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WINTER 2018

2018-2019 Catalog

Los Angeles Campus (Main)

12215 Victory Boulevard
North Hollywood, CA 91606
(818) 299-5500

Center for Graduate Studies (Branch)

590 North Vermont Avenue
Los Angeles, CA 90004
(818) 299-5500

Orange County Campus (Branch)

1477 S. Manchester Avenue
Anaheim, CA 92802
(714) 782-1700

Orange County (Learning Site)

2411 West La Palma Avenue
Anaheim, CA 92801
(714) 782-1717

Ontario Campus (Branch)

2855 East Guasti Road
Ontario, CA 91761
(909) 467-6100

Dallas Campus (Branch)

8435 North Stemmons Freeway
Dallas, TX 75247
(214) 453-4533

Miami Campus (Branch)

9250 NW 36th Street
Doral, FL 33178
(786) 501-7070

www.westcoastuniversity.edu

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UNIVERSITY ADMINISTRATION | 151 Innovation Drive Irvine, CA 92617-3040 | Phone (949) 783-4800 | Fax (949) 783-4801

FROM THE PRESIDENTS

For over a century, West Coast University has existed to help individuals pursue their educational and professional dreams. Now, the University is recognized for its success in developing aspiring health care professionals. In fact, West Coast University has become one of the largest educators of RNs in the state of California, is fast becoming a leader in Dental Hygiene education, has three masters-level programs in Nursing, Occupational Therapy, and Health Administration, and two new professional doctoral-level programs in Pharmacy and in Physical Therapy. We are excited about our future as an institution and your future as a productive member of the healthcare workforce.

To achieve our goals, we are committed to recruiting outstanding faculty and dedicated support team members, and to providing the most beautiful and well-equipped campuses. As evidenced by our campuses and professional faculty and staff in Los Angeles, Orange County, Ontario, Dallas and Miami, and our alumni serving communities throughout California and beyond, we are accomplishing our mission.

From the moment you walk in the door, our goal is that you will feel at home. At home in a place where you're genuinely welcome. At home in a place that has everything you need to succeed - from labs to computers to simulation centers to libraries to support services. At home in a place where the faculty actually knows your name and stands ready to partner with you in your educational endeavors. At home in a place where a talented and expert team helps you make the transition from student, to graduate, to working professional.

Whether you are looking to start a new professional career, or accelerate your current one, West Coast University is a place where you can do so as part of a community - a community of learning that is committed to excellence.

Welcome to one of the most exciting and fulfilling journeys of your life!

Sincerely,

Jeb Egbert and Sandy Pham

Co-Presidents, West Coast University

STATEMENT OF OWNERSHIP

West Coast University is owned and operated by West Coast University, Inc., a California Corporation located at 151 Innovation Drive, Irvine, CA 92617-3040.

The Dallas and Miami Campuses of West Coast University are branches of:

West Coast University (Main Campus)

12215 Victory Boulevard
North Hollywood, CA 91600
(818) 299-5500

The WCU logo contains emblems symbolizing:

Knowledge (*book*) | Success (*stairs*) | Desire to Learn (*torch*) | Growth (*leaves*)

TRUE AND CORRECT STATEMENT

West Coast University makes every effort to ensure accuracy of the information contained in this catalog. Some policies, rules, procedures, and regulations may change and therefore alter the information during this catalog period. The University reserves the right to change policies, regulations, fees, and course of instruction upon direction of the West Coast University Administration and its Chief Executive Officer. The most current and complete information on any changes is available from the campus Executive Director. The information contained in this catalog is true and correct to the best of my knowledge.

Presidents

PROGRAM OR POLICY CHANGES

West Coast University has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

TITLE IX SAFETY AND EDUCATION REQUIREMENT

All students must take and complete a non-credit four module Title IX training by the end of their first term/semester (whichever comes first).

STATE REGULATORY DISCLOSURES

CALIFORNIA REGULATORY DISCLOSURES

West Coast University is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

The University 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.).

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.

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 95798-0818, www.bppe.ca.gov, (888) 370- 7589 or by fax (916) 263-1897

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 (www.bppe.ca.gov).

TEXAS REGULATORY DISCLOSURE

The Dallas Campus has been granted a Certificate of Authorization to offer Bachelor degree programs from the Texas Higher Education Coordinating Board (THECB).

Texas Higher Education Coordinating Board (THECB)

1200 East Anderson Lane,

Austin, TX 78711-2788

(512) 427-6101

<http://www.thecb.state.tx.us/>

FLORIDA REGULATORY DISCLOSURES

West Coast University is a private institution licensed by the Florida Commission for Independent Education, License #5014.

West Coast University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 244-6684.

Any questions a student may have regarding this catalog should first be directed to the Student Affairs department at the campus. Questions that have not been satisfactorily answered by the institution may be directed to the WASC Senior College and University Commission, 985 Atlantic Avenue, Suite #100, Alameda, CA 94501, (510) 748-9001.

ACCREDITATION AND APPROVALS

Program	Accreditor	Address	Disclosure / Other Information
Institutional Accreditation	WASC Senior College and University Commission	985 Atlantic Avenue, Suite 100 Alameda, CA 94501 (510) 748-9001 www.wascsenior.org	Original Accreditation: January 1963 to March 1997 New Grant: November 4, 2011
Bachelor of Science, Dental Hygiene	Commission on Dental Accreditation (CODA)	211 East Chicago Avenue Chicago, IL 60611-2678 800-621-8099 or (312) 440-4653 http://www.ada.org/en/coda/accreditation/	The Dental Hygiene program offered at the Orange County campus is accredited by the Commission on Dental Accreditation (CODA).
Bachelor of Science Nursing	Commission on Collegiate Nursing Education (CCNE)	655 K Street, Suite 750, Washington DC 20001, (202) 877-6791 www.aacn.nche.edu/CCNE-accreditation	The Nursing Baccalaureate and Master's Degree Programs at all campuses are accredited by the Commission on Collegiate Nursing Education (CCNE).
Bachelor of Science, Nursing (BSN & LVN-BSN)	California Board of Registered Nursing (BRN)	1747 North Market Boulevard, Suite 150 Sacramento, CA 95834 (916) 322-3350 http://www.rn.ca.gov	The nursing pre-licensure (LVN to BSN and BSN) programs offered at West Coast University are approved by the California Board of Registered Nursing.
Bachelor of Science, Nursing	Texas Board of Nursing (TBON)	333 Guadalupe #3-460 Austin, TX 78701 www.bon.state.tx.us.com	West Coast University is approved by the Texas Board of Nursing for the pre-

