student's commute to the campus.
4. Site locations within a specified distance from the campus or from a student's home cannot be guaranteed.

5. The College reserves the right to re-assign site assignments and locations as needed to ensure that program requirements are met.
6. Students must arrange and pay for their own transportation to and from their assigned clinical or externship experience, including any parking charges at the host site.
7. Students should expect the hours and days to vary depending on the host site. Shifts on externship or clinical experience can range from 8 to 12 hours, occurring any hour of the day, afternoon, or evening and any day of the week.
8. If students are going to be absent from their clinical or externship site, they are required to notify their designated supervisor and the applicable College staff member.
9. Students must make up all absences that occur during clinical or externship experiences to ensure that the required hours are completed prior to the end of the scheduled period.
10. Students enrolled in a program that requires an externship are expected to immediately begin that portion of their program, upon successful completion of all classroom requirements.
11. Externship students are encouraged and should be prepared to participate in their externship training on a full-time basis (30-40 hours per week).
12. Students are expected to abide by the College's Conduct Policy at all times while on externship or clinical, as well as the policies and procedures of the site.

FIELD TRIPS AND GUEST LECTURES

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

LEAVE OF ABSENCE

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

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

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

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

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

Leave of Absence Procedure

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

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

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

Additional Provisions

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

TERMINATION POLICY

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

- Failure to maintain satisfactory academic progress
- Failure to comply with the College's attendance policy
- Failure to comply with the College's conduct policy
- Failure to meet financial obligations to the College
- Failure to fully comply with program, clinical and/or externship requirements
- Failure of the same course or module twice
- Violation of any of the conditions as set forth and agreed to in the Enrollment Agreement

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. Transfers between the Los Angeles, Orange County, or Long Beach campuses allow the student's financial aid and balances to transfer. Transfers to or from the Ontario campus will require students to reapply for financial aid for the remainder of the program. Transfers to American Career College at St. Francis will be evaluated on a case-by-case basis due to the format of the curriculum offered. All credits attempted and earned at any ACC campus will be considered in measuring the rate of completion for SAP and maximum timeframe. Satisfactory arrangements to pay outstanding balances existing at the time of transfer must be approved by the Campus Executive Director or Campus Dean.

Students wishing to reenter at another ACC campus must obtain approval 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.

REENTERING STUDENTS

In some cases, students wishing to reenter 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.

Reentering students may be required to complete competency testing to determine their ability level before being approved for reentry. Students may be required to repeat previous modules or courses for which they received credit if they cannot demonstrate competency. These 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 reenter the College is on a seat availability basis.

Students who drop or cancel voluntarily and who wish to reenter may do so upon meeting with the Director of Education or applicable Program Director. The Director of Education or Program Director may approve the reenter, without consultation or approval of an appeals committee, upon the following conditions:

- The student has no conduct or behavioral issues which will impede campus operations, security, or externship or clinical placement.
- The student resolves any financial issues to the satisfaction of the Financial Aid Office.
- There is seat availability to accommodate the student's reentry 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 reentry.

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

STUDENT RESOURCE CENTER

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

ORIENTATION

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

Some programs also have specific orientation requirements, as follows:

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

ADVISING/TUTORING ASSISTANCE

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.

Street parking is available near and around the Long Beach 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 may not be a requirement for enrollment into your respective program, without a High School Diploma or GED, your employment opportunities may be limited.

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

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
    a. Using unauthorized materials such as books, notes, cell phones, PDA accessories, or “cheat” sheets to answer examination questions.
    b. Taking advantage of information considered unauthorized by an instructor regarding examination questions.
    c. Copying another student’s homework, written assignments, examination answers, electronic media, or other data.
    d. Assisting or allowing someone else to cheat.
    e. Failure to report cheating to an academic official of the College.
2. Plagiarism
    a. Representing the ideas, expressions, or materials of another without references providing credit.
    b. Paraphrasing or condensing ideas from another person’s work without proper citation.
    c. Failing to document direct quotations and paraphrases with proper citation.
3. Other forms of academic dishonesty
    a. Fraud, deception, and the alteration of grades, attendance, or official records.
    b. Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
    c. Purchasing and submitting written assignments, homework, or examinations.
    d. Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.

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

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

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

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

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

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

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

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

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

AMERICAN CAREER COLLEGE ETHICS REPORTING HOTLINE

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

CONDUCT POLICY

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

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

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

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

SEXUAL HARASSMENT/VIOLENCE PREVENTION

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

No student, applicant, faculty member or other employee of the College shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application,

enrollment, grades or educational experience. Similarly, no faculty member or employee shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED

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

Review and Correction:

- A student has the right to inspect and review his/her educational records within 45 days of the day the College receives a request for access. Students should submit to the Campus Registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed. If circumstances prevent the student from inspecting and reviewing the records in person, such as distance or disability, or other circumstance, a copy of institutional records may be provided at the College's option. A charge will be assessed to the student for such copies.
- A student has the right to request the amendment of his/her educational records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Disclosure of Educational Records:

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

The College defines Directory Information to include:

- Name
- Address
- Phone Number
- Email address
- Birthday and month
- Enrollment Status/Grade Level (e.g. First Term, Second Term, etc.)
- Date of Graduation
- Degrees and Honors Received
- Photos
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent School Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)
- 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 right to consent to disclosures of personally identifiable information contained in the student's education records, except to the

extent that FERPA authorizes disclosure without consent.

- Generally, schools must have written permission from the student in order to release any personally identifiable information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials, including teachers, with legitimate educational interest, as defined;
  - Authorized representatives with a legitimate educational interest, as defined;
  - Other schools to which a student is transferring or has already transferred;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law
- It is possible, under limited circumstances, that your record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate educational interest. For example, your record may be provided to the US Department of Education for audit purposes, and the Department could share that record with the Office of Inspector General.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints must be filed within 180 days of the alleged violation and specify the violation with enough detail to identify the referenced violation. The name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  Department of Education
  Independence Avenue, SW
  Washington, DC 20202-4605
- The College will maintain a log of all written FERPA record requests including the records disclosed and the interest of the parties who requested the records.
- Additional FERPA information available from the College's Student Resource Center includes:
  - Procedures for the inspection and review of records
  - Procedures for requesting amendment of records
  - Other related procedures

STUDENT/EMPLOYEE FRATERNIZATION

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

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

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

STUDENT COMPLAINT/GRIEVANCE PROCEDURE

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

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

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

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

Level 2: Contact the College Administration Vice President, Academics or Vice President of Student Success. If dissatisfied with the response or solution, go to the next level.

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

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

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

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

American Career College at St. Francis:

If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission of Career Schools and Colleges (ACCSC).

All complaints considered by ACCSC must be in written form, with permission from the complainant(s) for ACCSC 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 ACCSC.

Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212

Complaints may also be directed to:

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

NO WEAPONS POLICY

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

DRUG AND ALCOHOL ABUSE PREVENTION

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

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

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

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

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

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

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

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

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

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

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

1. Faculty or peers who suspect a student of alcohol or drug use/dependency (based on a pattern of behavior consistent with impairment) will document specific

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

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

FAIR PRACTICE STANDARDS FOR CLINICAL WORK

AGREEMENTS AND EXTERNSHIP EXPERIENCES

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

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

   If a student is an employee of the host site, hours worked as an employee do not count toward clinical or externship experience hours required.

STUDENT RECORD RETENTION

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

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the College;
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- Copies of all tests given to the student before admission; records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
- A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
- Copies of any official advisory notices or warnings regarding the student's progress; and
- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.
- The College shall maintain records of student attendance.

FINANCIAL INFORMATION

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

PROGRAM TUITION AND FEES

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

PROGRAM	TUITION[2]	APP FEE[5]	STRF FEE[4]	TOTAL[3]
Business Specialist	$10,800.00	$25.00	$5.50	$10,830.50
Dental Assisting	$16,950.00	$25.00	$8.50	$16,983.50
Medical Billing and Coding	$16,950.00	$25.00	$8.50	$16,983.50
Massage Therapy	$16,950.00	$25.00	$8.50	$16,983.50
Medical Assistant	$16,950.00	$25.00	$8.50	$16,983.50
Optical Technician	$16,950.00	$25.00	$8.50	$16,983.50
Pharmacy Technician[1]	$16,950.00	$25.00	$8.50	$16,983.50
Associate of Occupational Science Degree in Health Information Technology*	$34,950.00	$75.00	$17.50	$35,042.50
Associate of Occupational Science Degree in Occupational Therapy Assistant	$44,950.00	$75.00	$22.50	$45,047.50
Associate of Occupational Science Degree Physical Therapist Assistant	$44,950.00	$75.00	$22.50	$45,047.50
Associate of Occupational Science Degree in Radiography	$64,950.00	$75.00	$32.50	$65,057.50
Associate of Occupational Science Degree in Respiratory Therapy	$44,950.00	$75.00	$22.50	$45,047.50
Associate of Occupational Science Degree in Surgical Technology*	$34,950.00	$75.00	$17.50	$35,042.50
Vocational Nursing	$34,450.00	$75.00	$17.00	$34,542.00

* A laptop computer fee of $1,100 will be charged to students that wish to purchase the computer from the College to complete their blended modules or courses.

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

[2] Includes uniforms, books and supplies.

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

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

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE). You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1) The school closed before the course of instruction was completed; 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the

school; 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost; 4) There was a material failure to comply with the Act or BPPE within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the BPPE; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

[5] 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 of Occupational Science degree program students must pay a $75 nonrefundable application fee upon enrollment.

TUITION PAYMENT

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

PAST DUE ACCOUNT

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

FINANCIAL ASSISTANCE

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

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The College's Financial Aid Officer uses this information 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 Department may request additional documentation to support the student's request for financial assistance, including, for example, official IRS Tax Transcripts. 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). Students may elect to have credit balances retained on their account to cover future charges in the same academic year. Federal Work Study earnings will be paid directly to the student via check on a biweekly basis for actual hours worked.

Government guaranteed loans can be an important part of financing educational expenses. When students must borrow funds to finance their education, the College provides all students with information to assist them in managing their loan(s) effectively. Confidential loan counseling is available upon request.

FINANCIAL AID UNIT OF CREDIT

Students may be awarded financial assistance, if eligible, based on the number of financial aid credit units they will earn. For non-degree programs, the U.S. Department of Education requires that students earn one financial

aid credit unit for each 25 contact hours of instruction which includes outside preparations (example: homework). For degree programs, the units are based on total academic credits in the program. Students may obtain additional information regarding financial aid credit units from the Financial Aid Office on campus.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for financial aid, a student must:

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

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

FINANCIAL AID PROGRAMS AVAILABLE AT ACC

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.

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

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

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

Direct Subsidized Loan: Direct Subsidized loans are available to students with financial need. Students may borrow up to $3,500 for their first academic year and $4,500 for the second academic year (if in VN or a degree program) at a fixed rate of interest of 3.4%, which is established by the U.S. Department of Education. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease enrollment or fail to carry at least one-half the normal full-time school workload. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Direct Unsubsidized Loan: Direct Unsubsidized Loan programs are available for students to borrow for additional education costs. Students can borrow up to $9,500 for their first academic year as a combined total with the Direct Subsidized loan, and up to $10,500 for their second academic year (if in VN or a degree

program), at a fixed interest rate of 6.8%. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the Direct Subsidized Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Direct Parent Loan for Undergraduate Students (PLUS): Direct Parent Loan for Undergraduate Students provides additional funds for credit-worthy parents to help pay for student educational expenses. The interest rates for these loans are fixed at 7.9 percent and repayment begins immediately after the loan is fully disbursed.

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

Private Loans and Scholarships: The College encourages its students to exhaust their federal student aid options before seeking private loans. However, students and parents who do not qualify for Title IV funds or who need additional funds to cover educational expenses beyond what is covered by Title IV funds may apply for private loans and/or scholarships. The College participates with several lending institutions that offer private loans. To qualify, a student must be a US citizen, a US national, or a permanent resident and must be creditworthy. A student may be enrolled full-time, half-time or less than half-time. If the student has no credit history, he or she may still qualify for a

loan by applying with a creditworthy co-borrower. In addition to private loans, a wide array of scholarships is available to students. Scholarship eligibility criteria vary. The Financial Aid Department will be happy to assist students who wish to apply for scholarships.

CANCELLATION AND REFUND POLICY

Student's Right to Cancel:

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

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

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

Withdrawal from Program:

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.

If the student withdraws from the program after the period allowed for cancellation of the agreement the College will calculate whether a refund is due, and if so, remit a refund within 45 days following the withdrawal.

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

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

Determination of the Withdrawal Date

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

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

RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

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

A. To determine the percentage of the payment period completed, the number of days* completed in the payment period is divided by the total days* in the payment period. (if VN or DA, the number of hours scheduled through the last date of attendance in the payment period is divided by the total hours in the

payment period) *Days = calendar days for purposes of this formula, and therefore include weekends and holidays. Only scheduled breaks of 5 days or more, and approved leave of absences are excluded.

B. The net amount of Title IV funds disbursed, and that could have been disbursed for the payment period is multiplied by the percentage of the payment period completed. The result is the amount of earned Title IV aid.

C. The earned aid is subtracted from the aid that was actually disbursed to, or on behalf of the student.

D. The College will return the lesser of the total earned aid or the unearned institutional charges for the payment period.

E. Unearned aid is allocated back to the Title IV programs in the following order as specified by law:

1. Unsubsidized Direct Loan Program
2. Subsidized Direct Loan Program
3. Direct PLUS Program

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

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

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

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

FEDERAL REFUND REQUIREMENTS VS STATE REFUND REQUIREMENTS

In addition to the Return of Title IV requirements for federal financial aid recipients, the College is required by the State to calculate a prorated refund for all students who have completed less than 60 percent of their period of attendance, regardless of whether or not the student received Title IV funds. However, the federal formula for Return of Title IV funds may result in a larger refund than the state refund policy. In that case, the College 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 College.

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.

BUSINESS SPECIALIST

LONG BEACH, ONTARIO, LOS ANGELES, ORANGE COUNTY CAMPUSES

Overview

Classification Of Instructional Programs (CIP): 51.0710

Standard Occupational Classification (SOC) Code: 43-6013, 43-4161, 43-4171

Quarter Credits: 36.0

In Class Clock Hours: 480 **Outside Hours:** 120 **Total Hours:** 600

Number of Weeks: 24*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

The Business Specialist program is designed to provide students with the knowledge and skills necessary to work successfully in many facets of business, such as, entry level positions as telemarketing representatives, medical secretaries, medical biller, billing and posting clerks, human resources assistants, receptionist, administrative assistants, clerks, marketing, data entry and in retail stores.

Instructional Equipment List

The Business Specialist classes will take place in a classroom setting that will provide wireless internet or may take place in a classroom with computers.

- Computers
- Microsoft Word Software
- Microsoft Excel Software
- Microsoft PowerPoint software
- Microsoft Outlook software
- Textbook and e-text materials
- Billing and coding references: CPT, ICD-9-CM, ICD-10-CM, HCPCS Manuals

Program Outline

MODULE NUMBER	MODULE TITLE	CLOCK HOURS	QUARTER CREDITS	OUTSIDE HOURS	TOTAL HOURS
BUS 100	Sales and Marketing	80	6.0	20	100
BUS 200	Business Communications	80	6.0	20	100
BUS 300	Finance and Accounting	80	6.0	20	100
BUS 400	Business Management	80	6.0	20	100
BUS 500	Medical Office Procedures	80	6.0	20	100
BUS 600	Entrepreneurship and Professional Development	80	6.0	20	100
PROGRAM TOTAL		**480**	**36**	**120**	**600**

Module Descriptions

BUS 100: SALES AND MARKETING

In this module students will gain an understanding of the fundamental concepts and strategies involved in the marketing function of today's modern business organization. These marketing principles are taught through a series of lectures, videos, and exercises. Students gain a hands-on experience through projects in which students will be able to develop a product, define its value, and present a marketing plan for both a domestic and international market. The topics covered in this module include strategic marketing, promotion strategy, product design, and pricing strategy. Students will perform collaborative work with fellow students by creating a product, a marketing strategy and plan, and a marketing presentation using the concepts learned throughout this course. Pre-requisite: None.

BUS200: BUSINESS COMMUNICATIONS

In this module students will gain an understanding of communication theory and practice. Students will be introduced to basic models, definitions, and approaches to interpersonal communication. Students will gain experience using the Microsoft Outlook email system. Students will be able to create business messages using the AIM Planning Process. Discussions will also focus on such topics as: verbal and nonverbal communications, perceptions, self-concepts, as well as skills of dispute resolution and management of conflict. Barriers to effective communication will be discussed as well as techniques to overcome such obstacles. Students will also have the opportunity to plan, prepare and deliver a business presentation. These topics are taught through a series of lectures, videos, and exercises. Students gain hands-on experiences through projects, role playing and research assignments. Pre-requisite: None.

BUS300: FINANCE AND ACCOUNTING

In this module students will gain an understanding of the underlying framework and concepts of financial accounting. Students will learn how accounting fits within the context of the modern business environment. In this course, students will learn how to prepare a bank deposit as well as perform a banking reconciliation procedure using the information provided by the balanced check book as well as the banking statement. Students will discover the uses and limitations of financial statements. Students will also gain an understanding of banking concepts such as preparing deposits and banking reconciliations. Other topics include: cash flows, bookkeeping terminology as well as concepts behind financial reporting. This course will go over the concepts of inventory management as well as provide students with an opportunity to create an inventory report using Microsoft Excel. Students will gain a hands-on experience creating financial statements and reports used in the business environment using Microsoft Word and Microsoft Excel. Pre-requisite: None.