Program	Accreditor	Address	Disclosure / Other Information
(BSN & LVN-BSN)			licensure nursing (BSN) programs.
Bachelor of Science, Nursing (BSN & LPN-BSN)	Florida Board of Nursing	4052 Bald Cypress Way, Bin C-10 Tallahassee, FL 32399-3252 (850) 245-4125 www.doh.state.fl.us/mqa/nursing/	
Master of Science, Occupational Therapy (MSOT)	Accreditation Council of Occupational Therapy (ACOTE)	4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449 (301) 652-2682 http://www.aota.org/Educate/Accredit.aspx	The entry-level MSOT Program at WCU received accreditation in December 11, 2014 from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is acoteonline.org . Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the

Program	Accreditor	Address	Disclosure / Other Information
			individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
Doctorate of Science, Occupational Therapy (OTD)	Accreditation Council of Occupational Therapy (ACOTE)	4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449 (301) 652-2682 http://www.aota.org/Educate/Accredit.aspx	West Coast University's Doctor of Occupational therapy program has been granted Candidacy Status by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. Upon receiving full accreditation, this program's graduates will be eligible to sit for the national certification examination for the occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT), Inc. An individual will be considered

Program	Accreditor	Address	Disclosure / Other Information
			<p>an Occupational Therapist, Registered (OTR) following successful completion of the above-mentioned exam. Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination as well as eligibility to obtain state licensure. For further questions, one may reach ACOTE by phone c/o AOTA, at (301) 652-AOTA. The National Board for Certification in Occupational Therapy (NBCOT) can be reached at www.nbcot.org.</p>
Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	1111 North Fairfax Street Alexandria, VA 22314 (703) 706-3245 accreditation@apta.org http://www.capteonline.org/Home.aspx	Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Program	Accreditor	Address	Disclosure / Other Information
			<p>The Doctor of Physical Therapy program at West Coast University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.</p>
Doctor of Pharmacy	Accreditation Council for Pharmacy Education (ACPE)	135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org .	<p>Programmatic Accreditation West Coast University School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; fax 312-664-4652, web site www.acpe-accredit.org.</p> <p>Accreditation Disclosure The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected</p>

Program	Accreditor	Address	Disclosure / Other Information
			<p>non-US sites. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps; Precandidate status, Candidate status and Accredited status. Precandidate status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the School to admit its first class.</p> <p>Candidate status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class.</p> <p>Accredited status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the</p>

Program	Accreditor	Address	Disclosure / Other Information
			<p>same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.</p> <p>The Doctor of Pharmacy program of the West Coast School of Pharmacy was awarded Accredited status during the June 20-24, 2018, meeting of the ACPE Board of Directors based upon an on-site evaluation conducted April 3-5, 2018, and discussion with University and School officials.</p> <p>PLEASE NOTE THAT LICENSURE TO PRACTICE AS A PHARMACIST IS REQUIRED IN EVERY STATE. HOWEVER, THE EXAM AND LICENSURE</p>

Program	Accreditor	Address	Disclosure / Other Information
			REQUIREMENTS VARY BY STATE. IT IS YOUR RESPONSIBILITY TO RESEARCH THE REQUIREMENTS IN THE STATE IN WHICH YOU PLAN TO PRACTICE.

PROGRAMS BY CAMPUS LOCATION

	Los Angeles Campus	Orange County Campus	Online Campus *	Ontario Campus	Center for Graduate Studies	Miami Campus	Dallas Campus
Undergraduate Programs							
Dental Hygiene, BSDH		X					
Nursing, BSN	X	X		X		X	X
Nursing, BSN (LVN to BSN)	X	X		X		X	X
Nursing, BSN (RN to BSN)			X				
Graduate Programs							
Physical Therapy, DPT					X		
Pharmacy, PharmD					X		
Health Administration, MHA			X				
Occupational Therapy, MSOT					X		

	Los Angeles Campus	Orange County Campus	Online Campus *	Ontario Campus	Center for Graduate Studies	Miami Campus	Dallas Campus
Occupational Therapy, OTD					X		
RN to MSN - Nurse Leader			X				
Nursing, MSN - Generalist Track			X				
Nursing, MSN - Informatics Track			X				
Nursing, MSN - Educator Track			X				
Nursing, MSN - Family Nurse Practitioner Track			X				

	Los Angeles Campus	Orange County Campus	Online Campus *	Ontario Campus	Center for Graduate Studies	Miami Campus	Dallas Campus
Master of Public Health			X				
RN to MSN - Family Nurse Practitioner			X				
RN to MSN - Advanced Generalist			X				
RN to MSN - Informatics			X				
RN to MSN - Nurse Educator			X				
MSN - Nurse Leader			X				
Post-Master's Certificate Programs							
Family Nurse Practitioner (<i>Post-Master's</i>)			X				

	Los Angeles Campus	Orange County Campus	Online Campus *	Ontario Campus	Center for Graduate Studies	Miami Campus	Dallas Campus
Nurse Educator <i>(Post-Master's)</i>			X				
Nurse Informatics <i>(Post-Master's)</i>			X				
Nurse Leader <i>(Post-Master's)</i>			X				

**Distance education programs are offered through the Orange County and Dallas campus locations.*

The following programs are no longer offered at West Coast University, effective May 20, 2015:

- Nursing, MSN Nurse Educator Track
- Nursing, MSN Clinical Nurse Leader Track
- Nursing, MSN Strategic Innovation Management Track

ACADEMIC CALENDAR

West Coast University's academic calendars are tailored to each program.

Undergraduate and graduate programs are on semester or trimester calendars. Some programs consist of semester or trimesters with two terms.

An academic calendar week begins on Monday and ends on Sunday.

Courses begin the first week of the program academic calendar as scheduled by the Registrar.

PHARMACY PROGRAM ACADEMIC CALENDAR

Term	Start Date	Add/Drop Deadline	Withdrawal Date	End Date	Holidays
Fall Semester 2018	Monday, August 27, 2018	Tuesday, September 4, 2018	Tuesday, October 23, 2018	Sunday, December 23, 2018	<i>Labor Day</i> , Monday, September 3, 2018 <i>Thanksgiving Break</i> , Monday-Sunday, November 19-25, 2018
Spring Semester 2019	Monday, December 31, 2018	Tuesday, January 8, 2019	Tuesday, February 26, 2019	Sunday, April 21, 2019	<i>New Year's Day</i> , Tuesday, January 1, 2019 <i>Martin Luther King Jr. Day</i> , Monday, January 21, 2019 <i>President's Day</i> , Monday, February 18, 2019 <i>Spring Break</i> , Friday-Monday, March 22-25, 2019
Summer Semester 2019	Monday, April 22, 2019	Tuesday, April 30, 2019	Tuesday, June 18, 2019	Sunday, August 18, 2019	<i>Memorial Day</i> , Monday, May 27, 2019 <i>Independence Day</i> , Thursday-Friday, July 4-5, 2019

Term	Start Date	Add/Drop Deadline	Withdrawal Date	End Date	Holidays
Fall Semester 2019	Monday, August 19, 2019	Tuesday, August 27, 2019	Tuesday, October 15, 2019	Sunday, December 22, 2019	<i>Labor Day</i> , Monday, September 2, 2019 <i>Thanksgiving Holiday</i> , Monday-Sunday, November 25-December 1, 2019
Spring Semester 2020	Monday, January 6, 2020	Tuesday, January 14, 2020	Tuesday, March 3, 2020	Sunday, April 26, 2020	<i>Martin Luther King Jr. Day</i> , Monday, January 20, 2020 <i>President's Day</i> , Monday, February 17, 2020 <i>Spring Break</i> , Friday-Monday, March 20-23, 2020
Summer Semester 2020	Monday, April 27, 2020	Tuesday, May 5, 2020	Tuesday, June 23, 2020	Sunday, August 23, 2020	<i>Memorial Day</i> , Monday, May 25, 2020 <i>Independence Day</i> , Friday-Saturday, July 3-4, 2020
Fall Semester 2020	Monday, August 24, 2020	Tuesday, September 1, 2020	Tuesday, October 20, 2020	Sunday, December 20, 2020	<i>Labor Day</i> , Monday, September 7, 2020 <i>Thanksgiving Holiday</i> , Monday-Sunday, November 23-29, 2020
Spring Semester 2021	Monday, January 4, 2021	Tuesday, January 12, 2021	Tuesday, March 2, 2021	Sunday, April 25, 2021	<i>Martin Luther King Jr. Day</i> , Monday, January 10, 2021 <i>President's Day</i> , Monday, February 15, 2021

Note: Students who are entering the APPE (4th year) of the PharmD program will be subject to the following policies:

1. Students who are not actively enrolled into an APPE block and will not be academically engaged for ore than 45 calendar days will be withdrawn unless they apply for an Administrative Leave of Absence. All applicable Leave of Absence policies will apply. Students should review the Leave of Absence section of the University catalog for more details.
2. Students who will not be actively enrolled into an APPE block and will not be academically engaged for up to 45 days will be withdrawn unless they resubmit a Letter of Intent to Return form to the campus financial aid department. The Letter of Intent to Return form must be received prior to the last date of attendance in the immediately preceding term. Some APPE blocks may be split amongst two semesters using two separate course codes. In these instances, students will be awarded the full course credit for the longer of the two courses. The short APPE course will receive the identical grade, however, no credits will be earned for this course. In the event that two APPE blocks are equal in length, the credit will be awarded to the second block, chronologically.

OCCUPATIONAL THERAPY AND PHYSICAL THERAPY PROGRAM ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Master of Science, Occupational Therapy (MSOT)
- Occupational Therapy Doctorate (OTD)
- Doctor of Physical Therapy (DPT)

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Fall 2018	Monday, September 3, 2018	Tuesday, September 11, 2018	Tuesday, October 30, 2019	Sunday, December 16, 2018	<i>Labor Day, Monday, September 3, 2018 Thanksgiving Holiday, Thursday-Sunday, November 22-25, 2018</i>
Spring 2019	Monday, January 7, 2019	Tuesday, January 15, 2019	Tuesday, March 5, 2019	Sunday, April 21, 2019	<i>Martin Luther King Jr. Day, Monday, January 21, 2019 President's Day, Monday, February 18, 2019</i>
Summer 2019	Monday, May 6, 2019	Tuesday, May 14, 2019	Tuesday, July 2, 2019	Sunday, August 18, 2019	<i>Memorial Day, Monday, May 27, 2019 Independence Day,</i>

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
					Thursday-Friday, July 4-5, 2019
Fall 2019	Monday, September 2, 2019	Tuesday, September 10, 2019	Tuesday, October 29, 2019	Sunday, December 15, 2019	<i>Labor Day</i> , Monday, September 2, 2019 <i>Thanksgiving Holiday</i> , Thursday-Sunday, November 28 - December 1, 2019
Spring 2020	Monday, January 6, 2020	Tuesday, January 14, 2020	Tuesday, March 3, 2020	Sunday, April 19, 2020	<i>Martin Luther King, Jr. Day</i> , Monday, January 20, 2020 <i>President's Day</i> , Monday, February 17, 2020
Summer 2020	Monday, May 4, 2020	Tuesday, May 12, 2020	Tuesday, June 30, 2020	Sunday, August 16, 2020	<i>Memorial Day</i> , Monday, May 25, 2020 <i>Independence Day</i> , Friday-Saturday, July 3-4, 2020
Fall 2020	Monday, September 7, 2020	Tuesday, September 15, 2020	Tuesday, November 3, 2020	Sunday, December 20, 2020	<i>Labor Day</i> , Monday, September 7, 2020 <i>Thanksgiving Holiday</i> , Thursday-Sunday, November 26-29, 2020
Spring 2021	Monday, January 11, 2021	Tuesday, January 19, 2021	Tuesday, March 9, 2021	Sunday, April 25, 2021	<i>Martin Luther King Jr. Day</i> , Monday, January 18, 2021 <i>President's Day</i> , Monday, February 15, 2021

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Summer 2021	Monday, May 10, 2021	Tuesday, May 18, 2021	Tuesday, July 6, 2021	Sunday, August 22, 2021	<i>Memorial Day</i> , Monday, May 31, 2021 <i>Independence Day</i> , Sunday-Monday, July 4-5, 2021
Fall 2021	Monday, September 6, 2021	Tuesday, September 14, 2021	Tuesday, November 2, 2021	Sunday, December 19, 2021	<i>Labor Day</i> , Monday, September 6, 2021 <i>Thanksgiving Holiday</i> , Thursday-Sunday, November 25-28, 2021
Spring 2022	Monday, January 10, 2022	Tuesday, January 18, 2022	Tuesday, March 8, 2022	Sunday, April 24, 2022	<i>Martin Luther King Jr. Day</i> , Monday, January 17, 2022 <i>President's Day</i> , Monday, February 21, 2022
Summer 2022	Monday, May 9, 2022	Tuesday, May 17, 2022	Tuesday, July 5, 2022	Sunday, August 21, 2022	<i>Memorial Day</i> , Monday, May 30, 2022 <i>Independence Day</i> , Monday, July 4, 2022

NURSING (BSN, LVN/LPN-BSN), AND DENTAL HYGIENE (BSDH) ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Bachelor of Science, Nursing (BSN & LVN/LPN-BSN)
- Dental Hygiene (BSDH)

Undergraduate: Each trimester in online programs includes sixteen instructional weeks, consisting of two eight-week terms. On-ground classes typically begin the first Monday of the term. Courses offered in a blended delivery format typically begin on the first day (Monday) of

the term and end on the last day (Sunday) of the term.