BUS400: BUSINESS MANAGEMENT

In this module the students will learn about the basic functions of management including planning, organizing, leading, and staffing. Students will be able to create communications using Microsoft Word. Students will also use Microsoft PowerPoint to produce computer-based materials used in corporate training. This course will provide students with the opportunity to gain a conceptual framework for understanding the four management functions of planning, organizing, leading, and controlling. Theories of management as well as the principles pertaining to the management of staff and organizational performance will also be discussed. Emphasis is placed on providing an arena for the students to learn about business ethics, goal setting, decision making, motivation and group dynamics in this module as well. Pre-requisite: None.

BUS500: MEDICAL OFFICE PROCEDURES

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 be able to demonstrate professional telephone skills and perform basic functions of a medical front office like appointment setting using both electronic and manual systems. Students will also learn the basics of anatomy and physiology as well as the basics of medical terminology. Students will learn the rudimentary process of identification and methods 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 completing a health insurance claim form – CMS1500 Form. Pre-requisite: None.

BUS600: ENTREPRENEURSHIP AND PROFESSIONAL DEVELOPMENT

In this module students have an opportunity to research and identify entrepreneurial opportunities as well as role-play in an entrepreneurship. Students will generate a potential idea for an entrepreneurship by creating a business product or service through a combination of readings, videos, brainstorming. Students will develop these skills by creating a business plan and a financial valuation plan. Students will evaluate whether these business opportunities are viable, and then assemble the resources needed to build a new venture. This course will also give students the opportunity to gain the skills needed for their career development and job search. Students will have an opportunity to assess personal performance through role-playing and project-based evaluations. Students will create a professional resume and learn how to focus their cover letter to the specific job description. They will receive instructor feedback as well as peer-review evaluation for and from their classmates for such activities as interviewing, professional dress and professional communications. Pre-requisite: None.

DENTAL ASSISTING

LONG BEACH, LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

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

Number of Weeks: 40* **Accelerated:** 28*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

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

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

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

Instructional Equipment

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

- Amalgamators
- Anatomical Models and Charts
- Autoclave
- Automatic Processing Equipment
- Model Trimmers/Vibrators
- Oral Evacuation Delivery Units
- Operator Stools
- Practice Mannequins/ Typodonts

- High Speed Handpieces
- Impression Materials
- Instrument Tray Set-ups
- Lathe
- Laboratory Handpieces
- Slow Speed Handpieces
- Ultrasonic Equipment
- Vacuum Former
- X-ray Units
- X-ray View boxes

Program Outline

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	6.0
DA-EXT1	Externship I	80	2.5
DA-EXT2	Externship II	80	2.5
PROGRAM TOTAL		**800**	**49.5**

Module Descriptions

DA-A: FUNDAMENTALS OF DENTAL ASSISTING

This module is designed to introduce the student to the dental health team, ethics and jurisprudence, and expected levels of professionalism will also be addressed. The anatomy and physiology of the head and neck as it relates to the practice of dentistry is included. Use and care of dental equipment and the operatory are emphasized. This module will also introduce the student to chart dental caries and restorations on both geometrical and anatomical charts. Infection control will be reviewed and practiced.

DA-B: SCIENCE OF DENTISTRY

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.

DA-C: RESTORATIVE DENTISTRY/ PHARMACOLOGY

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.

DA-D: LABORATORY PROCEDURES PROSTHODONTICS

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.

DA-E: PEDIATRIC DENTISTRY/ORTHODONTICS

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.

DA-F: CPR/PREVENTIVE DENTISTRY

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.

DA-G: ENDODONTICS/RADIOGRAPHY

Basic principles of dental radiology including theory and techniques will be presented. Emphasis will be placed on operation of the x-ray equipment, safety practices, mounting, and evaluation of dental films. Basic principles of head and neck anatomy, as well as radiographic anatomical landmarks, will be covered. Once the student has fulfilled the necessary program requirements, she/he will receive a state certificate to perform x-rays in the dental office. The specialty of Endodontics will be explored. Infection control will be reviewed and practiced.

DA-H: ORAL SURGERY/ANESTHETICS

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.

DA-EXT1: EXTERNSHIP I AND DA-EXT2: EXTERNSHIP II

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. Prerequisites: DA-A, DA-B, DA-C, DA-D, DA-E, DA-F, DA-G, DA-H

MASSAGE THERAPY

LONG BEACH, LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

Overview

Classification Of Instructional Programs (CIP): 51.3501
Standard Occupational Classification (SOC) Code: 31-9011.00, 31-2022.00
Quarter Credits: 54.0
In Class Clock Hours: 720 **Outside Hours:** 407.5 **Total Hours:** 1127.5
Number of Weeks: 36* **Accelerated:** 28*
**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

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

Instructional Equipment

- Massage Therapy Tables and Chairs
- Massage Therapy Lotions, Oils and Gels
- Anatomical Charts
- Anatomical Model
- Massage Therapy Reference Books
- Anatomy / Kinesiology Reference Books
- Aromatherapy Oils
- Massage Therapy Stones

Program Outline

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
MT100	Swedish Massage and Therapeutic Communication and Documentation	6.0	80	56.25	136.25
MT200	Massage for Special Needs Populations	6.0	80	31	111
MT300	Acupressure, Shiatsu and Reflexology	6.0	80	40.5	120.5
MT400	Sports Massage, Personal Fitness, Self-Care and Nutrition	6.0	80	55.5	135.5
MT500	Deep Tissue, Myofascial Release and Neuromuscular Therapy	6.0	80	41	121

MT600	Spa Treatments, Aromatherapy and Stone Massage	6.0	80	32	112
MT700	Assessment, Treatment Plan and Clinical Massage	6.0	80	71	151
MT800	Non-Traditional / Alternative Bodywork Therapies	6.0	80	36.25	116.25
MT900	Ethics, Business and Professional Development / C.P.R.	6.0	80	44	124
PROGRAM TOTAL		**54.0**	**720**	**407**	**1127.5**

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

Module Descriptions

MT100: SWEDISH MASSAGE AND THERAPEUTIC COMMUNICATION AND DOCUMENTATION

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

MT200: MASSAGE FOR SPECIAL NEEDS POPULATIONS

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

MT300: ACUPRESSURE, SHIATSU AND REFLEXOLOGY

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

MT400: SPORTS MASSAGE, PERSONAL FITNESS, SELF-CARE AND NUTRITION

This module instructs the student on how to adapt basic massage techniques for sports massage applications, with pre-event, post-event, maintenance and restorative massage protocols addressed. Students will learn how to incorporate basic Lymphatic Facilitation, Neuromuscular and Myofascial Techniques into a sports massage session, in addition to post-event first aid for cramps, heat stress syndromes, hypothermia and frostbite. Additionally, personal fitness, self-care and nutrition will be discussed. Students will receive

a minimum of six (6) hours of anatomy and physiology of the cardiovascular system instruction, in addition to six (6) hours of pathologies of the cardiovascular system instruction. Students will receive a minimum of eight (8) hours of kinesiology instruction as it relates to the muscles of the pelvis and the thigh.

MT500: DEEP TISSUE, MYOFASCIAL RELEASE AND NEUROMUSCULAR THERAPY

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

MT600: SPA TREATMENTS, AROMATHERAPY AND STONE MASSAGE

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

MT700: ASSESSMENT, TREATMENT PLAN AND CLINICAL MASSAGE

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

MT800: NON-TRADITIONAL / ALTERNATIVE BODYWORK THERAPIES

This module offers the student the opportunity to learn the theory and application of various non-traditional / alternative bodywork therapies including: Reiki, Polarity, Ayurveda, Chakra Balancing and Chromotherapy. Additionally, students will be instructed in Tai Chi, Qi Gong, Stress Management, Guided Imagery, Visualization, and Meditation techniques. Students will be challenged to incorporate various non-traditional / alternative applications learned into their own personalized bodywork session. Students will receive a minimum of eight (8) hours of anatomy and physiology of the nervous system instruction, in addition to six (6) hours of pathologies of the nervous system instruction. Students will receive a minimum of eight (8) hours of kinesiology instruction as it relates to the muscles of the forearm and hand.

MT900: ETHICS, BUSINESS AND PROFESSIONAL DEVELOPMENT / CPR

This module is designed to introduce students to the daily business aspects of starting, operating, and marketing a successful massage therapy practice, in addition to assisting the student in developing themselves both personally and professionally through successful / appropriate goal setting, success strategies, boundaries, and

communication skills. Students will receive a minimum of six (6) hours of ethics instruction. Additionally, this module will prepare students to perform Chair Massage, Dry Table Massage, LomiLomi, and CPR.

MEDICAL ASSISTANT (AMERICAN CAREER COLLEGE AT ST. FRANCIS CAMPUS)

Overview

Classification Of Instructional Programs (CIP): 51.0801

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

Quarter Credits: 41.0

In Class Clock Hours: 720 **Outside Hours:** 180 **Total Hours:** 900

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 160 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

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

Instructional Equipment

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

Program Outline

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
MAS100	Medical Assistant Role and Responsibilities	5.0	80	20	100
MAS200	Office Procedures and Clinical Practices	5.0	80	20	100
MAS300	Medical Terminology/Transcription/ Patient Records	5.0	80	20	100
MAS400	Electrocardiogram and Laboratory Procedures	5.0	80	20	100
MAS500	Medical Office Business Procedures	5.0	80	20	100
MAS600	Clinical and Surgical Procedures	5.0	80	20	100
MAS700	Clinical Procedures and Pharmacology	5.0	80	20	100
MAS-EXT1	Externship I	3.0	80	20	100
MAS-EXT2	Externship II	3.0	80	20	100
PROGRAM TOTAL		**41.0**	**720**	**180**	**900**

Module Descriptions

MAS100: MEDICAL ASSISTANT ROLE AND RESPONSIBILITIES

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.

MAS200: OFFICE PROCEDURES AND CLINICAL PRACTICES

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.

MAS300: MEDICAL TERMINOLOGY/ TRANSCRIPTION/PATIENT RECORDS

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.

MAS400: ELECTROCARDIOGRAM AND LABORATORY PROCEDURES

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.

MAS500: MEDICAL OFFICE BUSINESS PROCEDURES

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students 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.

MAS600: CLINICAL AND SURGICAL PROCEDURES

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.

MAS700: CLINICAL PROCEDURES AND PHARMACOLOGY

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.

MAS-EXT1: EXTERNSHIP I AND MAS-EXT2: EXTERNSHIP II

The externship courses enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements. Prerequisites: MAS-100, MAS-200, MAS-300, MAS-400, MAS-500, MAS-600, MAS-700

MEDICAL ASSISTANT

LONG BEACH, LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

Overview

Classification Of Instructional Programs (CIP): 51.0801

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

Quarter Credits: 47.0

In Class Clock Hours: 720 **Outside Hours:** 269 **Total Hours:** 989

Number of Weeks: 36* **Accelerated:** 28*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 160 hour externship. Completion of the program is acknowledged by the awarding of a diploma.

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

Instructional Equipment

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

Program Outline

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			INSIDE	OUTSIDE	
MA100	Medical Assistant Role and Responsibilities	6.0	80	50	130
MA200	Office Procedures and Clinical Practices	6.0	80	42	122
MA300	Medical Terminology/Transcription/ Patient Records	6.0	80	32	112
MA400	Electrocardiogram and Laboratory Procedures	6.0	80	35	115
MA500	Medical Office Business Procedures	6.0	80	33	113
MA600	Clinical and Surgical Procedures	6.0	80	38	118
MA700	Clinical Procedures and Pharmacology	6.0	80	39	119
MA-EXT1	Externship I	2.5	80		80
MA-EXT2	Externship II	2.5	80		80
PROGRAM TOTAL		**47.0**	**720**	**269**	**989**

Module Descriptions

MA100: MEDICAL ASSISTANT ROLE AND RESPONSIBILITIES

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.

MA200: OFFICE PROCEDURES AND CLINICAL PRACTICES

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.

MA300: MEDICAL TERMINOLOGY/ TRANSCRIPTION/PATIENT RECORDS

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.

MA400: ELECTROCARDIOGRAM AND LABORATORY PROCEDURES

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.

MA500: MEDICAL OFFICE BUSINESS PROCEDURES

This module focuses on the medical office and the procedures and technology that enable it to function efficiently. Students become familiar with billing, collecting, and banking procedures. Students 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.

MA600: CLINICAL AND SURGICAL PROCEDURES

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.

MA700: CLINICAL PROCEDURES AND PHARMACOLOGY

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.

MA-EXT1: EXTERNSHIP I AND MA-EXT2: EXTERNSHIP II

The externship courses enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site and under general supervision of College staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Medical Assistant students must complete their externship training to fulfill graduation requirements. Prerequisites: MA-100, MA-200, MA-300, MA-400, MA-500, MA-600, MA-700.

MEDICAL BILLING AND CODING (AMERICAN CAREER COLLEGE AT ST. FRANCIS CAMPUS)

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: 41.0

In Class Clock Hours: 720 **Outside Hours:** 180 **Total Hours:** 900

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). In addition, students will also demonstrate ability and understanding of Medisoft and other industry-related software systems.

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

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

Instructional Equipment

- Billing and Coding References: CPT, ICD-CM, and HCPCS Manuals
- Medical Office Software
- Word Processing Software
- Medical Claims Software
- Textbook and E-Text Materials
- On-line Course Material
- Lab Equipment

Program Outline

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
MBCS101	Medical Office Procedures*	5.0	80	20	100
MBCS201	Claims Processing*	5.0	80	20	100
MBCS301	Hospital Billing and Coding*	5.0	80	20	100
MBCS401	Medical Law and Ethics*	5.0	80	20	100
MBCS501	Reimbursement and Collections Methods*	5.0	80	20	100
MBCS601	State and Government Health Plans*	5.0	80	20	100
MBCS701	Managed Care and Private Health Plans*	5.0	80	20	100
MBCS-EXT1	Externship I	3.0	80	20	100
MBCS-EXT2	Externship II	3.0	80	20	100
PROGRAM TOTAL		**41.0**	**720**	**180**	**900**

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

Module Descriptions

MBCS101: MEDICAL OFFICE PROCEDURES*

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.

MBCS 201: CLAIMS PROCESSING*

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.

MBCS 301: HOSPITAL BILLING AND CODING*

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.

MBCS 401: MEDICAL LAW AND ETHICS*

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.

MBCS 501: REIMBURSEMENT AND COLLECTIONS METHODS*

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.

MBCS 601: STATE AND GOVERNMENT HEALTH PLANS*

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.

MBCS701: MANAGED CARE AND PRIVATE HEALTH PLANS*

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.

MBCS EXT1: EXTERNSHIP I* AND MBCS EXT2: EXTERNSHIP II*

Upon successful completion of all modules, Medical Billing and Coding students participate in 160-hours of externship, presented in 2 modules (EXT1 and EXT2). The externship modules enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements. Prerequisites: MBCS-101, MBCS-201, MBCS-301, MBCS-401, MBCS-501, MBCS-601, MBCS-701.

MEDICAL BILLING AND CODING

LONG BEACH, LOS ANGELES, ONTARIO AND ORANGE COUNTY CAMPUSES

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: 47.0
In Class Clock Hours: 720 **Outside Hours:** 214 **Total Hours:** 934
Number of Weeks: 36* **Accelerated:** 28 weeks*
**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

In preparation for the blended modules, students must:

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

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

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

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

Instructional Equipment

- Billing and Coding References: CPT, ICD-CM, and HCPCS Manuals
- Medical Office Software
- Word Processing Software
- Medical Claims Software
- Textbook and E-Text Materials
- On-line Course Material
- Lab Equipment

Program Outline

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
MBC101	Medical Office Procedures*	6.0	80	30	110
MBC201	Claims Processing*	6.0	80	31	111
MBC301	Hospital Billing and Coding*	6.0	80	30	110
MBC401	Medical Law and Ethics*	6.0	80	33	113
MBC501	Reimbursement and Collections Methods*	6.0	80	30	110
MBC601	State and Government Health Plans*	6.0	80	30	110
MBC701	Managed Care and Private Health Plans*	6.0	80	30	110
MBC-EXT1	Medical Billing and Coding Externship I	2.5	80	N/A	80
MBC-EXT2	Medical Billing and Coding Externship II	2.5	80	N/A	80
PROGRAM TOTAL		**47.0**	**720**	**214**	**934**

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

Module Descriptions

MBC101: MEDICAL OFFICE PROCEDURES*

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.

MBC201: CLAIMS PROCESSING*

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.

MBC301: HOSPITAL BILLING AND CODING*

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.

MBC401: MEDICAL LAW AND ETHICS*

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.

MBC501: REIMBURSEMENT AND COLLECTIONS METHODS *

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.

MBC601: STATE AND GOVERNMENT HEALTH PLANS*

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.

MBC701: MANAGED CARE AND PRIVATE HEALTH PLANS*

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.

MBC- EXT1: EXTERNSHIP I* AND MBC-EXT2: EXTERNSHIP II*

Upon successful completion of all modules, Medical Billing and Coding students participate in 160-hours of externship, presented in 2 modules (EXT1 and EXT2). The externship modules enable students to have the opportunity to demonstrate and reinforce the knowledge and skills presented and practiced throughout the training program. Externs work under the direct supervision of qualified personnel at the externship site under the general supervision of college staff. Supervisory personnel evaluate externs and the evaluations are placed in the student's permanent record. Students must complete their externship training to fulfill graduation requirements. Prerequisites: MBC-101, MBC-201, MBC-301, MBC-401, MBC-501, MBC-601, MBC-701

OPTICAL TECHNICIAN

LONG BEACH, LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

Overview

Classification Of Instructional Programs (CIP): 51.1801
Standard Occupational Classification (SOC) Code: 29-2081.00, 51-9083.00
Quarter Credits: 49.0
In Class Clock Hours: 720 **Outside Hours:** 241.5 **Total Hours:** 961.5
Number of Weeks: 36* **Accelerated:** 28*
**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 160-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

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
OPT1	Light and Single Vision	6.0	80	40.75	120.75
OPT2	Multifocals	6.0	80	32	112
OPT3	Frames/Lenses	6.0	80	31.5	111.5
OPT4	Soft Contact Lenses	7.0	80	38.5	118.5
OPT5	Rigid Contact Lenses	7.0	80	37.5	117.5
OPT6	Anatomy/Physiology/Prisms	6.0	80	30.25	110.25
OPT7	Optical Office Procedures	6.0	80	31	111
OPT-EXT1	Externship I	2.5	80	--	80
OPT-EXT2	Externship II	2.5	80	--	80
PROGRAM TOTAL		**49.0**	**720**	**241.5**	**961.5**

Module Descriptions

OPT1: LIGHT AND SINGLE VISION

This module starts with an introduction to light, refraction, and reflection. Students learn basic anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of single vision glasses. 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.