Nursing Clinicals: Nursing clinical courses follow the Academic Calendar. National holidays may be observed as long as the required contact hours are met by the end of the term, and are within the agreed upon schedule with Preceptors and Clinical sites.

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
Fall I 2018	Monday, August 20, 2018	Tuesday, August 28, 2018	Tuesday, September 25, 2018	Sunday, October 28, 2018	<i>Labor Day</i> , Monday, September 3, 2018
Fall II 2018	Monday, October 29, 2018	Tuesday, November 6, 2018	Tuesday, December 4, 2018	Sunday, January 20, 2019	<i>Thanksgiving Break</i> , November 22-25, 2018 <i>Holiday/New Year Break</i> , Saturday, December 22, 2018 - Wednesday, January 2, 2019
Spring I 2019	Monday, January 21, 2019	Tuesday, January 29, 2019	Tuesday, February 22, 2019	Sunday, March 31, 2019	<i>Martin Luther King Jr. Day</i> , Monday, January 21, 2019 <i>President's Day</i> , Monday, February 18, 2019
Spring II 2019	Monday, April 1, 2019	Tuesday, April 9, 2019	Tuesday, May 7, 2019	Sunday, June 9, 2019	<i>Memorial Day</i> , Monday, May 27, 2019
Summer I 2019	Monday, June 10, 2019	Tuesday, June 18, 2019	Tuesday, July 16, 2019	Sunday, August 18, 2019	<i>Independence Day</i> , Thursday-Friday, July 4-5, 2019
Fall I 2019	Monday, August 19, 2019	Tuesday, August 27, 2019	Tuesday, September 24, 2019	Sunday, October 27, 2019	<i>Labor Day</i> , Monday, September 2, 2019

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
Fall II 2019	Monday October 28, 2019	Tuesday, November 5, 2019	Tuesday, December 3, 2019	Sunday, January 26, 2020	<i>Thanksgiving Break,</i> November 28 - December 1, 2019 <i>Holiday/New Year</i> <i>Break, Tuesday, December</i> <i>17, 2019 - Wednesday,</i> <i>January 1, 2020</i> <i>Martin Luther King Jr.</i> <i>Day, Monday, January 20,</i> <i>2020</i>
Spring I 2020	Monday, January 27, 2020	Tuesday, February 4, 2020	Tuesday, March 3, 2020	Sunday, April 5, 2020	<i>President's Day, Monday,</i> <i>February 17, 2020</i>
Spring II 2020	Monday, April 6, 2020	Tuesday, April 14, 2020	Tuesday, May 12, 2020	Sunday, June 14, 2020	<i>Memorial Day, Monday, 25,</i> <i>2020</i>
Summer I 2020	Monday, June 15, 2020	Monday, June 22, 2020	Tuesday, August 11, 2020	Sunday, August 23, 2020	<i>Independence Day, Friday-</i> <i>Saturday, July 3-4, 2020</i>
Fall I 2020	Monday, August 24, 2020	Tuesday, September 1, 2020	Tuesday, September 29, 2020	Sunday, November 1, 2020	<i>Labor Day, Monday,</i> <i>September 7, 2020</i>
Fall II 2020	Monday, November 2, 2020	Tuesday, November 10, 2020	Tuesday, December 8, 2020	Sunday, January 24, 2021	<i>Thanksgiving</i> <i>Break, November 26-29,</i> <i>2020</i> <i>Winter Break, Tuesday,</i> <i>December 22, 2020 -</i> <i>Sunday, January 3, 2021</i> <i>Martin Luther King Jr.</i>

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
					<i>Day</i> , Monday, January 18, 2021
Spring I 2021	Monday, January 25, 2021	Tuesday, February 2, 2021	Tuesday, March 2, 2021	Sunday, April 4, 2021	<i>President's Day</i> , Monday, February 15, 2021
Spring II 2021	Monday, April 5, 2021	Tuesday, April 13, 2021	Tuesday, May 11, 2021	Sunday, June 13, 2021	<i>Memorial Day</i> , Monday, May 31, 2021
Summer I 2021	Monday, June 14, 2021	Tuesday, June 22, 2021	Tuesday, July 20, 2021	Sunday, August 22, 2021	<i>Independence Day</i> , Sunday-Monday, July 4-5, 2021
Fall I 2021	Monday, August 23, 2021	Tuesday, August 31, 2021	Tuesday, September 28, 2021	Sunday, October 31, 2021	<i>Labor Day</i> , Monday, September 6, 2021
Fall II 2021	Monday, November 1, 2021	Tuesday, November 9, 2021	Tuesday, December 7, 2021	Sunday, January 23, 2022	<i>Thanksgiving Holiday</i> , Thursday-Sunday, November 25-28, 2021 <i>Winter Break</i> , Sunday-Saturday, December 20, 2021-January 2, 2022 <i>Martin Luther King Jr. Day</i> , Monday, January 17, 2022
Spring I 2022	Monday, January 24, 2022	Tuesday, February 1, 2022	Tuesday, March 1, 2022	Sunday, April 3, 2022	<i>President's Day</i> , Monday, February 21, 2022
Spring II 2022	Monday, April 4, 2022	Tuesday, April 12, 2022	Tuesday, May 10, 2022	Sunday, June 12, 2022	<i>Memorial Day</i> , Monday, May 30, 2022

Term	Class Start Date	Add/Drop Deadline	Withdrawal "W" Deadline	Class End Date	Holidays
Summer I 2022	Monday, June 13, 2022	Tuesday, June 21, 2022	Tuesday, July 19, 2022	Sunday, August 21, 2022	<i>Independence Day</i> , Monday, July 4, 2022

DISTANCE EDUCATION ACADEMIC CALENDAR

This Academic Calendar supports the following programs:

- Bachelor of Science, Nursing (RN to BSN)
- Master of Science, Nursing (MSN), all programs
- Post Master's, all programs
- Master of Health Administration (MHA)
- Master of Public Health (MPH)

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Fall I 2018	Monday, September 3, 2018	Tuesday, September 11, 2018	Tuesday, October 9, 2018	Sunday, October 28, 2018	<i>Labor Day</i> , Monday, September 3, 2018
Fall II 2018	Monday, October 29, 2018	Tuesday, November 6, 2018	Tuesday, December 4, 2018	Sunday, December 23, 2018	<i>Thanksgiving Holiday</i> , Thursday-Sunday, November 22-25, 2018 <i>Holiday Break</i> , Monday-Sunday, December 24, 2018 - January 6, 2019
Spring I 2019	Monday, January 7, 2019	Tuesday, January 15, 2019	Tuesday, February 12, 2019	Sunday, March 3, 2019	<i>Martin Luther King Jr. Day</i> , Monday, January 21, 2019 <i>President's Day</i> , Monday, February 18, 2019

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Spring II 2019	Monday, March 4, 2019	Tuesday, March 12, 2019	Tuesday, April 9, 2019	Sunday, April 28, 2019	<i>Spring Break</i> , Monday-Sunday, April 29 - May 5, 2019
Summer I 2019	Monday, May 6, 2019	Tuesday, May 14, 2019	Tuesday, June 11, 2019	Sunday, June 30, 2019	<i>Memorial Day</i> , May 27, 2019
Summer II 2019	Monday, July 1, 2019	Tuesday, July 9, 2019	Tuesday, August 6, 2019	Sunday, August 25, 2019	<i>Independence Day</i> , Thursday-Friday, July 4-5, 2019
Fall I 2019	Monday, September 2, 2019	Tuesday, September 10, 2019	Tuesday, October 8, 2019	Sunday, October 27, 2019	<i>Labor Day</i> , Monday, September 2, 2019
Fall II 2019	Monday, October 28, 2019	Tuesday, November 4, 2019	Tuesday, December 3, 2019	Sunday, December 22, 2019	<i>Thanksgiving Holiday</i> , Thursday-Sunday, November 28-December 1, 2019
Spring I 2020	Monday, January 13, 2020	Tuesday, January 20, 2020	Tuesday, February 18, 2020	Sunday, March 8, 2020	<i>Martin Luther King Jr. Day</i> , Monday, January 20, 2020 <i>President's Day</i> , Monday, February 27, 2020
Spring II 2020	Monday, March 9, 2020	Tuesday, March 17, 2020	Tuesday, April 10, 2020	Sunday, May 3, 2020	<i>Break</i> , Monday-Sunday, May 4-10, 2020
Summer I 2020	Monday, May 11, 2020	Tuesday, May 19, 2020	Tuesday, June 16, 2020	Sunday, July 5, 2020	<i>Memorial Day</i> , Monday, May 25, 2020 <i>Independence Day</i> , Saturday, July 4, 2020

Term	Class Start Date	Add/Drop Deadline	Withdrawal Date	Class End Date	Holidays
Summer II 2020	Monday, July 6, 2020	Tuesday, July 14, 2020	Tuesday, August 11, 2020	Sunday, August 30, 2020	<i>Break</i> , Monday-Sunday, August 31 - September 6, 2020
Fall I 2020	Monday, September 7, 2020	Tuesday, September 15, 2020	Tuesday, October 13, 2020	Sunday, November 1, 2020	<i>Labor Day</i> , Monday, September 7, 2020
Fall II 2020	Monday, November 2, 2020	Tuesday, November 10, 2020	Tuesday, December 8, 2020	Sunday, December 27, 2020	<i>Thanksgiving Holiday</i> , Thursday-Sunday, November 26-29, 2020 <i>Holiday Break</i> , Monday-Sunday, December 28, 2020 - January 10, 2021
Spring I 2021	Monday, January 11, 2021	Tuesday, January 19, 2021	Tuesday, February 16, 2021	Sunday, March 7, 2021	<i>Martin Luther King Jr. Day</i> , Monday, January 18, 2021 <i>President's Day</i> , Monday, February 15, 2021
Spring II 2021	Monday, March 8, 2021	Tuesday, March 16, 2021	Tuesday, April 13, 2021	Sunday, May 2, 2021	
Summer I 2021	Monday, May 10, 2021	Tuesday, May 18, 2021	Tuesday, June 15, 2021	Sunday, July 4, 2021	<i>Memorial Day</i> , Monday, May 31, 2021
Summer II 2021	Monday, July 5, 2021	Tuesday, July 13, 2021	Tuesday, August 10, 2021	Sunday, August 29, 2021	<i>Independence Day</i> , Sunday-Monday, July 4-5, 2021 <i>Break</i> , Monday-Sunday, August 30- September 5, 2021

CLASS SCHEDULE INFORMATION

Classes are typically scheduled during the hours of 7:00 am to 11:00 pm Monday through Friday and 7:00 am to 6:00 pm on Saturdays and Sundays. Most often, students attend classes between two to four days per week; however, some courses (most notably in the nursing programs) may require additional days of instruction per week. Nursing clinical rotations may be scheduled any day of the week, including Saturdays and Sundays, 24 hours a day. The Dental Hygiene core curriculum requires students to attend classes, labs, and clinic sessions up to five days per week. After program completion and in preparation for clinical board examinations, Dental Hygiene students will be allowed to attend specific clinic sessions.

Most distance education programs do not have face-to-face class meetings scheduled. However, the MSN-FNP curriculum includes scheduled weekend intensives during the FNP trimesters. The courses for the online programs are open for students to commence coursework on the first Monday of each eight week term as part of a trimester and close on the last Sunday of each eight week term within the trimester.

Class Times

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Classes scheduled between 7:00am- 6:00pm	Classes scheduled between 7:00am- 11:00pm	Classes scheduled between 7:00am- 11:00pm	Classes scheduled between 7:00am- 11:00pm	Classes scheduled between 7:00am- 11:00pm	Classes scheduled between 7:00am- 11:00pm	Classes scheduled between 7:00am- 6:00pm

Please Note: *Nursing* clinical rotations may be scheduled any day of the week, including Saturdays and Sundays, 24 hours a day.

UNIVERSITY HOURS OF OPERATION

California and Florida: The campus administrative offices normal hours of operation are Monday through Thursday, 8:00 am to 8:00 pm and Friday, 8:00 am to 5:00 pm.

Texas: The campus administrative offices normal hours of operation are Monday through Thursday, 8:00 am to 6:00 pm and Friday, 8:00 am to 5:00 pm.

All Campuses: Online courses and related technical support are available and accessible to enrolled students seven days a week, 24 hours a day.

Holidays Observed

Martin Luther King Jr. Day	Monday- January 16, 2017
President's Day	Monday - February 20, 2017
Memorial Day	Monday - May 29, 2017

Independence Day	Monday- Tuesday - July 3-4, 2017
Labor Day	Monday - September 4, 2017
Thanksgiving Break	Thursday - Sunday, November 23-26, 2017
Holiday/New Year Break	Saturday, December 23, 2017 - Wednesday, January 3, 2018

RESCHEDULING OF CLASS TIME

Occasionally, due to holidays or unforeseen circumstances, students may be required to make-up class hours that have been missed due to campus closures. Any courses that are required to be made-up may be done so at the direction of the appropriate dean and may be made-up at any point throughout the term. The delivery method of the make-up hours will be dictated by the appropriate dean/chair based upon University, state, and/or accreditation requirements. Any student who will miss courses due to these circumstances should speak to their program dean/chair for clarification on make-up work obligations.