OPT2: MULTIFOCALS

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Students receive hands-on experience in lensometry, frame measurements, patient measurements and progressive lens mapping techniques. Students practice the steps required to fabricate multifocal glasses using plastic, metal and nylon-chord frames. Vertical imbalance, slab-off, and image jump are discussed. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

OPT3: FRAMES/LENSES

In this module, students learn about different lens and frame materials and designs. Students learn about various optical products available in the market. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn about prism and Prentice's Rule. Students receive hands-on experience in lensometer, frame measurements and patient measurements. Students practice frame standard and anatomical alignments and repairs. ANSI standards are presented and students' projects are checked according to the standards. Students are introduced to salesmanship and the personal computer. Students gain practical experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

OPT4: SOFT CONTACT LENSES

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and

transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented. Students learn to fit, insert and remove soft CL's. 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.

OPT5: RIGID CONTACT LENSES

In this module, students learn about contact lens (CL) terminology and design. They study anatomy and the physiology of the eye as it relates to CL fitting. Diopter power, prescription and transposition are discussed. Students learn the effect of vertex distance on lens power. Refractive errors are presented, and they study the proper care system for these lenses. Students gain hands-on practice with keratometer, slit lamp and other related instruments to verify CL parameters. Students are introduced to various complications and medical conditions that require specialty contact lens fitting. Keratoconus management is discussed. Presbyopia and multi-focal contact lenses are discussed. ANSI standards are presented, and customer service and follow-up schedules are discussed.

OPT6: ANATOMY/PHYSIOLOGY/PRISMS

This module starts with an introduction to anatomy and physiology of the eye. Different lens designs, prescription, true powers, transposition, metric system and diopter power are discussed. Students learn to calculate the horizontal and vertical powers. Refractive errors are discussed. Prentice's Rule is introduced and students calculate induced prism. Strabismus is discussed and students learn about prescribed prism. Students receive hands-on experience in lensometry, frame measurements and patient measurements. Students practice the steps required to fabricate a pair of glasses with prescribed prisms. ANSI standards are presented and students' projects are checked according to the standards. Students learn how to tint lenses, and students practice salesmanship through role-playing. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

OPT7: OPTICAL OFFICE PROCEDURES

This module starts with lectures on anatomy, physiology and medical disorders. Students learn about lens aberrations, calculation of the best base curves and how to use the lens clock. Metric system and diopter power are discussed. Students learn about prescriptions, true powers, and transposition. Students receive hands-on practice in lensometer, frame measurements and patient measurements. Students practice the steps required to fabricate and tint rimless and nylon-chord glasses. ANSI standards are presented and students' projects are checked according to the standards. Students learn duties of optical office and practice salesmanship through role-playing. Students learn about HIPAA and vision care billing. Students practice adjustments and repair frames using hand tools. Students are introduced to the personal computer and gain experience utilizing a variety of instructional programs related to theoretical concepts taught in this module.

OPT-EXT1: EXTERNSHIP I AND OPT-EXT2 :EXTERNSHIP II

The externship courses enable 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. Prerequisites: OPT-1, OPT-2, OPT-3, OPT-4, OPT-5, OPT-6, OPT-7

PHARMACY TECHNICIAN

LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

Overview

Classification Of Instructional Programs (CIP): 51.0805
Standard Occupational Classification (SOC) Code: 29-2052.00, 31-9095.00
Quarter Credits: 43.5
In Class Clock Hours: 720 **Outside Hours:** 405.5 **Total Hours:** 1125.5
Number of Weeks: 36* **Accelerated**: 28*
**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

The training program is divided into learning units called modules. Students must complete all modules. Each core module stands alone and is not dependent upon previous training. Upon successful completion of the classroom and laboratory training, students are required to complete a 240 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

MODULE NUMBER	MODULE TITLE	QUARTER CREDITS	CLOCK HOURS		TOTAL HOURS
			IN CLASS	OUTSIDE	
PT1	Pharmacy Law	6.0	80	71	151
PT2	Drug Fundamentals	6.0	80	69	149
PT3	Pharmacology	6.0	80	68.5	148.5
PT4	Drug Distribution	6.0	80	71	151
PT5	IV Preparation	6.0	80	57	137
PT6	Retail Pharmacy	6.0	80	69	149
PT-EXT1	Externship I	2.5	80		80
PT-EXT2	Externship II	2.5	80		80
PT-EXT3	Externship III	2.5	80		80
PROGRAM TOTAL		**43.5**	**720**	**405.5**	**1125.5**

Module Descriptions

PT1: PHARMACY LAW

This module provides students with an understanding of the history of pharmacy. It explores laws that govern the field, and the legal duties and responsibilities of both the Pharmacist and Pharmacy Technician are discussed. Effective communication techniques, proper telephone techniques, competency, and ethics are also covered. Students are introduced to various drug reference books and learn to utilize certain resources effectively. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration and side effects. Students gain familiarity with regulatory agencies and their functions including DEA, NAPB, State Boards, FDA, JACHO, ASHP, and CSHP. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT2: DRUG FUNDAMENTALS

This module presents a general overview of basic chemistry skills and students learn how to use the Periodic Table of the Elements. The atomic structure, respiratory system, chemotherapy and the gastrointestinal system are discussed. Selected drugs are introduced. Students learn trade and generic names, pharmaceutical compounding, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT3: PHARMACOLOGY

This module presents an introduction to basic pharmacology including the various effects of drugs and the processes involved in pharmacokinetics. The structure and function of the nervous, cardiovascular, and the urinary systems are introduced. Common pathological conditions and diseases that affect each of the systems are discussed. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT4: DRUG DISTRIBUTION

In this module, students are introduced to the language of pharmacy abbreviations. Students become adept at deciphering medication orders through daily lab exercises. They learn the mathematical conversions and dosage calculations necessary to correctly process drug orders in the hospital or inpatient pharmacy setting. The Unit Dose Drug Distribution System is introduced. Students apply hands-on procedures in cassette filling, unit dose prepackaging, and pharmaceutical compounding. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT5: IV PREPARATION

This module provides the students with an understanding of the procedures, skills, and techniques used in the preparation of sterile products for both hospital and home health care pharmacies. Students learn the calculations involved in the preparation of intravenous solutions. Students apply hands-on procedures in the preparation of sterile products using aseptic technique. Students learn how to prepare large volume solutions, intravenous piggybacks, and total parenteral nutrition. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT6: RETAIL PHARMACY

This module provides students with an understanding of the procedures employed in the retail-pharmacy setting. Such procedures include filling prescriptions accurately, drug procurement procedures, and third-party billing requirements. Selected drugs are introduced. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects. Basic computer operations, keyboarding, and essential employment skills are addressed in the daily computer lab. Hands-on pharmacy procedures used in various settings are practiced daily in the pharmacy lab.

PT-EXT1: EXTERNSHIP I, PT-EXT2: EXTERNSHIP II, AND PT-EXT3: EXTERNSHIP III

The externship courses enable 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. Prerequisites: PT-1, PT-2, PT-3, PT-4, PT-5, PT-6.

VOCATIONAL NURSING (AMERICAN CAREER COLLEGE AT ST. FRANCIS CAMPUS)

Overview

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

Standard Occupational Classification (SOC) Code: 29-2061.00

Lecture Hours: 621 **Skills Lab Hours:** 162 **Clinical Hours:** 810 **Total Hours:** 1593

Number of Weeks (day): 64*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

The American Career College at St. Francis Vocational Nursing (VN) Program provides students with a conceptual framework of Knowledge, Skills, Values, Meanings, and Experience (KSVME) and its integration into the provision of nursing care within the scope of the Vocational Nurse Practice Act. The course of study is designed to utilize a curriculum that progresses from simple to complex concepts in theory and clinical skills. The VN students are required to successfully complete 1593 clock hours; (621 theory hours, 972 clinical hours) with a minimum 78% grade in theory and a "Pass" grade in all clinical competencies.

Students who successfully complete the graduation requirements for the Vocational Nursing program are eligible to take the Vocational Nurse licensure examination for the State of California. Upon passing the Vocational Nurse State licensure examination, the licensee may be employed as a Licensed Vocational Nurse in health care settings.

At the conclusion of the Vocational Nursing (VN) Program, the graduate will be able to:

1. Demonstrate the integration and application of the conceptual framework of Knowledge, Skills, Values, Meanings, and Experience and its integration into the provision of nursing care within the scope of the Vocational Nurse Practice Act.
2. Apply basic critical thinking/reasoning and nursing process related to the promotion of physiological integrity, focusing on the following skills:

- Provision of basic patient care and comfort.
- Review of standardized nursing care plans or discussion of appropriate nursing action.
- Administration of effective, safe, pharmacological therapies.
- Recognition of the manifestation of disease processes requiring and/or preventing physiological adaptation.

3. Participate in the implementation of a plan of care for patient and family which promotes psychosocial integrity with emphasis on therapeutic communication, effective coping mechanisms, and psychosocial adaptation.
4. Recognize and utilize opportunities to promote and maintain health and wellness within the scope of Vocational Nurse practice.
5. Integrate theoretical knowledge of factors – ethical, legal, cultural, spiritual, economic, and environmental – influencing health in the provision of nursing care.
6. Demonstrate awareness of accurate documentation, its standards and potential legal issues.
7. Demonstrate knowledge and competency in providing a safe and effective care environment.
8. Discuss normal physical and psychosocial growth and development of the neonate, child, adolescent, and adult and older adult.
9. Demonstrate understanding of leadership and supervision, its application into the provision of nursing care within the scope of Vocational Nurse Practice Act.
10. Collaborate with the health care team in providing information regarding community resources accessible to patients and family

Instructional Equipment

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

Program Outline

COURSE CODE	COURSE TITLE	LECTURE HOURS	SKILLS LAB HOURS	CLINICAL HOURS	TOTAL HOURS
TERM 1					
VN10	Strategies for Success	54	0	0	**54**
VN14	Overview of Human Anatomy & Physiology	54	0	0	**54**
VN21	Fundamentals of Nursing	72	0	0	**72**
CLN21L	Fundamentals of Skills Lab	0	162	0	**162**
CLN21	Fundamentals Clinic	0	0	54	**54**
	TOTAL TERM 1:	**180**	**162**	**54**	**396**
TERM 2					
VN 24	Introduction to Psychology	54	0	0	**54**
VN 25	Life Span Psychology: Human Growth & Development	54	0	0	**54**
VN12B	Introduction to Nutrition for Nurses	36	0	0	**36**
VN20	Pharmacology I	27	0	0	**27**
VN22	Medical Surgical Nursing I	36	0	0	**36**
CLN22	Medical Surgical I Clinical	0	0	108	**108**
VN23	Gerontology	9	0	0	**9**
CLN23	Gerontology Clinic	0	0	54	**54**
	TOTAL TERM 2:	**216**	**0**	**162**	**378**
TERM 3					
VN30	Pharmacology II	27	0	0	**27**
VN31	Medical Surgical Nursing II	54	0	0	**54**
CLN31	Medical Surgical II Clinical	0	0	216	**216**
VN32	Mental Health Nursing	27	0	0	**27**
CLN32	Mental Health Clinic	0	0	54	**54**
	TOTAL TERM 3:	**108**	**0**	**270**	**378**
TERM 4					
VN40	Obstetrical Nursing	27	0	0	**27**
CLN40	Obstetrical Clinical	0	0	54	**54**
VN41	Pediatric Nursing	27	0	0	**27**
CLN41	Pediatric Clinical	0	0	54	**54**

VN42	Medical Surgical Nursing III	54	0	0	**54**
CLN42	Medical Surgical III Clinical	0	0	189	**189**
VN43	Leadership/Supervision	9	0	0	**9**
CLN43	Leadership/Supervision Clinical	0	0	27	**27**
	TOTAL TERM 4:	**117**	**0**	**324**	**441**
PROGRAM TOTAL		**621**	**162**	**810**	**1593**

Module Descriptions

VN10: STRATEGIES FOR SUCCESS

This course introduces principles that lead to success in college, at work, and in social life. Preparation for the vocational nursing program is emphasized. This course includes an introduction to the program curriculum framework of **K**nowledge, **S**kills, **V**alues, **M**eanings, and **E**xperience (**KSVME**), and the learning skills of critical thinking, time management, effective study habits, math computation, test taking strategies, career and academic planning, and utilization of available campus resources. Students will be actively involved in practicing techniques that promote success. Basic medical and nursing terminology will also be included in this course.

VN14: OVERVIEW OF HUMAN ANATOMY AND PHYSIOLOGY

This course provides the basics necessary to understand the anatomy and physiology of the human body, and the pathogenesis of common disorders with emphasis on the physiological basis of the disease process and clinical correlations.

VN21: FUNDAMENTALS OF NURSING CLN21L: FUNDAMENTALS SKILLS LAB CLN21: FUNDAMENTALS CLINIC

This course integrates the curriculum conceptual framework of **K**nowledge, **S**kills, **V**alues, **M**eanings, and **E**xperience (**KSVME**) with the provision of direct client care to meet clients' basic health needs. Students will study the following topics: a) history of nursing, b) the relationship of basic anatomy, physiology, growth and development to client care; c) basic nursing care skills; d) ethical, legal, cultural, economic and spiritual issues influencing nursing care; e) therapeutic communication techniques to establish caring client relationships; and f) respect for diverse values and beliefs. Beginning medical-surgical nursing is introduced with the nursing care of perioperative patients. At course completion, students are eligible to apply for nursing assistant certification (CNA) by equivalency.

VN24: INTRODUCTION TO PSYCHOLOGY

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.

VN25: LIFESPAN PSYCHOLOGY: HUMAN GROWTH & DEVELOPMENT

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.

VN12B: INTRODUCTION TO NUTRITION FOR NURSES

This course is an introduction to the basic principles of nutrition related to the health and wellness of individuals throughout the lifespan. Students will learn to use the recommended healthy diet patterns, as described in the web publications of MyPlate, as a tool to assist patient teaching. Other topics include medically prescribed diets, parenteral nutrition, and drug interaction with nutrients.

VN20: PHARMACOLOGY I

This course explores the relationship between pharmacology and the role of the vocational nurse. The following content areas of clinical pharmacology will be studied: fundamental concepts of pharmacology; groups of therapeutic drugs; prototypes of drug groups; commonly prescribed individual drugs; the interrelationships

between body systems and drugs; and the role of the nursing process in drug therapy. Other topics include legal and ethical issues of medication administration within the vocational nurse scope of practice.

VN22: MEDICAL SURGICAL NURSING I
CLN22: MEDICAL SURGICAL I CLINIC

This course integrates the curriculum conceptual framework of **K**nowledge, **S**kills, **V**alues, **M**eanings, and **E**xperience (**KSVME**) with nursing management and care of noncomplex medical-surgical clients with pathologies of the following body systems: a) cardiovascular, b) peripheral vascular, c) respiratory, d) urinary and e) endocrine: diabetes mellitus. Pathophysiology; clinical manifestations, medical management including diagnostic studies, nutrition, and pharmacotherapy, and nursing care are integrated into the discussion of each system. The use of critical thinking to make problem-solving decisions about nursing care needs is stressed. Clinical practice provides opportunity for students to practice nursing procedures, skills, and critical thinking learned in Fundamentals of Nursing. Students will administer medications by oral and injection routes.

VN23: GERONTOLOGY
CLN23: GERONTOLOGY CLINIC

This course emphasizes health promotion and care of the older adult. The student studies theories of aging, normal body changes with aging, the concept of wellness in the aged, and principles of health promotion and disease prevention in the older population. Clinical practice sites provide opportunity for students to apply these theoretical concepts while providing nursing care for older adults.

VN30: PHARMACOLOGY II

This course continues the focus on the nurse's responsibilities in medication administration. Study of the effects of drugs upon body systems will be continued. Attention will be given to the special care needed when administering drugs to pediatric or geriatric clients. The importance of health teaching is emphasized along with a review of legal and ethical issues.

VN31: MEDICAL SURGICAL NURSING II
CLN31: MEDICAL SURGICAL II CLINIC

This course continues the integration of the curriculum conceptual framework of **K**nowledge, **S**kills, **V**alues, **M**eanings, and **E**xperience (**KSVME**) with the nursing management and care of clients with pathologies of the following organs or systems: a) gastrointestinal tract; b) liver; c) gallbladder; d) endocrine system; e) musculoskeletal, f) integumentary, and g) reproductive. Pathophysiology; clinical characteristics, medical management including diagnostic studies, nutrition, and pharmacotherapy; and nursing care are integrated in the discussion of each system. The student will provide health teaching to clients with identified health needs, using established teaching plans. Monitoring of intravenous therapy is added to the administration of medications via oral and injection routes.

VN32: MENTAL HEALTH NURSING
CLN32 : MENTAL HEALTH CLINIC

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing management and care of clients with mental health problems. The role of the vocational nurse in the provision of nursing care for psychiatric clients will be studied. Students will provide nursing care, including participation in therapeutic relationships, for clients with mental health problems in both psychiatric and non-psychiatric setting.

VN40: OBSTETRICAL NURSING
CLN40: OBSTETRICAL CLINIC

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with the nursing care of childbearing women and their families. The course focuses on providing nursing care for healthy women experiencing a healthy pregnancy with the goal of physical safety and emotional satisfaction for the new family. Course content addresses care of mother and baby from conception to postpartum as well as discharge and home care. A brief overview of high-risk situation will be included. Students will practice skills necessary to provide care in prenatal clinics, the labor and delivery suites, newborn nursery, and on the postpartum care units.