ABOUT WEST COAST UNIVERSITY

UNIVERSITY MISSION

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

UNIVERSITY VALUES

Academic Integrity and Intellectual Honesty	We are committed to a culture where ethical conduct governs our interactions.
A Culture of Mutual Respect	We believe each member of the University community can significantly contribute to the fulfillment of our mission.
Student Learning	We are committed to continuous assessment, evaluation and improvement of student learning.
The Communities We Serve	We take very seriously our responsibility to make a positive impact on the communities that surround us geographically and professionally.
A Student-Centric Culture	We believe it is our institutional responsibility to identify, understand, and respond to student needs.
Agility and Responsiveness	We respond quickly to the needs of our students, faculty, and associates.
Innovation and Creativity	We are committed to bringing innovation and creativity to the development and delivery of instruction, and in identifying solutions to complex and challenging problems.
Diversity	We encourage diversity of thought, ethnicity, culture and experience recognizing that through multiple and often differing perspectives offered in a collegial setting, the best ideas emerge.
Efficient Use of Resources	Through our stewardship, we develop solutions that make the best use of investments in time and other resources.

OBJECTIVES

- To provide degree programs in fields of study that lead to professional success.
- To provide academic and support services to enhance student success.
- To provide a caring environment that is supportive and concerned with each student's success.
- To provide curricula, facilities, equipment and qualified faculty to prepare students for employment in an ever-changing job market.
- To offer innovative and alternative modes of educational delivery to meet the needs of students' personal and professional schedules.
- To assist in meeting the employment needs of related professions.

INSTITUTIONAL LEARNING OUTCOMES

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline.

Upon graduating from a degree program offered by West Coast University, students should be able to:

1. Implement intellectual and practical problem solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Demonstrate the skills and attitudes necessary to serve effectively on interprofessional healthcare teams.

UNIVERSITY HISTORY

West Coast University was originally founded in 1909 as an ophthalmology school. Over subsequent years, the university diversified its program offerings in multiple academic disciplines and offered at multiple degree levels. In May of 1997, new leadership emerged and the University was reorganized with a focus on health science programs. Highlights of the University's recent history include the following:

- 2006 -- Opening of the Los Angeles campus
- 2007 -- (September) Opening of branch campus in Orange County
- 2007 -- (September) The University launches online courses
- 2008 -- (November) Opening of branch campus in Ontario, California
- 2009 -- Dental Hygiene program (Orange County campus) attained professional accreditation through the Commission on Dental Accreditation (CODA)
- 2009 -- Bachelor of Science, Nursing program receives initial professional accreditation by the Commission on Collegiate Nursing Education (CCNE)

- 2010 -- (June) WCU approved to offer master's degree programs in Nursing and Health Care Management
- 2012 -- (February) Opening of branch campus in Dallas, Texas
- 2013 -- (August) Opening of Center for Graduate Studies in Los Angeles, and matriculation of first cohort of students in the Masters of Occupational Therapy program
- 2014 -- Doctor of Physical Therapy program achieves candidacy status through Commission on Accreditation in Physical Therapy Education (CAPTE)
- 2014 -- (April) Opening of branch campus in Miami, Florida
- 2015 -- (June) Doctor of Pharmacy program achieves candidacy status through Accreditation Council for Pharmacy Education (ACPE)
- 2016 -- (December) Doctor of Occupational Therapy program is granted candidacy status by the Accreditation Council for Occupational Therapy Education
- 2017 -- (January) Master of Public Health program starts offering courses.
- 2017 -- (February) The University is granted reaffirmation of accreditation for eight years by the WASC Senior College and University Commission (WSCUC)

UNIVERSITY DIVERSITY STATEMENT

West Coast University is committed to actively pursuing an environment of inclusiveness for all students, faculty, and associates from diverse backgrounds. We value diversity defined by, but not limited to, ethnicity, culture, gender, socioeconomic class, religion, nationality, sexual orientation, age, physical ability, learning styles, and political perspectives.

The University believes that its mission and core values are strengthened by an environment that encourages diverse perspectives and the free exchange of ideas in an unbiased and non prejudicial way. Our graduates acquire knowledge and learn skills that help them thrive in a culturally diverse world.

STATEMENT OF NON-DISCRIMINATION

West Coast University 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, political affiliation, age, or disability. The University complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for admission shall be extended to all persons. All inquiries or complaints regarding these laws and regulations should be directed to the University Director of Student Affairs who will provide students with procedures to resolve complaints relating to alleged unlawful discriminatory actions.

REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT (ADA)

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008, West Coast University abides by the policy that no student with a disability shall be excluded from participation in programs and services offered by the University when reasonable accommodations may be provided. A student is eligible for reasonable 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 University Director of Student and Alumni Affairs, and determined that the functional limitations of the disability can be reasonably accommodated.

West Coast University 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 University. To request auxiliary aids or service, students should contact the Student Services Office at the campus. Students should attempt to submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes.

NOTICE TO APPLICANTS AND STUDENTS WITH MISDEMEANOR AND FELONY

CONVICTIONS

Employment in most health care positions requires a background check. The University does not believe that students should make a substantial investment of time and money if the ability to secure employment in the field of study is unlikely. For this reason WCU does not accept admissions applications from prospective students with felony convictions or on active probation for a misdemeanor conviction. Students in the Nursing and Dental Hygiene programs with misdemeanor convictions may not be able to be placed for their clinical course work or become licensed.

Prospective students are required to disclose information relating to any felony or misdemeanor conviction to their admissions representative.

BACKGROUND CHECK POLICIES

Applicants to programs that lead to licensure must complete a disclosure statement regarding felony or misdemeanor convictions at the time of application. Applicants who have a felony conviction are ineligible for admission, and those with a misdemeanor conviction are strongly encouraged to consider whether there is a benefit from the training offered. Students on active probation will not be considered for admission until the requirements of probation have been met. The disclosure statement will serve as a notice to the applicant regarding limitations for the University on securing clinical rotations or post-graduation employment if the applicant has a previous conviction.

If an applicant is unsure of his/her criminal background, the Admissions department will provide the applicant information on obtaining a background check, including fingerprinting (Livescan), at his/her expense.

Please Note: The University cannot provide an applicant any guarantee of how a clinical agency or licensing board will treat an arrest, conviction, dismissal, expungement, or a juvenile record (even if the record is closed) that is present on a background check or Department of Justice report.

Prior to beginning the clinical experience in a program, all admitted students must submit to a University-defined and paid for criminal background check and the results will be submitted to the University. Additional requirements may be made by the clinical site(s) to which a student is assigned. Determination regarding a student's eligibility to attend clinical facilities will be made by the appropriate program administrator. Delays in clinical placement and/or acquiring a license due to criminal background checks results cannot be predicted by the University or the program.

PROGRAMS PREPARING GRADUATES FOR A FIELD REQUIRING LICENSURE

West Coast University must take reasonable steps to ensure the student is eligible for licensure if he or she has chosen a program in a field where licensure is required. There are numerous eligibility requirements for licensure. Students are urged to be familiar with these requirements. If the student identifies concerns regarding his or her ability to meet licensure requirements, he or she is encouraged to discuss the concerns with an admissions representative and the appropriate academic program Dean/Chair. If the student decides to continue in a program of study given the understanding that he or she may not be able to achieve licensure, the student will be asked to sign an acknowledgement to that effect.

STATE AND NATIONAL BOARD EXAMINATIONS/LICENSURE REQUIREMENTS

State and national licensing and/or certification and registration examinations are the student's responsibility. The University will provide students with information regarding test dates, locations, and fees. Students are advised to check with their academic department's administrative office to determine their responsibility for fees incurred in the course of professional testing, licensing, certification or registration.

Since passing state and/or national board examination are pre-requisite to students obtaining licensure in many fields, the University places a high priority on preparing students to successfully pass these exams. For board examination requirements, see specific program information.

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

West Coast University does not offer English as a Second Language, Intensive English or English Language Learner instruction at any of its campuses. Students must be able to read, write, speak, understand and communicate effectively in English. A passing score on the admissions test is considered to be evidence that an applicant is able to read, write, speak, understand and communicate effectively in English.

UNDERGRADUATE RESIDENCY REQUIREMENT

Residency is defined as coursework completed at West Coast University, either on ground or online (does not include transfer or challenge credit). A minimum of 25% of credit units for any given program of study offered by West Coast University must be completed in residence. For example, if a student is enrolled in a program offered at West Coast University in which there are 120 credit units required for graduation, the student must complete 30 credit units in residence. Students should note that these University requirements are superseded by program-specific residency requirements and therefore should consult the specific academic program of interest for further instruction.

TEACH OUT POLICY

In the event a decision is made by the University to discontinue a program or track of an existing program, new student enrollment will cease immediately in that program or track. The program or track will be designated as a "teach-out" program. All marketing materials and advertising for the program will be cancelled/withdrawn. Recruitment for the teach-out program will cease. The Dean/Chair of the teach-out program will complete a course audit to determine all courses required to enable all students enrolled in the program at the time the decision to teach-out is announced to complete the program. Under such circumstances, students would be required to meet the stipulations of the "teach-out" as expressed below.

The Dean/Chair of the teach-out program will design a schedule of courses that will ensure that all remaining courses required for students enrolled in the program will be offered in a sequence and on a schedule that will enable students to complete the program. This schedule will determine a defined maximum program completion time with a teach-out end date. In some cases, a directed study may be necessary in order to enable students to graduate from the program. Faculty and associates required to ensure the orderly teach-out of enrolled students will remain in place until the teach-out end date, so long as their services are required by students to complete their program, assuming normal progression to graduation prior to or on the teach-out end date. All students in the teach-out program will be eligible to receive placement services offered by the University.

1. The University will assist students enrolled in the program who would like to transfer to another program to complete their degree. Students who transfer will be due no benefit as described in this teach out policy once they have been accepted for transfer.

2. Students who fall out of sequence in their program as a result of course failure may retake the failed course only if it continues to be offered at the University and the student can still complete the retaken course prior to the teach-out end date. If the course is no longer offered, the student may upon the approval of the Campus Dean complete the course or an equivalent course at either West Coast University or another institution, either face to face or online in order to complete the program.
3. Students who fail to make satisfactory academic progress and are dismissed from the program following an appeal, or failure to make an appeal will lose their right to benefit under the teach out policy.
4. Students who are dismissed, take a leave of absence after the announcement of the teach out, or withdraw from the program will be allowed to return only if the program is still offered and the courses required by the student for completion of the program are still offered and the returning student will be able to complete those courses prior to the teach-out end date. The student must file an appeal in order to re-enter the program.
5. The University commits to providing a schedule to offer all courses needed by students to complete the program in a sequence and on a schedule that will enable them to complete their programs. Students will be expected to take the courses required to complete their programs when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.
6. Should the University decide to terminate the teach out, all students enrolled at the time of termination will be entitled to a full refund of all tuition and fees paid for the program. All credits earned by students will remain on their transcripts.
7. Teach out plans must be approved by Academic and Administrative Councils, Provost, Vice President of Operations, and President.

FACILITIES DESCRIPTION

West Coast University campuses and classroom facilities include gathering spaces that encourage connections between students, faculty and associates. The classrooms at each campus integrate advanced technology including permanently mounted projectors, projection screens, and interactive whiteboards. Study rooms, food service areas, and computer labs are also provided to support students.

Campus/Branch	Description
<p>Los Angeles Campus (Main Campus) 12215 Victory Boulevard North Hollywood, CA 91606</p>	<p>The campus is located at the Victory Blvd. exit of Highway 170 (<i>Hollywood Freeway</i>). The campus has a total of 65,333 sq. ft. that consists of 11 Classrooms, 5 Lab Rooms, 7 High-fidelity Simulation Labs, 9 Study Rooms, and 2 Student Lounges. In the Computer Labs, there are a total of 297 computers and throughout the campus an additional 30 stations can be found.</p>
<p>Center for Graduate Studies (Branch Campus) 590 North Vermont</p>	<p>The Center for Graduate Studies is located off the 101 freeway in the heart of Los Angeles. This facility has a total of 91,090 sq. ft. that consists of 9 Classrooms, 9 student computer areas, 4</p>

Campus/Branch	Description
Los Angeles, CA 90004	physical therapy labs, a physical therapy skills clinic, 3 occupational therapy labs, 3 pharmacy labs, 2 student commons rooms, 22 student meeting rooms, and a library equipped with stations and private meeting areas.
Orange County Campus (Branch Campus) 1477 South Manchester Avenue Anaheim, CA 92802	The campus is located off Interstate 5 (<i>Santa Ana Freeway</i>) in Anaheim near Harbor Blvd and Katella. The Orange County campus includes both the Manchester building and the Learning Site on La Palma Avenue. The Manchester building includes a Dental Hygiene simulation laboratory and a Dental Hygiene Patient Clinic. This facility has a total of 37,912 sq. ft. that consists of 6 Classrooms, 2 Lab Rooms, 1 Dental Hygiene Simulation Lab, 2 Dental Hygiene Clinics, 2 Study Rooms with 10 computer stations, a Student Lounge, and a library with 10 computer stations. In the Computer Labs, there are a total of 85 computers and throughout the campus an additional 6 stations can be found.
Orange County (Learning Site) 2411 West La Palma Avenue Anaheim, CA 92801	The Orange County <i>Learning Site</i> is located off Interstate 5 (<i>Santa Ana Freeway</i>) at the Brookhurst/La Palma exit. It is less than 5 miles from the Orange County Manchester building. This site includes Nursing simulation laboratories and offices for the Nursing faculty and Administration. This facility has a total of 38,496 sq. ft. that consists of 9 Classrooms, 2 Lab Rooms, 4 Nursing Simulation Labs, 5 Study Rooms and 5 Student Lounges. In the Computer Labs, there are a total of 90 computers and throughout the campus an additional 22 stations can be found.
Ontario Campus (Branch Campus) 2855 East Guasti Road Ontario, CA 91761	The campus is located off Interstate 10 (<i>San Bernardino Freeway</i>) at the Archibald Avenue exit next to the Ontario International Airport. The campus has a total of 62,596 sq. ft. that consists of 14 Classrooms, 4 Lab Rooms, 7 High-fidelity Simulation Labs, 4 Study Rooms and 3 Student Lounges. In the Computer Labs, there are a total of 247 computers and throughout the campus an