VN41: PEDIATRIC NURSING
CLN41: PEDIATRIC CLINIC

This course applies and integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) in the management and care of pediatric clients. The

principles and skills to assist children in achieving and maintaining an optimum level of health and development are compared to skills needed for treatment and rehabilitation of children who have health deviations. Students will have the opportunity to practice these principles and skills when providing care to pediatric clients.

VN42 : MEDICAL SURGICAL NURSING III CLN42 : MEDICAL SURGICAL III CLINIC

This course completes the integration of the curriculum conceptual framework of **K**nowledge, **S**kills, **V**alues, **M**eanings, and **E**xperience (**KSVME**) with the nursing management and care of clients with pathologies of the following systems: a) neurological system, b) sensory system, c) immune system, including HIV/AIDS, d) blood/lymph system, and e) cancerous diseases. Other topics will include nursing care of patients with stable, complex medical problems, such as the chronic vegetative state. Pathophysiology, diagnostic studies, nutrition, pharmacotherapy, and nursing care are integrated into discussion of each system and health problem. End-of-life care including hospice and palliative care are studied.

VN43: SUPERVISION/LEADERSHIP CLN43: SUPERVISION/LEADERSHIP CLINIC

This course integrates the curriculum conceptual framework of Knowledge, Skills, Values, Meanings and Experience (KSVME) with a beginning leadership and supervisory style the implements these values. Practice of selected leadership roles will be in an assigned clinical long-term care facility.

VOCATIONAL NURSING (LOS ANGELES AND ORANGE COUNTY CAMPUSES)

Overview

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

Standard Occupational Classification (SOC) Code: 29-2061.00

Quarter Credits: 89.0

Theory Hours: 580 **Skills Lab Hours:** 124 **Clinical Hours:** 856 **Total Hours:**1560

Number of Weeks (day): 56* **(Evening/Weekend):** 86*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level vocational nurse position in a medical office, clinic, health-maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

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

The training program is divided into modules approximately 13 weeks in length (20 weeks for evening/weekend). Each module is comprised of prescribed units of study that build upon each other. Students begin their training in VN100 and progress sequentially through each module until all modules have been successfully completed. Upon successful completion of four modules, the student must pass VN500 and an exit examination in order to graduate from the program. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Instructional Equipment

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

Program Outline

MODULE NUMBER	TITLE	THEORY HOURS	SKILLS LAB HOURS	CLINICAL HOURS	TOTAL HOURS	QUARTER CREDITS
VN100	Introduction to Client Centered Care I	168	108	96	372	25.0
VN200	Introduction to the Client with Self-Care Deviations II	172	8	192	372	22.0
VN300	Introduction to the Client with Self-Care Deviations III	120	8	280	408	20.5
VN400	Introduction to the Client with Self-Care Deviations IV	120	0	288	408	21.5
VN500	Nursing Licensure Preparation *Students must fulfill all of the requirements of VN500 to graduate from the program.*					
PROGRAM TOTAL		**580**	**124**	**856**	**1560**	**89.0**

Module Overviews

MODULE NUMBER	TITLE	THEORY HOURS	SKILLS LAB HOURS	CLINICAL HOURS	TOTAL HOURS	QUARTER CREDITS
VN100	**INTRODUCTION TO CLIENT CENTERED CARE I**					
Introduction to Client Centered Care IA (Weeks 1-6) (Weeks 1-10 eve/weekend)		100	80	0	180	14.0
Introduction to Client Centered Care IB (Weeks 7-13) (Weeks 11-20 eve/weekend)		68	28	96	192	11.0
	MODULE TOTAL	**168**	**108**	**96**	**372**	**25.0**
VN200	**INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS II**					
Life Cycles/Integumentary System		29	0	32	61	3.5
Musculoskeletal System		29	0	32	61	3.5
Respiratory System		43	8	48	99	6.0
Cardiovascular System		43	0	48	91	5.5
Gastrointestinal System		28	0	32	60	3.5
	MODULE TOTAL	**172**	**8**	**192**	**372**	**22.0**
VN300	**INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS III**					
Endocrine System		46	8	112	166	8.5
Reproduction System		19	0	48	67	3.5
Renal/Urinary System		27	0	72	99	5.0
Immunology		9	0	8	17	1.0
Oncology		9	0	16	25	1.0
Leadership/Supervision		10	0	24	34	1.5
	MODULE TOTAL	**120**	**8**	**280**	**408**	**20.5**
VN400	**INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS IV**					
Obstetrics		19	0	48	67	3.5
Pediatrics		19	0	48	67	3.5
Neuro/Sensory System		45	0	120	165	8.5
Nursing Specialties/Rehabilitation		18	0	24	42	2.5
Senior Practicum		19	0	48	67	3.5
	MODULE TOTAL	**120**	**0**	**288**	**408**	**21.5**
VN500	**NURSING LICENSURE PREPARATION**					
*Students must take and pass VN500 **and** an exit exam to graduate from the program.*						

Module Descriptions

VN100 INTRODUCTION TO CLIENT CENTERED CARE I

Introduction to Client Centered Care Unit I-A

The unit is designed to provide the student with an orientation to the College and an introduction to the role of the student nurse in the Nursing Profession. It includes a discussion of all policies and the procedures applicable to the program. The unit includes an introduction to basic fundamental nursing skills and concepts in basic care. Instruction for CPR certification is provided. It provides the framework for developing the initial skills required for all subsequent specialty areas of clinical nursing. Nursing skills are utilized that assist the patient in meeting health care needs.

Introduction to Client Centered Care Unit I-B

The unit is designed to provide the student with an introduction to the concepts of nursing care of the surgical client, pre- and post-operatively. An introduction to Anatomy, Physiology, Nutrition, and Pharmacological consideration will provide the student with the necessary foundation of knowledge that is needed for progression in the program.

VN200 INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS II

Life Cycles/Integumentary System

Life Cycles of the Middle Adult will introduce the student to the developmental tasks associated with the adult ages 35-65. Physical, social, and emotional characteristics will be identified. The integumentary system will introduce the student to the anatomy and physiology of the integumentary system, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. Assessment, emergency treatment, and the complications of major burns are identified. The unit emphasizes the nursing intervention and the psychosocial aspects for the care of the client with an integumentary disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Musculoskeletal System

The musculoskeletal system introduces the student to the anatomy and physiology of the muscles, bones, and related structures. The common diseases involving the system, related diagnostic tests, pharmacological agents, and nutrition are discussed. The nursing interventions and psychosocial aspects of the client with a musculoskeletal disorder are emphasized. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Respiratory System

The respiratory system introduces the anatomy and physiology of the upper and lower respiratory system. Common diseases and diagnostic procedures related to the respiratory system are discussed along with pharmacological agents and specific nutritional needs. The quarter emphasizes the nursing interventions and psychosocial aspects for the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Cardiovascular System

The circulatory system introduces the student to the anatomy and physiology of the heart and gives a detailed description of blood and how it circulates through the body. The differences between veins and arteries, blood and lymph, angina and MI are delineated. Common diseases, pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize nursing interventions for the client with cardiovascular disorders regarding life-styles and exercise. Important psychosocial concerns are addressed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Gastrointestinal System

The gastrointestinal system will introduce the student to the anatomy and physiology of the gastrointestinal system. Accessory organs and a description of the process of digestion, common diseases, diagnostic procedures, related pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects for the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

VN300 INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS III

Endocrine System

The endocrine system unit will introduce the student to the anatomy and physiology of the endocrine system including how hormones work on a negative feedback system. Common diseases, diagnostic procedures, related pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects regarding care of the client with an endocrine disorder. Additional emphasis is placed on care of the diabetic client, administration of insulin, and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Reproductive System

The reproductive system unit will introduce the student to the anatomy and physiology of the male and the female reproductive systems. Common disorders, diseases, hormonal changes, diagnostic procedures, and pharmacological agents are all discussed in this segment of the unit. Also included is a discussion of birth control methods. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a disorder of the reproductive system. Selected clinical experiences allow the student to practice appropriate nursing skills.

Urinary System

The urinary system will introduce the student to the urinary anatomy and physiology of the urinary system including the process of urine formation, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. Discussion will include the role of the nurse in the care of a client receiving dialysis and the effect of aging on the urinary systems function. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a urinary disorder. Selected clinical experiences allow the student to practice appropriate nursing skills.

Immunology

Immunology essentially deals with the body's ability to distinguish the self from the non-self. Discussions will include the function of the immune system, homeostasis, immune-incompetence, and the different types of immunities.

Oncology

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

Leadership/Supervision

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

VN400 INTRODUCTION TO THE CLIENT WITH SELF-CARE DEVIATIONS IV

Obstetrics

The obstetrics unit explains the physiology of conception and describes the anatomical and physiological changes that take place during pregnancy, labor and delivery, and the post-partum period. Appropriate diagnostic and nutritional requirements are discussed. The unit includes fetal development, complications of pregnancy, and disorders of the newborn. Special emphasis is placed on the effects of drugs and alcohol usage during pregnancy. Nursing interventions and psychosocial aspects regarding the care of the client during pregnancy, labor and delivery, and the post-partum period are discussed. Selected clinical experiences allow the student to practice appropriate nursing skills.

Life Cycles/Pediatrics

The pediatric unit approaches the care of the client based on the growth and development theory. Unit content will include the stages of growth and development, battered child syndrome, common childhood diseases, common pediatric procedures, related pharmacology (including immunizations), nutritional needs, accident prevention, and nursing interventions. Special emphasis is placed on the impact illness has on the child as well as the family. Selected clinical experiences allow the student to practice appropriate nursing skills.

Neurosensory System

The neurosensory system will introduce the student to the anatomy and physiology of the neuron, the brain, the cranial nerves, the eye and the ear, common diseases, and diagnostic procedures.

Related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize nursing interventions including the importance of neurological assessment and measurements that are recommended in preventing complications. Psychosocial aspects and the effects of aging on the neurosensory system are discussed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Nursing Specialties/Rehabilitation

Mental health concepts define the characteristics of mentally healthy clients. The unit will describe factors that influence an individual's response to change and stress. The effective use of defense mechanisms is identified. The student is expected to utilize effective therapeutic communication skills and assist the client throughout the rehabilitation process.

Senior Practicum

The Senior Practicum unit explores ethical and legal aspects, negligence, malpractice, change, the decision-making process, and the Nursing Practice Act and its mandates. Home health, death and dying, hospice, disaster nursing, and the role of the health care team are included. Selected clinical experiences allow the student to practice appropriate nursing skills in the clinical setting.

VN500 Nursing Licensure Preparation

This review builds on previous learning in nursing theory, psycho-social sciences, basic statistics, nursing research and experiential learning as well as integrating the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking. This review is designed to recap and reflect on the program and prepare students to take and pass the Exit HESI examination which is a graduation requirement for the Vocational Nursing program. Objectives of the review include: (1) Review of fundamental skills and the knowledge necessary for effective test-taking strategies; and (2) Review of fundamental issues learned throughout the VN program. Prerequisites: Participants registered in the Nursing Licensure Preparation review must have successfully completed all didactic classes as well as the completion of all clinical hours prior to beginning the review.

VOCATIONAL NURSING (ONTARIO CAMPUS)

Overview

Classification Of Instructional Programs (CIP): 51.3901, 51.3902, 51.3999
Standard Occupational Classification (SOC) Code: 29-2061.00
Quarter Credits: 90.5
Theory Hours: 580 **Skills Lab Hours:** 124 **Clinical Hours:** 856 **Total Hours:** 1560
Number of Weeks (day): 54* **(Evening/Weekend):** 86*
**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

The Vocational Nursing program is designed to provide students with the knowledge and skills necessary for an entry-level vocational nurse position in a medical office, clinic, health maintenance organization (HMO), acute care hospital, long-term care facility or other health care setting.

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

The training program is divided into modules approximately 13 weeks in length (20 weeks for evening/weekend). Each module is comprised of prescribed courses of study that build upon each other. Students begin their training in VN100 and progress sequentially through each module until all modules have been successfully completed. Upon successful completion of four modules, the student must pass VN500 and an exit examination in order to graduate from the program. Completion of the Vocational Nursing program is acknowledged by the awarding of a diploma.

Instructional Equipment

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

Program Outline

MODULE	TITLE	QUARTER CREDITS	SKILLS LAB HOURS	CLINICAL HOURS	THEORY HOURS	TOTAL HOURS
VN100	Introduction to Client Centered Care I	24.5	108	96	159	363
VN200	Care of the Client with Health Care Deviations I	22.0	8	192	162	362
VN300	Care of the Client with Health Care Deviations II	21.5	8	288	120	416
VN400	Advanced Client Centered Care II	22.5	0	280	139	419
VN500	Nursing Licensure Preparation	Students must fulfill all of the requirements of VN500 to graduate from the program				
PROGRAM TOTAL		**90.5**	**124**	**856**	**580**	**1560**

Module Overviews

MODULE	TITLE	QUARTER CREDITS	SKILLS LAB HOURS	CLINICAL HOURS	THEORY HOURS	TOTAL HOURS
VN100	**INTRODUCTION TO CLIENT CENTERED CARE I**					
Introduction to Client Centered Care IA (Weeks 1-7)		13.0	92	0	84	176
Introduction to Client Centered Care IB (Weeks 8-13)		11.5	16	96	75	187
	MODULE TOTAL	**24.5**	**108**	**96**	**159**	**363**
VN200	**CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS I**					
Integumentary System		3.5	0	32	27	59
Musculoskeletal System		3.5	0	32	27	59
Respiratory System		6.0	8	48	41	97
Cardiovascular System		5.5	0	48	41	89
Gastrointestinal System		3.5	0	32	26	58
	MODULE TOTAL	**22.0**	**8**	**192**	**162**	**362**
VN300	**CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS II**					
Endocrine System		9.5	8	138	46	192
Urinary System		5.5	0	68	33	101
Immunology/Oncology		3.0	0	36	18	54
Reproductive System		3.5	0	46	23	69
	MODULE TOTAL	**21.5**	**8**	**288**	**120**	**416**
VN400	**ADVANCED CLIENT CENTERED CARE II**					
Maternal/Child		4.0	0	48	24	72
Neurological System		7.5	0	112	39	151
Mental Health/Rehabilitation		5.0	0	72	28	100
Leadership		3.5	0	48	20	68
Professional Roles		2.5	0	0	28	28
	MODULE TOTAL	**22.5**	**0**	**280**	**139**	**419**
VN 500	**NURSING LICENSURE PREPARATION**					
*Students must take and pass VN500 **and** an exit exam to graduate from the program.*						

VN100: INTRODUCTION TO CLIENT CENTERED CARE I

Introduction to Client Centered Care Unit I-A

The unit is designed to provide the student with an orientation to the College and an introduction to the role of the student nurse in the Vocational Nursing (VN) Program and the Nursing Profession. It will include a discussion of all policies and procedures applicable to the program, an introduction to Orem's Self-Care Framework for nursing, and its application in the nursing process. The unit will include concepts in client care including assessing client self-care agency and identifying self-care deficits/requisites. It provides the framework for developing the initial fundamental nursing skills required for use in all subsequent specialty areas of clinical nursing practice. Utilizing components of the nursing process and Orem's Self-Care Framework to promote health associated with life processes and general well-being, the unit will emphasize meeting client needs for air, water, food, elimination, activity and rest, prevention of hazards, promotion of functioning and development of social groups. Concepts of health and illness and therapeutic communication will be addressed.

Introduction to Client Centered Care Unit I-B

The unit is designed to provide the student with beginning knowledge or applying theory to practice utilizing critical thinking. Clinical focus is on the VN role, responsibilities, and skills in extended care clinical settings. This unit will continue to build upon the basic concepts and skills learned in VN100A and also include an introduction to integrated concepts of anatomy and physiology, nutrition, and pharmacology.

VN200: CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS I

Integumentary System

This section will introduce the student to the anatomy and physiology of the integumentary system. Common diseases and diagnostic procedures related to the integumentary system will be discussed. Related pharmacological agents and specific nutritional needs are described. Assessment, emergency treatment, and the complications of burns are identified. The unit emphasizes nursing care of the client with self-care deficits associated with a disorder of the integumentary system. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Musculoskeletal System

The musculoskeletal system introduces the student to the anatomy and physiology of the muscles, bones, and related structures. The common diseases involving the system, related diagnostic tests, pharmacological agents, and nutrition are discussed. The nursing interventions and psychosocial aspects of the client with a musculoskeletal disorder are emphasized. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Respiratory System

The respiratory system introduces the anatomy and physiology of the upper and lower respiratory system. Common diseases and diagnostic procedures related to the respiratory system are discussed along with pharmacological agents and specific nutritional needs. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Cardiovascular System

The circulatory system introduces the student to the anatomy and physiology of the heart and gives a detailed description of blood and how it circulates through the body. The differences between veins and arteries, blood and lymph, angina and MI are delineated. Common diseases, pharmacological agents, and specific nutritional needs are discussed. The unit will emphasize nursing interventions for the client with cardiovascular disorders regarding life-styles and exercise. Important psychosocial concerns are addressed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Gastrointestinal System

The gastrointestinal system will introduce the student to the anatomy and physiology of the gastrointestinal system, accessory organs and a description of the process of digestion. Common

diseases, diagnostic procedures, related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects for the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

VN300: CARE OF THE CLIENT WITH HEALTH CARE DEVIATIONS II

Endocrine System

This unit discusses the endocrine system and changes in the anatomy and physiology across the lifespan. Common diseases, diagnostic procedures, related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize the nursing interventions and psychosocial aspects regarding care of the client with an endocrine disorder. Additional emphasis is placed on care of the diabetic client, administration of insulin and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Urinary System

This unit discusses the urinary system and changes in the anatomy and physiology across the lifespan. Common disorders, diseases and diagnostic procedures, pharmacological agents and specific nutritional needs are discussed. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with a urinary disorder. Selected clinical experiences allow the student to practice appropriate nursing skills.

Immunology/Oncology

This unit discusses the body's immune system and changes in anatomy and physiology across the lifespan and discusses the homeostatic reaction that takes place in the presence of foreign antigens and cells that have undergone malignant changes. Also included will be discussions of location, staging, and the emotional response to the diagnosis of cancer.

Reproductive System

This unit discusses the male and female reproductive systems and changes in the anatomy and physiology across the lifespan. Common disorders, diseases, hormonal changes, diagnostic procedures, pharmacological agents and nutritional needs are discussed. Also included is a discussion of women's health issues including birth control methods. The unit emphasizes the nursing interventions and psychosocial aspects for the care of the client with disorders of the reproductive system. Selected clinical experiences allow the student to practice appropriate nursing skills.

VN400: ADVANCED CLIENT CENTERED CARE II

Maternal/Child

This obstetrical component of this unit explains the physiology of conception and describes the anatomical and physiological changes that take place during pregnancy, labor and delivery, and the post-partum period. Appropriate diagnostic and nutritional requirements are discussed. The unit includes fetal development, complications of pregnancy, and disorders of the newborn. Special emphasis is placed on the effects of drug and alcohol usage during pregnancy. Nursing interventions and psychosocial aspects regarding the care of the client during pregnancy, labor and delivery, and the post-partum period are discussed. The pediatric component of this unit approaches the care of the client based on growth and development theory. Content will include the stages of growth and development, common childhood diseases, common pediatric procedures, related pharmacology (including immunizations), nutritional needs, accident prevention, and nursing interventions. Special emphasis is placed on the impact illness has on the child as well as the family. Selected clinical experiences allow the student to practice appropriate nursing skills.

Neurological System

The neurological system will introduce the student to the anatomy and physiology of the neuron, the brain, the cranial nerves, the eye and the ear, common diseases, and diagnostic procedures. Related pharmacological agents and specific nutritional needs are discussed. The unit will emphasize nursing interventions including the importance of neurological assessment and measurements that are recommended in preventing complications. Psychosocial aspects and the effects of aging on the neurological system are discussed. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Mental Health/Rehabilitation

This unit discusses the mental health/illness continuum, growth and development, characteristics of a mentally healthy client, human sexuality and lifestyle choices. Change and sources of stress will be addressed as well as factors that influence an individual's response to change and stress. Nursing agency will be discussed in each situation. The five axes of the DSM-IV-TR will be introduced with common psychiatric disorders and their general care and treatment. The issues of codependency, addiction, the impaired nurse, abuse, home health and end of life issues will be addressed. The student is expected to utilize effective therapeutic modalities and assist the client throughout the rehabilitation process. The client undergoing rehabilitation therapy is attempting to restore what has been lost or diminished by the effects of change, stress, disorder or injury, which encompasses clients who have survived physiological, psychosocial or spiritual trauma.

Leadership

The unit will introduce the student to styles of leadership and supervision and differentiate leadership from management. Emphasis is placed on the scope of practice and the role of the VN as described in the Vocational Nursing Practice Act in relation to role and delegation ability. Selected clinical experiences allow the student to practice appropriate nursing skills in the clinical setting.

Professional Roles

The Professional Roles unit will prepare the student to transition from student to graduate and from graduate to working LVN. Professional role is discussed in regards to licensing, certification, continuing education, employment and membership in professional organizations. The unit will include a comprehensive review of the program content and prepare the student for taking the NCLEX-PN examination.

VN500: NURSING LICENSURE PREPARATION

This review builds on previous learning in nursing theory, psycho-social sciences, basic statistics, nursing research and experiential learning as well as integrating the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking. This review is designed to recap and reflect on the program, and prepare students to take and pass the Exit HESI examination which is a graduation requirement for the Vocational Nursing program. Objectives of the review include: (1) Review of fundamental skills and the knowledge necessary for effective test-taking strategies; and (2) Review of fundamental issues learned throughout the VN program. Prerequisites: Participants registered in the Nursing Licensure Preparation review must have successfully completed all didactic classes as well as the completion of all clinical hours prior to beginning the review.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN HEALTH INFORMATION TECHNOLOGY

ORANGE COUNTY CAMPUS

Overview

Classification Of Instructional Programs (CIP): 51.0707

Standard Occupational Classification (SOC) Code: 29-2071.00, 11-9111.00, 31-9094.00

Quarter Credits: 96.0

Clock Hours: 1210

Number of Weeks: 80*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

A total of 96 quarter credits are required to earn the Associate of Occupational Science (AOS) degree in Health Information Technology (HIT), which includes completion of general education, computer literacy and specialized health information technology courses.

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

In preparation for the blended courses, students must:

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

The objective of this program is to provide students with the appropriate general education, didactic theory, and hands-on skills required to begin and/or enhance a career in Health Information Technology.

The HIT program teaches students how to use technology to collect, analyze, monitor, maintain and report health data. These functions include, among other duties, processing requests for the release of personal health information, the coding of clinical information, and processing and using health data for clinical quality management, billing and reimbursement, and compliance while protecting patient privacy.

The training program is divided into eight 10-week quarters and is a blended schedule consisting of courses taken on campus and online. Graduates of this program may pursue entry-level positions involving health information technology in a variety of health care settings.

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

Instructional Equipment

- Anatomical Charts
- Anatomical Models
- Anatomical Software
- Billing Procedural Coding References
- Medical Claims Software
- Medical Office Software
- Medical/Dental Reference Books
- Personal Computers/Laptops
- Word Processing Software
- Medical Office Software

Program Outline

COURSE NUMBER	TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT200	Introduction to Anatomy and Physiology*	20	2.0
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	2.0
ENGL100	Written Communications I*	40	4.0
MATH100	College Mathematics I*	40	4.0
PSYC100	Introduction to Psychology*	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	**180**	**16.0**
CORE HEALTH INFORMATION TECHNOLOGY AND OTHER COURSES:			
ANAT230	Advanced Anatomy and Physiology*	20	2.0
ANAT230-L	Advanced Anatomy and Physiology Lab*	40	2.0
CAREER200	Career Advantage*	20	2.0
CSCI121	Computer Applications*	50	4.0
CSCI201	Database Management*	50	4.0
HIT103	Health Care Data Management*	40	4.0
HIT104	Health Information Systems*	40	4.0
HIT112	Health Care Delivery Systems*	20	2.0
HIT115	Health Care Statistics and Registry*	50	4.0
HIT120	Coding I	60	4.0
HIT130	Coding II	60	4.0
HIT140	Coding III	60	4.0
HIT211	Compliance and Reimbursement Methodologies*	40	4.0
HIT221	Management Concepts in Health Care*	40	4.0
HIT225	Health Care Data Sets*	20	2.0
HIT231	Legal and Regulatory Issues in Health Information Technology*	20	2.0
HIT240	Electronic Health Records*	40	4.0
HIT254	Health Information Technology Practicum	200	8.0
HIT255	Health Information Technology Seminar*	20	2.0
MEDT111	Medical Terminology*	20	2.0
PATH214	Pathophysiology I*	40	4.0
PATH224	Pathophysiology II*	40	4.0
PHAR200	Pharmacology Principles*	40	4.0
SUBTOTAL – CORE HEALTH INFORMATION TECHNOLOGY & OTHER COURSES		**1030**	**80.0**
GRAND TOTAL FOR ALL REQUIRED COURSES		**1210**	**96.0**

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

Course Descriptions

ANAT200: 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses. Co-requisites:ANAT200-L

ANAT200-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB*

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. Co-requisites: ANAT200

ANAT230: ADVANCED ANATOMY AND PHYSIOLOGY*

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. Prerequisites: ANAT200

ANAT230-L: ADVANCE ANATOMY AND PHYSIOLOGY LAB*

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. Prerequisites: ANAT200-L

CAREER200: CAREER ADVANTAGE*

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills. Prerequisites: None

CSCI121: COMPUTER APPLICATIONS*

This course offers an introduction to basic computer terms and the hands-on experience and skill development necessary to perform basic, intermediate and advanced tasks in Microsoft Windows and Microsoft Word. Upon completion of this course, students should be able to navigate the Microsoft Windows desktop, control panel and software applications; create a letter, memo and table in Microsoft Word; apply acquired knowledge and skills to new situations; and perform basic problem solving and troubleshooting skills. Prerequisites: None

CSCI201: DATABASE MANAGEMENT*

This course is designed to introduce the fundamentals of databases. The students will develop skills in the design, construction, modification and use of databases. Structured Query Language (SQL) will be emphasized, as will (to a lesser extent) Microsoft Access. Special attention will be paid to issues surrounding the use of database technology on the Web, including typical Web database uses, platform options and application server options and concepts. Prerequisites: None

ENGL100: WRITTEN COMMUNICATIONS I*

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity

to write simple paragraphs, formal essays, reports and research projects. 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. Prerequisites: None

HIT103: HEALTH CARE DATA MANAGEMENT*

This course provides an introduction into the health information management profession. The focus of the course is placed on providing the student with an understanding of the functions of the health record, the content and structure of the health record across the continuum of health care, the techniques used in the storage and maintenance of health records, the different indexes and registries and the typical health information technology functions performed by the health information department. Prerequisites: None

HIT104: HEALTH INFORMATION SYSTEMS*

This course provides an overview of the fundamentals of information systems, identifies the major types of information system applications used in health care, describes how information systems are used for managerial and clinical support, addresses information security and explores the evolution of the electronic health record. Prerequisites: None

HIT112: HEALTH CARE DELIVERY SYSTEMS*

This course provides students with the historical overview of the health care system from ancient times until present. The focus of this course is placed on providing the student with the understanding and ability to assist in the implementation of the Integrated Delivery System (IDS) within health care organizations so as to provide a full range of health care services. Additionally, along with the IDS implementation, students will learn a continuum of care protocol, i.e. right care, right time, and the right provider. During this course the student will also be introduced to the decision making structure and organization, as well as how to provide support for the different decision makers in the health care organization, including executives, managers, supervisors, and clinicians. Prerequisites: None

HIT115: HEALTH CARE STATISTICS AND REGISTRY*

This course presents the concept and techniques related to statistical analysis of data, descriptive rates and basic research methods used for hospitals, communities, and clinical research. The focus of this course is on the collection, interpretation, presentation, and reporting of medical statistics with emphasis on reliability and validity of data. The importance of the health care statistics in relation to management, decision-making, governmental agencies, quality assessment, utilization review, risk management and research will be discussed. Vital and public health reporting and statutory and regulatory requirements, as well as secondary data sources; are also covered. Prerequisites: None

HIT120: CODING I

This course presents an overview of nomenclature and classification systems, with focus on coding inpatient clinical information from medical records; introduction to International Classification of Diseases, Ninth Revision, Clinical Modification (ICD9-CM); instruction in coding diagnoses and procedures using ICD9-CM coding, sequencing and coding conventions. Review of complications and co-morbidities. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: None

HIT130: CODING II

Students will focus on Basic HCPCS coding, with a focus on CPT4 coding (Anesthesia, E&M, Surgical, Pathology/Laboratory, Radiology and Medicine) and HCPS II codes. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: HIT104, HIT112, HIT115, HIT120

HIT140: CODING III

Students will focus on several coding systems including ICD-9-CM, CPT4, and HCPS. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: HIT104, HIT112, HIT115, HIT130

HIT211: COMPLIANCE AND REIMBURSEMENT METHODOLOGIES*

This course provides an understanding of the historical development of health care reimbursement in the United States and explains the different reimbursement systems commonly used since the start of prospective payment systems. The course also addresses a variety of health care reimbursement methodologies with a focus on Medicare prospective payment systems. Also addressed within this course is the history of fraud and abuse and corporate compliance in health care. Students receive hands-on practice in preparing claims using the Electronic Health Record (EHR) program and case simulation process. Prerequisites: HIT104, HIT112, HIT115, HIT120

HIT221: MANAGEMENT CONCEPTS IN HEALTH CARE*

This course discusses the nature of organizations and the basic elements of team leadership. In addition, it describes management of an organization's human resources and addresses the supervisor's role in health care facilities recruitment and retention efforts. Other topics include communication, strategic planning, job descriptions, teamwork, SWOT analysis, problem identification, critical thinking, performance standards, budget and the methods of supply management. Quality improvement for a job function within a health information management department is also examined. Prerequisites: HIT104, HIT112, HIT115, HIT130

HIT225: HEALTH CARE DATA SETS*

This course is a study of the health care code sets, clinical terminologies, and classification systems encountered in today's health care environment. Special attention will be paid to issues surrounding the latest advances in health care data management, health care informatics and the electronic health record. Prerequisites: HIT104, HIT112, HIT115, HIT120

HIT231: LEGAL AND REGULATORY ISSUES IN HEALTH INFORMATION TECHNOLOGY*

This course serves as an introduction to the legal issues pertaining to health care, health information and the health record as a legal document (ex: Release of information). Students will study the United States' legal system and court process with emphasis on legal and ethical issues within the health care environment. Fraud and abuse, patient privacy and confidentiality, and professional practice law and ethics will be covered. Prerequisites: None

HIT240: ELECTRONIC HEALTH RECORDS*

One of the most unifying practices of modern health care delivery is centered on the development of the electronic medical record. This course offers a broad foundation in health care models and legal policy perspectives, multiple user information requirements, and strategies for mounting and managing organizational initiatives regarding the electronic medical record. Prerequisites: None

HIT254: HEALTH INFORMATION TECHNOLOGY PRACTICUM

Field-Based: To provide the student with coding and other health information technology practice experiences in a hospital, physician's office, clinic or other health care setting with directed projects common to a clinical coding specialist on the job. Virtual Practicum: Review presentations from coding specialist guest speakers (CCS, CCSP) either prerecorded or live; hands-on simulations of office events and case-studies. Practicum hours will focus on building speed and accuracy using paper and scanned medical records. Prerequisites: ANAT200, ANAT200L, ANAT230, ANAT230L, CSCI121, CSCI201, ENGL100, HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT140, HIT211, HIT221, HIT225, HIT231, HIT240, MEDT111, PATH214, PATH224, PHAR200, PSYC100

HIT255: HEALTH INFORMATION TECHNOLOGY SEMINAR*

This will prepare the student for the Registered Health Information Technologist (RHIT) exam via a series of review exercises and practice exams and final mock (RHIT) exam. Prerequisites: ANAT200, ANAT200L, ANAT230, ANAT230L, CSCI121, CSCI201, ENGL100, HIT103, HIT104, HIT112, HIT115, HIT120, HIT130, HIT140, HIT211, HIT221, HIT225, HIT231, HIT240, MEDT111, PATH214, PATH224, PHAR200, PSYC100

MATH100: COLLEGE MATHEMATICS I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities. Prerequisites: None

MEDT111: MEDICAL TERMINOLOGY*

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. Prerequisites: None

PATH214: PATHOPHYSIOLOGY I*

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. Prerequisites: ANAT 200

PATH224: PATHOPHYSIOLOGY II*

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. Prerequisites: PATH214

PHAR200: PHARMACOLOGY PRINCIPLES*

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed. Prerequisites: None

PSYC100: INTRODUCTION TO PSYCHOLOGY*

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

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

ASSOCIATE OF OCCUPATIONAL SCIENCE, OCCUPATIONAL THERAPY ASSISTANT

ORANGE COUNTY CAMPUS

Overview

Classification Of Instructional Programs (CIP): 51.0803

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

Quarter Credits: 96.0

Clock Hours: 1620

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 assistant (OTA) professionals. 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 and clinical outpatient services, as well as in schools; working with adults in clinical inpatient and clinical outpatient services, as well as in work hardening programs; working with older adults in hospitals, long-term care facilities, and in 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 direct 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 96 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).

The Occupational Therapy Assistant (OTA) program at American Career College has applied for accreditation and has been granted ***Candidacy Status*** by the Accreditation Council for Occupational Therapy Education (ACOTE) of the

American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-2682.

Once accreditation of the program has been granted, its graduates 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

- Adaptive equipment for bathing
- Adaptive equipment for dressing
- Adaptive equipment for feeding
- Anatomical charts and models
- Balance trainer/board
- Bandages for lymphedema treatment
- Bedroom furniture
- Casting materials
- Classroom response System
- Clothing
- Compression garments and pumps
- Compression materials for lymphedema treatment
- Dolls
- Driving simulator
- Dynamometer, goniometer, gait belts
- Electrotherapy equipment, cryotherapy, ultrasound
- Feeding utensils
- Instructional software resources to augment coursework
- Kitchen appliances
- Nintendo Wii video game console
- Pneumatic Motorized Arm & Wrist Blood Pressure Kits
- Projector, Computer & Monitor
- Prosthetic and orthotic models
- Pulse oximeter, thermometer, stop
- Ramp
- Resistance equipment, bars, balls, bands
- Sphygmomanometers & Stethoscope Kits
- Splinting materials
- Stethoscopes, sphygmomanometer
- Supplies for universal precaution
- Swings
- Toys
- Transfer boards, tub/ benches, commode
- Treatment tables, mats, bolsters, wedge, mirrors
- Video Camera
- Washer and dryer
- Wheelchair cushions
- Wheelchair/ walkers/canes
- X-Box 360

Program Outline

COURSE NUMBER	TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT200	Introduction to Anatomy and Physiology*	20	2.0
ANAT200-L	Introduction to Anatomy and Physiology Lab*	40	2.0
ENGL100	Written Communications I*	40	4.0
MATH100	College Mathematics I*	40	4.0
PSYC100	Introduction to Psychology*	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	**180**	**16.0**
CORE OCCUPATIONAL THERAPY ASSISTANT AND OTHER COURSES:			
SCI150	Concepts in Science*	40	4.0
OTA100	Principles of Occupational Therapy*	20	2.0
HP100	Pathophysiology for Health Professionals*	40	4.0
OTA200	Therapeutic Use of Occupations*	60	4.0
HP200	Neuroscience*	40	4.0
OTA210	Human Structure and Function in Occupational Therapy*	60	4.0
HP210	Professional Communication for Health Professionals*	30	3.0
OTA220	Group Dynamics and Leadership*	30	3.0
OTA230	Level I Field Work	60	2.0
OTA240	Occupational Performance from Birth and Adolescence*	90	6.0
OTA250	Occupational Therapy Services in Psychosocial Settings*	60	4.0
OTA260	Occupational Performance in Adulthood*	90	6.0
HP220	Inter-professional Collaborative Practice and Cultural Competence in Healthcare*	20	2.0
OTA270	Occupational Performance in the Elderly*	90	6.0
OTA280	OTA Clinical Competency Review*	30	2.0
HP230	Business Concepts in Healthcare*	20	2.0
OTA290-A	Level II Fieldwork A	330	11.0
OTA290-B	Level II Fieldwork B	330	11.0
SUBTOTAL – CORE OCCUPATIONAL THERAPY ASSISTANT & OTHER COURSES		**1440**	**80.0**
GRAND TOTAL FOR ALL REQUIRED COURSES		**1620**	**96.0**

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

Course Descriptions

ANAT200: 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses. Prerequisites: None

ANAT200-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB*

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. Prerequisites: None

ENGL100: WRITTEN COMMUNICATIONS I*

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. 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. Pre-requisite: None.

SCI150: CONCEPTS IN SCIENCE*

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

OTA100: PRINCIPLES OF OCCUPATIONAL THERAPY*

Introduction to occupational therapy including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity in 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 the occupational therapy professionals in the USA and abroad; comparison and contrast of ICF and OTPF

II as it applies to clients; current health care environment and the emphasis in client participation in ICF and OTPF II. Pre-requisites: None.

MATH100: COLLEGE MATHEMATICS I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations and inequalities. Prerequisite: None.

PSYC100: INTRODUCTION TO PSYCHOLOGY*

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

HP100: PATHOPHYSIOLOGY FOR HEALTH PROFESSIONALS*

This course 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 occupational therapy interventions and the role of occupational therapy assistant in the disease management. Pre-requisite: ANAT200.

OTA200: THERAPEUTIC USE OF OCCUPATIONS*

This course explores various occupations and activities used as therapeutic interventions in occupational therapy. The course emphasizes awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities, as well as the implementation of advanced techniques and advanced applications used in traditional and non-traditional practice settings. Application of the OTPF II throughout the course and continuation of the study of OT philosophical roots, models of practice, and frames of reference. Study of the OT and OTA scope of practice and collaborative practice in different settings; identification of the different national and international professional groups that dedicate efforts to promote, regulate, and advance the profession. Exploration of several teaching-learning techniques to address clients and families' needs for information. Review and study of AOTA's official documents that pertain to ethics and practice. Pre-requisite: OTA100.

HP200: NEUROSCIENCE*

The purpose of this course is to develop an understanding of the organization and general plan of the brain and nervous system in relation to body and movement. This includes the nervous system, neuroanatomy, neurophysiology, functional

transmission, and application as it relates to impact on human performance and health. Further investigation will include membrane properties, processing, neurotransmission, plasticity across the life span, neurobehavior, sensation and perception, clinical syndromes, motor learning, and motor control. Pre-requisite: ANAT200.

OTA210: HUMAN STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY*

This course will apply principles of biomechanics and kinesiology to the understanding and analysis of movement during occupational performance.

This will included the study of structure and function of the skeletal, muscular and neuromuscular systems and their influences on normal and pathological motion and how this may impact occupational performance. The OTPF II will be emphasized as it pertains to client factors. Prerequisite: ANAT200.

HP210: PROFESSIONAL COMMUNICATIONS FOR HEALTH PROFESSIONALS*

This course 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. Pre-requisite: None.

OTA220: GROUP DYNAMICS AND LEADERSHIP*

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles and the relationship of 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 various types of groups and will apply concepts to personal and group contexts. This course has a very important 15-hour-long service learning component. Pre-requisite: PSYC100.

OTA230: LEVEL I FIELDWORK (FWI)

This is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. This course is composed of two 25 contact hours experience in settings where occupational therapy services are provided and five 2-hour seminar sessions to prepare them for their upcoming FW I experience and to debrief them after they have completed their rotation. FWI It provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. Students, under the supervision of an OT practitioner, work directly or indirectly with clients (adults and children) with a wide variety of diagnoses. Pre-requisite: Successfully completed Terms 1, 2, and 3.

OTA240: OCCUPATIONAL PERFORMANCE FROM BIRTH TO ADOLESCENCE*

This course studies the occupational performance of newborns through adolescents. It includes review and application of pertinent frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to this population. In this course, the student will develop an understanding of the occupational performance development and intervention process of the newborn through adolescence. The student will learn how to apply various OT practice frames of reference using the OT Practice Framework II as a guide for service delivery in different settings including early intervention, school-based practice, inpatient and outpatient rehab, as well as community-based practice. Students will learn how to complete aspects of the OT process including evaluation and intervention techniques which support client engagement in occupations. The student will learn to select, grade and adapt activity to maximize the client's occupational performance. This course has a very important 15-hour-long service learning component. Pre-requisite: Successfully completed Terms 1, 2, and 3.

OTA250: OCCUPATIONAL THERAPY SERVICES IN PSYCHOSOCIAL SETTINGS*

This course applies selected frames of reference; demonstrate proper facilitation of group processes and group dynamics; and identify occupational therapy assessment strategies. Identify and explain psychiatric diagnoses based on the most current Diagnostic and Statistical Manual; demonstrate proficiency in planning and implementation of occupation-based interventions; and demonstrate effective documentation skills. The student continues to develop and build their understanding and ability to apply theories and frames of reference with an

emphasis on the promotion of mental health through engagement in meaningful occupations.

Using the Occupational Therapy Practice Framework II as a guide, the student will analyze how mental health and illness impact occupational performance. The student will identifying and practice intervention strategies which promote increased occupation performance. Professional development continues in this course to include awareness of healthy interpersonal and behavioral styles, basic safety, and management of resources and supplies. This course has a very important 15- hour-long service learning component. Prerequisite: Successfully completed Terms 1, 2, 3, and 4.

OTA260: OCCUPATIONAL PERFORMANCE IN ADULTHOOD*

This course emphasizes the study of occupational performance of adults, both with musculoskeletal and neurological issues, including frames of reference, models of practice, Occupational Therapy Practice Framework II application, assessment/ evaluation tools and techniques, and intervention strategies specific to this population. In this course, the student will develop an understanding of the occupational performance development and intervention process of the adult client. Students will learn how to apply various aspects of the occupational therapy process including evaluation, interventions, and outcomes and how each aspect supports client engagement in occupations after neurological or a musculoskeletal condition. The student will learn to select, grade, and adapt activity to maximize the client's occupational performance. Models of practice, frames of reference, and the Occupational Therapy Practice Framework II will be used extensively as a guide for service delivery in different practice settings including inpatient and outpatient rehabilitation settings, home health, work hardening programs, and Driver Rehabilitation programs. This course has a very important 15- hour-long service learning component. Prerequisite: Successfully completed Terms 1, 2, 3, and 4.

HP220: INTER-PROFESSIONAL COLLABORATIVE PRACTICE AND CULTURAL COMPETENCE IN HEALTH CARE*

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 apply didactic concepts through volunteering in a clinical setting or providing community service and will complete a service project. Pre-requisite: Successfully completed Terms 1, 2, 3, and 4.

OTA270: OCCUPATIONAL PERFORMANCE IN THE ELDERLY*

This course emphasizes the study of occupational performance of older adults, both with musculoskeletal and neurological issues, including frames of reference, models of practice, Occupational Therapy Practice Framework II application, assessment/evaluation tools and techniques, and intervention strategies specific to this population. In this course, the student will develop an understanding of the occupational performance development and intervention process of the elderly client. Students will learn how to apply various aspects of the occupational therapy process including evaluation, interventions, and outcomes and how each aspect supports client engagement in occupations after neurological or a musculoskeletal condition. The student will learn to select, grade, and adapt activity to maximize the client's occupational performance. Models of practice, frames of reference, and the Occupational

Therapy Practice Framework II will be used extensively as a guide for service delivery in different practice settings including inpatient and outpatient rehabilitation settings, home health, nursing homes, as well as day care programs for the older adult. Emphasis will be given to understanding and developing a well-elderly community fictitious program. This course has a very important 15-hour-long service learning component. Pre-requisite: Successfully completed Terms 1, 2, 3, 4, and 5.

OTA280: OCCUPATIONAL THERAPY ASSISTANT CLINICAL COMPETENCY REVIEW*

This course provides an opportunity for OTA students to advance and review key clinical skills essential for successful OTA 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 OTA student under the supervision of a licensed OT with guidelines for progression toward entry level OTA 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. Participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios.

Students will demonstrate weekly progression in a plan of care with their assigned simulated patients as well as appropriate communication and documentation. Pre-requisite: Successfully completed Terms 1, 2, 3, 4, and 5.

HP230: BUSINESS CONCEPTS IN HEALTH CARE*

This course is designed to introduce the concepts of basic management theories and an overview of the U.S. health care system. Students will explore responsibilities of practice managers with further identification of challenges specific to the health care setting. Pre-requisite: Successfully completed Terms 1, 2, 3, 4, and 5.

OTA290A: LEVEL II FIELDWORK

This is a method of instruction providing detailed education, training and work-based experience and direct patient/client care, generally at two clinical sites for 330 hours in each. Specific detailed learning objectives are developed collaboratively by the faculty and clinical instructor. Establishing onsite clinical instruction, supervision, evaluation and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. This is the second of two fieldwork experiences which provide an opportunity for students to integrate and apply all previous didactic and practicum coursework. This course is composed of two capstone experiences (330 contact hours each) in two different occupational therapy settings for the student to demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of the occupational therapy process. It provides students with opportunities to apply general and specific skills learned in previous courses. Students, under the supervision of an OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses. Pre-requisite: Successfully completed all academic courses and FWI

OTA290B: LEVEL II FIELDWORK

This is a method of instruction providing detailed education, training and work-based experience and direct patient/client care, generally at two clinical sites for 330 hours in each. Specific detailed learning objectives are developed collaboratively by the faculty and clinical instructor. Establishing onsite clinical instruction, supervision, evaluation and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. This is the second of two fieldwork experiences which provide an opportunity for students to integrate and apply all previous didactic and practicum coursework. This course is composed of two capstone experiences (330 contact hours each) in two different occupational therapy settings for the student to demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of the occupational therapy process. It provides students with opportunities to apply general and specific skills learned in previous courses. Students, under the supervision of an OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses. Pre-requisite: Successfully completed all academic courses and FWI.

OTA295: OTA LICENSURE EXAM REVIEW*

This course will assist students via a series of review exercises and practice exams, in preparation for their upcoming national certification exam developed and administered by the National Board for Certification in Occupational Therapy (NBCOT). Student must pass this course as a component of the program graduation requirements. Pre-requisite: Successfully completed Terms 1, 2, 3, 4, 5, 6, & 7.

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

ASSOCIATE OF OCCUPATIONAL SCIENCE PHYSICAL THERAPIST ASSISTANT

ORANGE COUNTY CAMPUS

Overview

Classification Of Instructional Programs (CIP): 51. 0806

Standard Occupational Classification (SOC) Code: 31-2021.00

Quarter Credits: 96.0

Clock Hours: 1530

Number of Weeks: 80*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

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

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

Completion of the program is acknowledged by the award of an Associate of Occupational Science degree. Effective October 7, 2013, American Career College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

Graduation from a CAPTE-accredited program is required for eligibility to sit for the licensing exam.

Instructional Equipment

- Anatomical charts and models
- Balance trainer/board
- Prosthetic and orthotic models
- Pulse oximeter, thermometer, stop watch

- 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
- 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

COURSE NUMBER	TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT 200	Introduction to Anatomy and Physiology*	20	2.0
ANAT 200-L	Introduction to Anatomy and Physiology Lab	40	2.0
ENGL100	Written Communications I*	40	4.0
MATH 100	College Mathematics I*	40	4.0
PSYC 100	Introduction to Psychology*	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	180	16.0
CORE PHYSICAL THERAPY ASSISTANT AND OTHER COURSES:			
CAREER200	Career Advantage*	20	2.0
PTA 100	Introduction to Physical Therapist Assistant*	20	2.0
PTA 100-L	Introduction to Physical Therapist Assistant Lab	40	2.0
PTA 104	Professional Communications for the Physical Therapist Assistant*	40	4.0
PTA 150	Physical Therapist Assistant Law, Ethics and Professionalism*	40	4.0
PTA 210	Clinical Kinesiology*	20	2.0
PTA 210-L	Clinical Kinesiology Lab	40	2.0
PTA 212	Neuroscience*	40	4.0
PTA 214	Clinical Assessment*	20	2.0
PTA 214-L	Clinical Assessment Lab	40	2.0
PTA 216	Pathophysiology for the Physical Therapist Assistant*	40	4.0
PTA 220	Therapeutic Exercise I*	20	2.0
PTA 220-L	Therapeutic Exercise I Lab	40	2.0
PTA 224	Development and Rehabilitation Across the Life Span*	40	4.0
PTA 226	Physical Agents*	20	2.0
PTA 226-L	Physical Agents Lab	40	2.0
PTA 230	Therapeutic Exercise II*	20	2.0
PTA 230-L	Therapeutic Exercise Ii Lab	40	2.0
PTA 234	Principles of Rehabilitation*	20	2.0
PTA 234-L	Principles of Rehabilitation Lab	40	2.0
PTA 236-L	Physical Therapist Assistant Clinical Competency Review*	30	2.0

PTA 238	Clinical Practicum I	240	8.0
PTA 240	Interprofessional Collaborative Practice and Cultural Competence in Health Care*	20	2.0
PTA 244	Business Concepts in Health Care*	20	2.0
PTA 258	Clinical Practicum II	360	12.0
SCIE 150	Concepts in Science*	40	4.0
SUBTOTAL – CORE PHYSICAL THERAPY ASSISTANT & OTHER COURSES		1350	80.0
PTA 260	*PTA Licensure Review - Completion required for graduation*		
GRAND TOTAL FOR ALL REQUIRED COURSES		**1530**	**96.0**

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

Course Descriptions

ANAT200: 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses. Prerequisites: None

ANAT200-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB

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. Prerequisites: None

CAREER200: CAREER ADVANTAGE*

This course is designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication, and workplace skills. Prerequisites: None

ENGL100: WRITTEN COMMUNICATIONS I*

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. 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. Prerequisites: None

MATH100: COLLEGE MATHEMATICS I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations and inequalities. Prerequisites: None

PSYC100: INTRODUCTION TO PSYCHOLOGY*

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

PTA100: INTRODUCTION TO PHYSICAL THERAPIST ASSISTANT*

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. Prerequisites: None

PTA100-L: INTRODUCTION TO PHYSICAL THERAPIST ASSISTANT LAB

This course 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. Prerequisites: None

PTA104: PROFESSIONAL COMMUNICATIONS FOR THE PHYSICAL THERAPIST ASSISTANT*

This course 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. Prerequisites: None

PTA150: PHYSICAL THERAPIST ASSISTANT LAW, ETHICS AND PROFESSIONALISM*

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. Prerequisites: None

PTA210: CLINICAL KINESIOLOGY*

This course facilitates a deeper understanding of applied musculoskeletal anatomy and the biomechanics associated with human motion. Movement is studied through the introduction and investigation of relevant concepts including but not limited to: leverage principles, contraction types, prime movers, stabilizers, factors restricting motion, and kinetic vs. kinematic differentiations. Nervous system anatomy and physiology, and peripheral innervations are also identified. A guided practice approach is advanced to discovery learning in the lab portion of this course, where students begin the process of palpation locating anatomical landmarks and muscular tissue. Prerequisites: ANAT200, ANAT200-L, PTA216

PTA210-L: CLINICAL KINESIOLOGY LAB

This course facilitates a deeper understanding of applied musculoskeletal anatomy and the biomechanics associated with human motion through practical application. Through discovery learning students will begin to develop skills for the process of palpation, locating anatomical landmarks and muscular tissue. Prerequisites: ANAT200, ANAT200-L, PTA216

PTA212: NEUROSCIENCE*

The purpose of this course is to develop an understanding of the organization and general plan of the brain and nervous system in relation to body and movement. This includes the nervous system, neuroanatomy, neurophysiology, functional transmission, and application as it relates to impact on human movement and health. Further investigation will include membrane properties, processing, neurotransmission, plasticity across the life span, neurobehavior, sensation and perception, clinical syndromes, motor learning, and motor control. Prerequisites: ANAT200, ANAT200-L

PTA214: CLINICAL ASSESSMENT*

This course prepares students in theoretical concepts for basic assessment methods in manual muscle testing, arthrokinematic function, special tests, anthropometric measures and goniometry.

Students will develop skills for documentation of findings. The student must also provide evidence-based outcome data by performing literature reviews for one of the testing methods performed in this course. Prerequisites: ANAT200, ANAT200-L, PTA216

PTA214-L: CLINICAL ASSESSMENT LAB

This laboratory experience provides students practical exposure to standardized physical therapy instruments used to identify patient impairments and functional limitations. Findings will be documented and communicated based on standards for effective and legal clinical documentation. Emphasis is placed on observation and palpation when assessing segment motion and muscle contraction quality. Prerequisites: ANAT200, ANAT200-L, PTA216

PTA216: PATHOPHYSIOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT*

This course 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. Prerequisites: ANAT200, ANAT200-L

PTA220: THERAPEUTIC EXERCISE I*

This course 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. Prerequisites: PTA214, PTA214-L

PTA220-L: THERAPEUTIC EXERCISE I LAB

This laboratory experience 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. Prerequisites: PTA214, PTA214-L

PTA224: DEVELOPMENT AND REHABILITATION ACROSS THE LIFE SPAN*

This course 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. Prerequisites: PTA214, PTA214-L

PTA226: PHYSICAL AGENTS*

This course 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. Prerequisites: PTA214, PTA214-L

PTA226-L: PHYSICAL AGENTS LAB

This laboratory course 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. Prerequisites: PTA214, PTA214-L

PTA230: THERAPEUTIC EXERCISE II*

This course prepares students to implement treatment progression for improved functional outcomes as applied in clinical populations including individuals with neurologic impairments, orthopedic impairments, and in compromised cardiac and pulmonary populations. Therapeutic exercises are explored to facilitate postural awareness and stabilization and are complemented by applying foundational movement principles relative to the anatomy, physiology, and arthrokinematics of the spine. Cardiac and pulmonary physiologies are explored incorporating therapeutic exercises to improve ventilatory capacity and cardiopulmonary function. Recognition of safety parameters including precautions, contraindications and considerations are required, as is an understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments and program upgrades within the established plan of care and on appropriate education, communication and documentation. Prerequisites: PTA220, PTA220-L

PTA230-L: THERAPEUTIC EXERCISE II LAB

This course is designed to train students in skills to implement safe and effective therapeutic exercise progression to restore functional mobility in specific patient populations. Students will demonstrate therapeutic progressions while developing effective documentation skills and competent teaching of safety and technique. Students will identify safety parameters including precautions, contraindications, and considerations and will develop and apply understanding of normal and abnormal physiological responses associated with varying forms of exercise. Emphasis is placed on understanding the role of the physical therapist assistant while performing interventions, assessments, and program upgrades within the established plan of care under the direction and supervision of the primary physical therapist. Prerequisites: PTA220, PTA220-L

PTA234: PRINCIPLES OF REHABILITATION*

This course introduces the student to a variety of learning experiences directed towards treating patients of varying system dysfunctions, physical impairments, and functional limitations. Areas of study will include, but are not limited to, rehabilitation implications and principles directed towards: prosthetics, orthotics, cardiac dysfunction, pulmonary dysfunction, vascular deficits, and physical therapy interventions for wounds and burns. Emphasis is also placed on gait analyses, pharmacology, therapeutic massage, and clinical documentation. Upon completion of this course the student will have greater knowledge on how to safely administer services as a physical therapist assistant under the direction and supervision of a

physical therapist, while treating patients of varying psychosocial attributes along the entire health care continuum from acute care through home discharge. Prerequisites: PTA214, PTA214-L

PTA234-L: PRINCIPLES OF REHABILITATION LAB

This course introduces practical learning experiences directed towards treating patients with diverse impairments and functional limitations. Practical application will include, but is not limited to, the following areas of study as they apply to restoration of function: prosthetics, orthotics, cardiac dysfunction and rehabilitation implications, pulmonary dysfunction and rehabilitation, vascular deficiencies, and physical therapy interventions for wounds and burns. Students will develop skills related to gait, pharmacology, therapeutic massage, and clinical documentation. Upon completion of this course the student will have greater knowledge of how to safely administer services as a physical therapist assistant under the direction and supervision of a physical therapist, while treating patients of varying psychosocial attributes along the entire health care continuum from acute care through home discharge. Prerequisites: PTA214, PTA214-L

PTA236-L: PHYSICAL THERAPIST ASSISTANT CLINICAL COMPETENCY REVIEW*

This course provides an opportunity for PTA students to advance and review key clinical skills essential for successful physical therapy performance at the clinical site. The primary focus will be to review and demonstrate competent performance in all essential clinical skills for safe practice as a PTA student under the supervision of a licensed PT with guidelines for progression toward entry level PTA performance. Students will develop a comfort level for knowledgeable and legal clinical practice through clinically relevant practical experience with simulated case scenarios. The students must achieve proficiency in all competencies prior to commencing clinical affiliation. This blended course reviews the clinical and safety rationale for progressing critical clinical thinking skills while providing skill training with simulated patient scenarios. Live participants will be utilized to simulate a clinical environment as well as role playing with peers. The students will be taken through the admission process to discharge in case scenarios. Students will demonstrate weekly progression in a plan of care with their assigned simulated patients as well as appropriate communication and documentation. Prerequisites: PTA220, PTA220-L, PTA224, PTA226, PTA226-L

PTA238: CLINICAL PRACTICUM I

This clinical practicum experience 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. Prerequisites: PTA236-L

PTA240: INTERPROFESSIONAL COLLABORATIVE PRACTICE AND CULTURAL COMPETENCE IN HEALTH CARE*

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. Prerequisites: None

PTA244: BUSINESS CONCEPTS IN HEALTH CARE*

This course is designed to introduce the concepts of basic management theories and an overview of the U.S. health care system. Students will explore responsibilities of practice managers with further identification of challenges specific to the health care setting. Prerequisites: None

PTA258: CLINICAL PRACTICUM II

This clinical practicum experience is a full time 10 week clinical affiliation where students will have the opportunity to experience clinical practice in a minimum of two rehabilitation settings. Upon completion, the student is expected to achieve knowledge and skills that are required to implement a plan of care under the direction of a licensed physical therapist to improve mobility and function of patients of varying diagnoses and impairments. Students are expected to perform clinical skills with increasing efficiency as well as implement

knowledge learned through ongoing coursework including cardiopulmonary rehabilitation and therapeutic interventions related to prosthetics and orthotics. Attention will be paid to developing proficiency in the communication and interaction between a PT/PTA as well as demonstrating appropriate PT/PTA clinical relationship. The student will attain the ability to provide patient care with quality, efficiency, complexity, and consistency under the supervision and guidance of a physical therapist and reflective of a PTA student progressing toward competency consistent with an entry level physical therapist assistant. Prerequisites: PTA238

PTA260: PTA LICENSURE REVIEW

This course will prepare students for the National Physical Therapy Examination (NPTE) for the Physical Therapist Assistant, developed and administered by Federation of State Boards of Physical Therapy (FSBPT) via a series of review exercises and practice exams. Prerequisites: None

SCIE150: CONCEPTS IN SCIENCE*

This course introduces the student to concepts in physical science through a focus on physics and chemistry. The interdisciplinary approach is a unique delivery of general education science. Concepts and methodology of science are taught by integrating biology, chemistry, physics, and geology through detailed studies of four units: Water, Light, Natural Resources, and Health and Disease each with a recurrent theme of organization, energy transformation, and diversity. Prerequisites: None

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

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOGRAPHY

ONTARIO CAMPUS

Overview

Classification of Instructional Programs Code (CIP): 51.0911

Standard Occupational Classification Code (SOC): 29-2034.00

Quarter Credits:130.0

Clock Hours: 2660

Number of Weeks: 100 *

**Weeks may be extended depending on holiday schedules*

Career Training Objective

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

The program will:

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

Instructional Equipment List

- Cassettes for digital unit
- CR digital reader
- Densitometer
- Lead aprons
- Lead gloves
- Lead mats
- Mini C-arm unit
- Mobile shields
- Patient shields
- Penetrometer
- Phantoms: torso, chest, hand, elbow, foot, knee
- Portable radiography unit
- Sandbags
- Sensitometer
- Sponges
- Thyroid shields
- X-Ray unit: console, table with float top, tube/collimator, wall unit

Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT200	Introduction to Anatomy & Physiology I*	20	2.0
ANAT200-L	Introduction to Anatomy & Physiology I – Lab	40	2.0
ENGL100	Written Communications *	40	4.0
MATH100	College Mathematics I *	40	4.0
PSYC100	Psychology*	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	**180**	**16.0**
CORE RADIOGRAPHY AND OTHER COURSES:			
RAD101	Introduction to Radiologic Sciences*	10.00	1.0
RAD102	Medical Terminology*	30.00	3.0
RAD103	Radiographic Physics*	30.00	3.0
RAD104	Principles of Image Production*	70.00	6.0
RAD105	Patient Care*	40.00	3.0
RAD106	Radiographic Positioning I*	60.00	4.0
RAD107	Principles of Radiation and Radiation Biology*	40.00	3.0
RAD108	Radiation Protection*	40.00	3.0
RAD201	Clinical Practicum I	180.00	6.0
RAD109	Radiographic Positioning II*	60.00	4.0
RAD110	Digital Imaging*	20.00	2.0
RAD202	Clinical Practicum II	210.00	7.0
RAD111	Law and Ethics in Imaging*	20.00	2.0
RAD113	Radiographic Positioning III*	40.00	3.0
RAD203	Clinical Practicum III	240.00	8.0
RAD204	Clinical Practicum IV	270.00	9.0
RAD115	Introduction to Computed Tomography*	30.00	3.0
RAD205	Clinical Practicum V	300.00	10.0
RAD114	Cross-Sectional Anatomy*	30.00	3.0
RAD112	Pharmacology/Venipuncture*	30.00	2.0
RAD206	Clinical Practicum VI	300.00	10.0
CAREER300	Career Advantage*	30.00	3.0
RAD116	Radiology Seminar*	40.00	4.0
RAD207	Clinical Practicum VII	360.00	12.0
SUBTOTAL - CORE RADIOGRAPHY AND OTHER COURSES		**2480**	**114**
	PROGRAM TOTAL	**2660**	**130.0**

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

Course Descriptions

ANAT200 - 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses. Co-requisites: ANAT200-L.

ANAT200-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB

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. Co-requisites: ANAT200.

CAREER 300- CAREER ADVANTAGE*

This course prepares students to develop career planning and job search practicum. The course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace practicum. This course will be fulfilled throughout the student's progression of the program. Students will be expected to develop a portfolio of professional and personal growth throughout the program. Prerequisites: None

ENGL100 - WRITTEN COMMUNICATIONS I*

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. 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. Prerequisites: None

MATH100: COLLEGE MATHEMATICS I*

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations and inequalities. Prerequisite: None.

PSYC100: INTRODUCTION TO PSYCHOLOGY*

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

RAD101: INTRODUCTION TO RADIOLOGIC SCIENCES*

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. Prerequisites: None.

RAD102- MEDICAL TERMINOLOGY*

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. Prerequisites: None.

RAD103- RADIOGRAPHIC PHYSICS*

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. Prerequisites: None.

RAD104- PRINCIPLES OF IMAGE PRODUCTION*

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. Prerequisites: None.

RAD105- PATIENT CARE*

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. Prerequisites: None.

RAD106- RADIOGRAPHIC POSITIONING I*

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(s): ANAT200, ANAT200L

RAD107- PRINCIPLES OF RADIATION AND RADIATION BIOLOGY*

This course provides the concepts of the effects of ionizing radiation on living matter. The material will include the cell structure as it relates to ionizing radiation interactions. Prerequisites: None.

RAD108- RADIATION PROTECTION*

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. Prerequisites: None.

RAD109- RADIOGRAPHIC POSITIONING II*

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(s):RAD106

RAD110- DIGITAL IMAGING*

This course provides the base knowledge of computer/digital technology and the practical application of use within the radiologic field. Prerequisites: None.

RAD111- LAW AND ETHICS IN IMAGING*

This course introduces the medico-legal and medical ethics principles of the healthcare profession specific to the imaging profession. Prerequisites: None.

RAD112: PHARMACOLOGY/VENIPUNCTURE*

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. Prerequisites: None.

RAD113: RADIOGRAPHIC POSITIONING III*

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(s):RAD109

RAD114: CROSS-SECTIONAL ANATOMY*

This course provides the basic principles and applications of cross-sectional anatomy as it relates to the imaging profession. The anatomy and relationships of organs to each other in the thorax, abdomen, and cranium will be covered. Prerequisites: None.

RAD115: INTRODUCTION TO COMPUTED TOMOGRAPHY*

This course provides the advanced student with an introduction to the principles and applications of computed tomography (CT) in the imaging department. Prerequisite(s): None.

RAD116: RADIOLOGY SEMINAR*

This course is a review of the content specifications that are critical for the American Registry of Radiologic Technologists (ARRT) certification examination. Prerequisite(s): RAD103, RAD104, RAD107, RAD108

RAD201: CLINICAL PRACTICUM I

This course is a practical application of the concurrent theoretical learning. A clinical orientation will be completed, the practice of patient care introduced, and professional standards practiced in the hospital setting. Competency based assignments in thorax, abdomen, and extremities to include mobile radiography will be started under the

supervision of certified Radiologic Technologists. Prerequisite(s): RAD106

RAD202: CLINICAL PRACTICUM II

This course is a practical application of the concurrent theoretical learning. Competency based assignments in thorax, abdomen, and extremities will continue and competency based assignments for the vertebral column and cranium, facial bones, and sinuses to include mobile radiography will be introduced under the supervision of certified Radiologic Technologists. Prerequisite(s): RAD109, RAD201

RAD203: CLINICAL PRACTICUM III

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(s): RAD113, RAD202

RAD204: CLINICAL PRACTICUM IV

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(s): RAD203

RAD205: CLINICAL PRACTICUM V

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will continue as well as clinical assignments for advanced imaging modalities such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Interventional Procedures, and Surgery under the supervision of certified Radiologic Technologists. Prerequisite(s): RAD204

RAD206: CLINICAL PRACTICUM VI

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will continue as well as clinical assignments for advanced imaging modalities such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Interventional Procedures, and Surgery under the direct supervision of certified Radiologic Technologists. Prerequisite(s): RAD205

RAD207: CLINICAL PRACTICUM VII

This course is a practical application of all theoretical learning. Competency based assignments in thorax, abdomen, extremities, vertebral column, cranium, facial bones, sinuses, gastrointestinal, genitourinary and special procedures with contrast will be completed and clinical assignments for advanced imaging modalities such as Computed Tomography (CT), Magnetic Resonance Imaging (MRI), Interventional Procedures, and Surgery will continue under the supervision of certified Radiologic Technologists. Clinical rotation in additional imaging modalities will be assigned. Additional imaging modalities will include ultrasound, radiation therapy, and nuclear medicine. Prerequisite(s): RAD206

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

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY THERAPY

ONTARIO AND ORANGE COUNTY CAMPUSES

Overview

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

Classification Of Instructional Programs (CIP): 51.0908

Quarter Credits: 96.0

Clock Hours: 1540

Number of Weeks: 80*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

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

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

Upon graduation from the program, students will be prepared to function as Respiratory Therapists and will be eligible to sit for the Certified Respiratory Therapist (CRT) and the Registered Respiratory Therapist (RRT) exams (written and clinical simulation), offered by the National Board for Respiratory Care (NBRC), to obtain state licensure.

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

Instructional Equipment

- 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

COURSE NUMBER	TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT205	Introduction to Anatomy and Physiology	20	2.0
ANAT205-L	Introduction to Anatomy and Physiology Lab	40	2.0
ENGL110	Written Communications I	40	4.0
MATH110	College Mathematics I	40	4.0
PSYC110	Introduction to Psychology	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	**180**	**16.0**
CORE RESPIRATORY THERAPY AND OTHER COURSES:			
CAREER100	Career Advantage	20	1.0
RESP200	Introduction to Respiratory Science	30	3.0
RESP200-L	Introduction to Respiratory Science Lab	20	1.0
RESP221	Cardiopulmonary Anatomy and Physiology	40	4.0
RESP233	Respiratory Procedures I	30	3.0
RESP233-L	Respiratory Procedures I Lab	20	1.0
RESP234	Respiratory Pharmacology	30	3.0
RESP234-L	Respiratory Pharmacology Lab	20	1.0
RESP235	Adult Cardiopulmonary Pathophysiology	40	4.0
RESP241	Respiratory Procedures II	30	3.0
RESP241-L	Respiratory Procedures II Lab	20	1.0
RESP243	Introduction to Clinical Practicum	30	3.0
RESP251	Cardiopulmonary Diagnostic Testing	30	3.0
RESP251-L	Cardiopulmonary Diagnostic Testing Lab	20	1.0
RESP253	Rehabilitation and Home Health in Respiratory Care	40	4.0
RESP261	Mechanical Ventilation I	30	3.0
RESP261-L	Mechanical Ventilation I Lab	20	1.0
RESP263	Neonatal / Pediatric Cardiopulmonary Pathophysiology	40	4.0
RESP272	Advanced Ventilation Concepts	30	3.0
RESP272-L	Advanced Ventilation Concepts Lab	20	1.0
RESP283	Critical Care Monitoring	40	4.0
RESP284	Respiratory Care Review	40	4.0
RTCP210	Clinical Practicum I	240	8.0
RTCP212	Clinical Practicum II	240	8.0
RTCP214	Clinical Practicum III	240	8.0
	SUBTOTAL – CORE RESPIRATORY THERAPY AND OTHER COURSES	**1360**	**80.0**
GRAND TOTAL FOR ALL REQUIRED COURSES		**1540**	**96.0**

Course Descriptions

ANAT205: 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses. Co-requisites: ANAT205-L

ANAT205-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB

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. Co-requisites: ANAT205

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. Prerequisites: None

ENGL110: WRITTEN COMMUNICATIONS I

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. 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. Prerequisites: None

MATH110: COLLEGE MATHEMATICS I

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities. Prerequisites: None

PSYC110: INTRODUCTION TO PSYCHOLOGY

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

RESP200: INTRODUCTION TO RESPIRATORY SCIENCE

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. Prerequisites: None; Co-Requisite: RESP200-L

RESP200-L: INTRODUCTION TO RESPIRATORY SCIENCE LAB

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. Prerequisites: None; Co-Requisite: RESP200

RESP221: CARDIOPULMONARY ANATOMY AND PHYSIOLOGY

This course is a focused study of cardiopulmonary anatomy & physiology. Discussions will center on a systematic understanding of the position, function and interplay of structures within the respiratory, cardiovascular and renal systems as well as control of breathing, gas exchange, acid-base physiology, cardiac electrophysiology and fluid balance. Included in this course will be interpretation of clinical laboratory findings, proper techniques for conducting patient assessment and documentation of the resultant clinical findings. Prerequisites: ANAT205, MATH110

RESP233: RESPIRATORY PROCEDURES I

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. Prerequisites: RESP200, MATH110; Co-Requisite: RESP233-L

RESP233-L: RESPIRATORY PROCEDURES I-LAB

This laboratory course introduces students to the application of non-invasive respiratory care treatments and support modalities, and set up, use and troubleshooting required equipment. Prerequisites: RESP200, RESP 200-L; Co-Requisite: RESP233

RESP234: RESPIRATORY PHARMACOLOGY

This course introduces students to the study of pharmacological principles related to the treatment of patients with cardiopulmonary disease. The course includes a study of the anatomy and basic function of the central 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. Prerequisites: RESP200, RESP200-L, MATH110; Co-Requisite: RESP234-L

RESP234-L RESPIRATORY PHARMACOLOGY LAB

This laboratory course introduces students to the application of a variety of methods of aerosolized drug administration in respiratory care. The student will practice selection, assembly, troubleshooting and use of a variety of administration techniques for respiratory medications, patient assessment for clinical indications and patient response to therapy, appropriate patient interaction for administration of therapy, proper documentation of therapy and applicable drug calculations. Prerequisites: RESP200, RESP200-L, MATH110; Co-Requisite: RESP234

RESP235: ADULT CARDIOPULMONARY PATHOPHYSIOLOGY

This course begins with a study of the fundamental techniques and protocols required to conduct a thorough patient assessment. Included in this course is a discussion on the various non-invasive and invasive tests that are involved in determining the presence of various cardio-pulmonary diseases and disorders. Etiology, clinical signs and symptoms, diagnosis, management and prognosis of acute and chronic pulmonary diseases will be the major emphasis of this course. Prerequisites: RESP221

RESP241: RESPIRATORY PROCEDURES II

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. Prerequisites: RESP233; Co-Requisite: RESP241-L

RESP241-L: RESPIRATORY PROCEDURES II LAB

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. Prerequisites: RESP233, RESP233-L; Co-Requisite: RESP241

RESP243: INTRODUCTION TO CLINICAL PRACTICUM

This course prepares students to begin training in the clinical environment. Topics in this course will include professional ethics and communication skills for students; orientation to charting techniques. HIPAA training, The Joint Commission topics related to patient safety initiatives and professionalism in the health care environment. Focus is also placed on issues surrounding universal precautions, blood-born pathogen safety, infection control, dealing with death and dying and diverse populations. During this course all students will complete pre-clinical health exam, immunizations, TB and drug screening. Additionally, each student will receive certification in American Heart Association health care provider CPR and Fire Safety Training. Prerequisites: ANAT205, ANAT205-L, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP251, RESP251-L, RESP253

RESP251: CARDIOPULMONARY DIAGNOSTIC TESTING

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. Prerequisites: RESP235; Co-Requisite: RESP251-L

RESP251-L: CARDIOPULMONARY DIAGNOSTIC TESTING LAB

This laboratory course introduces students to pulmonary diagnostic testing techniques and interpretation for procedures occurring in the PFT laboratory, and at the bedside. Prerequisites: RESP235; Co-Requisite: RESP251

RESP253: REHABILITATION AND HOME HEALTH IN RESPIRATORY CARE

This course is a study of the role of the respiratory therapist in the alternative site / home care setting. An overview of concepts, procedures, and long-term care and the respiratory therapist's role as part of a multi-disciplinary care team involved in patient care in alternate sites such as pulmonary rehabilitation centers, sub-acute care facilities or the home is addressed. Students will be involved in discussions of health care reform, managed care and its impact on health care delivery. Billing / Coding procedures, current Joint Commission standards for respiratory home care accreditation, protocols for respiratory home care and a discussion of patient / caregiver education will be discussed. Prerequisites: None

RESP261: MECHANICAL VENTILATION I

This course is a study of the basic principles of mechanical ventilation, the effects of positive pressure ventilation and classification of mechanical ventilators. Conventional modes of ventilation are compared and contrasted with attention to waveform analysis within these modes. A case study approach is utilized to discuss concepts of initiation of mechanical ventilation, appropriate ventilator management, weaning criteria, determination of appropriateness to wean and clinical application of pharmacotherapy for the mechanically ventilated patient. Non-invasive positive pressure ventilation is also addressed. Prerequisites: RESP235, MATH110; Co-Requisite: RESP261-L

RESP261-L: MECHANICAL VENTILATION I LAB

This laboratory course introduces students to the basic principles of mechanical ventilation (both invasive and non-invasive), selection, assembly and testing of the equipment. Additionally, students will practice determining initial ventilator settings, clinical application of pharmacotherapy, assessing appropriateness to wean and discontinuation of mechanical ventilation. Prerequisites: RESP235; Co-Requisite: RESP261

RESP263: NEONATAL/PEDIATRIC CARDIOPULMONARY PATHOPHYSIOLOGY

This course is a study of fetal development of the cardiopulmonary system, respiratory care of neonatal and pediatric patients, as well as causes and treatment of respiratory illnesses. Students will

gain an understanding of patient evaluation, monitoring and therapeutic modalities seen with common neonatal 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. Prerequisites: RESP221

RESP272: ADVANCED VENTILATION CONCEPTS

This course is a study of various non-conventional methods of mechanical ventilator support for adult patients and ventilator management strategies for pediatric and neonatal particular to specific pathophysiologies. Ventilator management protocols are also discussed. Case studies are used to demonstrate appropriate patient assessment and management strategies. Emphasis will be placed on understanding concepts of critical care monitoring, ventilator waveforms and special procedures. Included in the discussion will be assessment and diagnosis of particular maladies leading to the implementation of appropriate care plans in this patient population. Ventilation and oxygenation concepts are addressed as they relate to both conventional and special techniques of mechanical ventilation. Prerequisites: RESP261, RESP283; Co-Requisites: RESP272-L

RESP272-L: ADVANCED VENTILATION CONCEPTS LAB

This laboratory course is a study of various non-conventional methods of mechanical ventilator support for adult patients and ventilator management strategies for pediatric and neonatal particular to specific pathophysiologies. Application of ventilator management protocols will also be practiced. Case studies and clinical simulations are used to practice appropriate patient assessment and management strategies. Emphasis will be placed on integrating an understanding of critical care monitoring, interpretation of ventilator waveforms and managing the ventilated patient during special procedures. Prerequisites: RESP261, RESP261-L, RESP283; Co-Requisites: RESP272

RESP283: CRITICAL CARE MONITORING

This course is a study of advanced cardiopulmonary monitoring in the critical care setting. Topics will include intracranial hemodynamics, critical care monitoring of particular patient populations such as open-heart and pediatric patients, hemodynamic monitoring, ventilator waveform analysis and apnography. Proper reading of monitors, accurate interpretation of readings, strengths and shortcomings of various hemodynamic monitoring modalities will be discussed. Prerequisites: RESP235

RESP284: RESPIRATORY CARE REVIEW

This course is intended as part of the final preparation for graduation and attempting the NBRC board exams (both CRT and RRT exams). Students will review subject matter in all major core areas of the respiratory care program. By the end of this course all students will gain practice in successful performance on NBRC style examinations in both written and clinical simulation testing formats. Prerequisites: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP272, RESP272-L, RESP283, RTCP210, RTCP212

RTCP210: CLINICAL PRACTICUM I

This course is an introduction to the clinical environment and begins with an orientation to the hospital/respiratory department in policies, procedures, equipment storage location and handling. Students will gain hands on experience in infection control policy and procedures, selection and assembly of basic respiratory care equipment for the purposes of administering oxygen therapy, humidity and aerosol therapy and broncho-active aerosol therapy. Emphasis will be placed on developing skills of patient assessment, observation, modification of therapy, development of patient care plans and documentation to the patient care record. Students will gain competency in the areas of non-invasive pulmonary hygiene, lung expansion therapy, airway clearance techniques. The student will also develop skills in patient/family education on a variety of therapies and topics in respiratory care. Each student will complete a minimum of three chart reviews and a case study presentation by the end of this practicum in order to demonstrate familiarity with locating and appropriately collecting patient data from the medical record. Prerequisites: ANAT205,

ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP283

RTCP212: CLINICAL PRACTICUM II

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. Students will present a case study by the end of this practicum in order to demonstrate the integration of didactic theory with clinical skills. Prerequisites: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP283, RTCP210

RTCP214: CLINICAL PRACTICUM III

This course is a continuation of the clinical experience from RTCP 212 and begins with an orientation to the hospital / respiratory department in 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. Prerequisites: ANAT205, ANAT205-L, CAREER100, ENGL110, MATH110, PSYC110, RESP200, RESP200-L, RESP221, RESP233, RESP233-L, RESP234, RESP234-L, RESP235, RESP241, RESP241-L, RESP243, RESP251, RESP251-L, RESP253, RESP261, RESP261-L, RESP263, RESP272, RESP272-L, RESP283, RTCP210, RTCP212

ASSOCIATE OF OCCUPATIONAL SCIENCE IN SURGICAL TECHNOLOGY

LOS ANGELES, ONTARIO, AND ORANGE COUNTY CAMPUSES

Overview

Standard Occupational Classification (SOC) Code: 29-2055.00

Classification Of Instructional Programs (CIP): 51.0909

Quarter Credits: 96.0

Clock Hours: 1600

Number of Weeks: 80*

**Weeks May Be Extended Depending On Holiday Schedules*

Career Training Objective

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

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

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

In preparation for the blended courses, students must:

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

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

“Cognitive Domain.” The student will:

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

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

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

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

perform efficiently as a member of the surgical team.

The training program is divided into eight 10-week quarters. Clinical experience in hospital settings and surgery centers is required for successful completion of the program, and these clinical rotations total 600 hours (300 hours in quarter VII and 300 hours in quarter VIII). Each quarter is comprised of prescribed subjects or studies that build upon each other.

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

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

Instructional Equipment

- 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

COURSE NUMBER	TITLE	CLOCK HOURS	QUARTER CREDITS
GENERAL EDUCATION COURSES:			
ANAT205	Introduction to Anatomy and Physiology	20	2.0
ANAT205-L	Introduction to Anatomy and Physiology Lab	40	2.0
ENGL110	Written Communications I	40	4.0
MATH110	College Mathematics I	40	4.0
PSYC110	Introduction to Psychology	40	4.0
	SUBTOTAL – GENERAL EDUCATION COURSES	**180**	**16.0**
CORE SURGICAL TECHNOLOGY AND OTHER COURSES:			
ANAT235	Advanced Anatomy and Physiology	20	2.0
ANAT235-L	Advanced Anatomy and Physiology Lab	40	2.0
CAREER200	Career Advantage*	20	2.0
MEDA150	Medical Law and Ethics	40	4.0
SURG100	Introduction to Surgical Technology	40	4.0
SURG111	Surgical Techniques I	40	4.0
SURG111-L	Surgical Techniques I Lab	80	4.0
SURG131-L	Surgical Techniques II Lab	80	4.0
SURG140	General Microbiology	40	4.0
SURG200	Pharmacology	40	4.0
SURG210	Pathophysiology I	40	4.0
SURG230	Pathophysiology II	40	4.0
SURG251	Clinical Orientation	40	4.0
SURG251-L	Clinical Orientation Lab	80	4.0

SURG260	Surgical Procedures I	80	4.0
SURG270	Surgical Procedures II	80	4.0
SURG281	Clinical Practicum I	300	10.0
SURG291	Clinical Practicum II	300	10.0
SURG296	National Certification Review*	20	2.0
	SUBTOTAL – CORE SURGICAL TECHNOLOGY AND OTHER COURSES	**1420**	**80.0**
GRAND TOTAL FOR ALL REQUIRED COURSES		**1600**	**96.0**

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

Course Descriptions

ANAT205: 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 life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system and senses.
Co-requisites: ANAT205-L.

ANAT205-L: INTRODUCTION TO ANATOMY AND PHYSIOLOGY LAB

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.
Co-requisites: ANAT205.

ANAT235: ADVANCED 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. 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

ANAT235-L: ADVANCE ANATOMY AND PHYSIOLOGY LAB

The purpose of this course is to develop and advanced understanding of the organization and general plan of the body and the importance of how the human body functions. By course completion, students should be able to provide an overview of the associate major terms and physiologic functions used in anatomy with clinical situations, define and describe anatomical structures and normal physiologic functions of the musculoskeletal system, integumentary system, respiratory system, gastrointestinal system, cardiovascular system, urinary system, reproductive system, digestive system, endocrine system, and the central nervous system. Prerequisite: ANAT205-L

CAREER200: CAREER ADVANTAGE*

Career Advantage is a course designed to prepare students to develop career planning and job search skills. Thorough, relevant job search preparation is required to compete successfully for jobs in today's market. To prepare the student, the course will address six areas: resumes, job search process, networking techniques in a job search, interview planning and preparation, communication and workplace skills.
Prerequisites: None

ENG110: WRITTEN COMMUNICATIONS I

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. 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.
Prerequisites: None

MATH110: COLLEGE MATHEMATICS I

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.
Prerequisites: None

MEDA150: MEDICAL LAW AND ETHICS

This course has been designed to introduce students to biomedical and health care ethics. Topics include a wide range of subjects, from exploring the rights of women, to monitoring the pregnancies of troubled women; from domestic violence, to high tech home care. This course has also been designed to help students understand how health care professionals and consumers make very difficult health care choices for their patients, their loved ones, and themselves.
Prerequisites: None

PSYC110: INTRODUCTION TO PSYCHOLOGY

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

SURG100: INTRODUCTION TO SURGICAL TECHNOLOGY

This course introduces the student to the surgical technology field. History of surgery, surgery today, and history of surgical technology are discussed. The student will also learn about surgical technology as a profession, the structure of health care facilities and hospital organization. In addition, the student will be introduced to the scope of practice as a member of the surgical team and introduced to medical terminology. 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. Prerequisites: None

SURG111: SURGICAL TECHNIQUES I

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.
Prerequisites: SURG100

SURG111-L: SURGICAL TECHNIQUES I LAB

In the laboratory component of this course the student is introduced to basic surgical techniques such as aseptic technique, scrubbing gowning and gloving, establishing a sterile field and organizing the sterile field. The student will also learn how perform the surgical counts as well as assisting with draping the surgical patient. Prerequisite: SURG100

SURG131-L: SURGICAL TECHNIQUES II LAB

In the laboratory component of this course the student demonstrates an intermediate understanding of surgical techniques such as aseptic knowledge, scrubbing gowning and gloving, establishing and organizing the sterile field, surgical counts and draping.
Prerequisites: SURG100, SURG111, SURG111-L

SURG140: GENERAL MICROBIOLOGY

This course focuses on a study of several types of microorganisms, with emphasis on bacteria, protists and viruses. The principles of microbiology will be examined using topical investigations of their metabolism, genetics, immunology, and uses, considering both with medical and non-medical illustrations and their applications. Finally, students will develop a better understanding of the nature of the interaction, both harmful and beneficial, between various microbial species and the human environment. Prerequisites: None

SURG200: PHARMACOLOGY

This course teaches the student the basic principles of pharmacology. The student will also learn the classification, names, uses and important technical considerations for the most commonly dispensed drugs before and during surgery. Anesthetic agents and techniques in anesthesia will also be discussed. Prerequisites: SURG100

SURG210: PATHOPHYSIOLOGY I

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. Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, SURG100, SURG111, SURG111-L, SURG131-L

SURG230: PATHOPHYSIOLOGY II

This course exposes the student to surgically treatable diseases in the following surgical subspecialties: Plastic/Reconstructive, Orthopedic, Cardiothoracic, Cardio/Peripheral Vascular, Oral/Maxillofacial and Neurological Surgery. The student will learn about disease processes and their corresponding surgical treatments. Equipment, supplies, instrumentation and technical considerations for each subspecialty will also be discussed. In addition, the student will be taught the procedural steps to some of the most commonly performed surgeries in these specialty areas. Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, SURG 100, SURG111, SURG 111-L, SURG 131-L

SURG251: CLINICAL ORIENTATION

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). Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG210, SURG230, SURG260, SURG270. Co-requisite: SURG200

SURG251-L: CLINICAL ORIENTATION LAB

In this course the student should be able to satisfactorily perform the aspects of the Surgical Technologist in the Scrub Role (STSR) in preparation for clinical rotation. Prerequisites: ANAT205, ANAT205L, ANAT235, ANAT235L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111L, SURG131L, SURG140, SURG210, SURG230, SURG260, SURG270. Co-requisite: SURG200

SURG260: SURGICAL PROCEDURES I

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role-STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: Minor, General, Obstetric and Gynecological Procedures. Prerequisites: SURG100, SURG111, SURG111-L, SURG131-L

SURG270: SURGICAL PROCEDURES II

This course introduces the student to advanced techniques in surgical patient care. The techniques are reinforced through hands-on practicum. The student will learn the different roles of the surgical technologist (Scrub Role - STSR, Assistant Circulator - STAC and Second Assistant – STSA roles) during routine mock surgical procedures in the laboratory setting. The student will participate in mock scenarios for the following surgical subspecialty areas: ENT, Genitourinary, Neuro, Orthopedic and Endoscopic Procedures. Prerequisites: SURG100, SURG111, SURG111-L, SURG131-L

SURG281: CLINICAL PRACTICUM I

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 solo role or with assist.

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. Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270

SURG291: CLINICAL PRACTICUM II

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 solo role or with assist.

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The 120 cases must be completed between the two clinical practicum courses, SURG 281 and SURG 291. Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270

SURG296: NATIONAL CERTIFICATION REVIEW*

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). Prerequisites: ANAT205, ANAT205-L, ANAT235, ANAT235-L, ENGL110, MATH110, MEDA150, PSYC110, SURG100, SURG111, SURG111-L, SURG131-L, SURG140, SURG200, SURG210, SURG230, SURG251, SURG251-L, SURG260, SURG270

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

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