Campus/Branch	Description
	additional 27 station can be found.
<p>Dallas Campus (Branch Campus) 8435 North Stemmons Freeway, Dallas, TX 75247</p>	<p>The campus is located off the Stemmons Freeway northwest of Downtown Dallas and south of the 635 freeway. The campus has a total of 46,305 sq. ft. that consists of 6 Classrooms, 4 Lab Rooms, 3 Student Lounges, 3 Student Study Areas and computer stations within the Library, 1 Tutoring Center, and simulation space. The Simulation Center has a total of 10,000 sq. ft. that consists of 6 Nursing Simulation Labs and 1 Mental Health/Community Simulation Lab. In the Computer Labs, there are a total of 94 computers and throughout the campus an additional 35 stations can be found.</p>
<p>Miami Campus (Branch Campus) 9250 NW 36th Street Doral, FL 33178</p>	<p>The campus is located in a 5-story glass building that features a unique, three-pod design with expansive views in all directions and easy access to and from local highways. Occupying more than 46,054 square feet, the university provides students with access to 6 Classrooms, 3 Computer Labs, 3 Internet bars, 2 Nursing Skills Labs, 2 Science Labs, a Student Break Room adjacent to a large Student Quad, 3 Student Study Areas and computer stations within the Library, and a Student Meeting Room. The Miami campus also features a 5,000 square foot Nursing Simulation Center with high-fidelity manikins.</p>

UNIVERSITY ADMISSIONS REQUIREMENTS

UNDERGRADUATE AND GRADUATE UNIVERSITY ADMISSIONS REQUIREMENTS

A prospective student will qualify for admissions if the following requirements are met:

1. Proof of High school graduation or equivalent:
 - a. A transcript of a high school diploma or its equivalent.
2. Meet all programmatic admissions criteria.
3. Participate in an interview with a University Admissions Advisor.
4. Submit a completed application for admission.
5. Complete and execute an enrollment agreement. If the applicant is under the age of 18, enrollment documents must be signed by a parent or guardian.

Please Note:

- All foreign high school diplomas and post-secondary degrees must be submitted for an official United States equivalency evaluation. This assessment must be completed by a NACES, AACRAO, or AICE-approved organization.
- Instruction at the University is delivered in English. Students must be able to read, write, speak, understand, and communicate in English. The University does not offer English as a Second Language (ESL) instruction.
- Programs which are primarily online are not open to enrollment by foreign applicants under a student visa.

Admission to Programs with Prerequisite Requirements

West Coast University offers several programs that require prospective students to complete prerequisites prior to admission. Prospective students who meet all other requirements for admission, but who lack prerequisite coursework required for admission, may be admitted in order to complete that coursework. Individuals accepted under this clause should refer to the Financial Policies and Information Section of the Catalog for additional information about assistance options

International Admissions - Undergraduate

West Coast University is authorized under federal law to enroll non-immigrant students in its undergraduate programs. Online-only programs/degrees are not suitable for international students.

International students must meet the same admissions requirements for the program as all other prospective students. To be considered for admission, prospective international students must be eligible to apply for a student visa (F-1) or must be resident in the United States in a temporary residency status that does not require a change of status in order to attend university.

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

Prior to admission an international prospective student must:

1. Be officially enrolled or accepted by the University.
2. Provide evidence of financial support.
3. Provide proof of English proficiency. English proficiency can be established by providing documentation of one of the following:

- Graduation from an American/International high school program where the curriculum is given in English.
- Graduation from a high school in the United States as an exchange student.
- Graduation from a high school in a country where English is the official language.
- A passing score on the entrance exam required for admission to the program.

4. Have an I-20 form for attendance at the school. The I-20 form shall not be issued until all the preceding requirements have been met. International students who are in the United States and already have a student visa will be processed as a transfer in the Student and Exchange Visitor Information System (SEVIS).

5. Other individuals already in the United States under a temporary status, which requires a change of status, must file an I-539 (Application to Extend/Change Nonimmigrant Status) and pay the required fee to the United States Bureau of Customs and Immigration Services prior to admission. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the Enrollment Agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language.

Prospective international students must provide the institution with a copy of the student visa or approved Change of Status Form and I-94 entry/departure form. No international student shall start classes prior to providing these documents. Approval of a change of status may take 60 to 120 days.

International students may only be enrolled on a full-time residence basis. An international student may take no more than one online class per semester. Once an international student has enrolled, all changes in enrollment status, address, or program of study must be reported to the campus Registrar and to the office of International Education on an on-going basis and for each academic term.

Students on non-immigrant visas are also required to provide proof of health insurance coverage at the time of enrollment and to maintain an adequate level of health insurance coverage as a condition of continued enrollment.

ADMISSION TO PROGRAMS WITH PREREQUISITE REQUIREMENTS

West Coast University offers several programs that require prospective students to have completed prerequisite requirements prior to admission. Prospective students who meet all other requirements for admission, but who lack prerequisite coursework required for admission may be admitted and enrolled in the program, however must complete prerequisite coursework prior to entering any core courses for their program.

The following criteria will be used to determine if a prospective student, who has not completed all prerequisite course requirements is eligible for admission.

1. Should the admissions criteria include a requirement to have earned a specified degree, the prospective student must have completed all coursework required to earn the degree and be scheduled for graduation in the required program as documented by an official transcript.
2. Preparatory coursework may not be taken to improve a student's cumulative grade point average in order to meet the admissions requirements of a program.
3. Prospective students may choose to take preparatory courses at West Coast University or at another accredited institution, however, only those who take the courses at West Coast University are eligible for admission.
4. Prior to registering for preparatory coursework, the student must have provided documentation to the Admissions department demonstrating that the student has met all other requirements for admission.
 - a. The student may not be admitted to or enrolled in any courses in the program for which the preparatory course is prerequisite until the preparatory coursework is successfully completed.

- b. All preparatory courses must be passed with a minimum grade of C+.
- c. All preparatory coursework must be completed within a calendar year.

Individuals accepted under this clause should refer to the Financial Policies and Information Section of the Catalog for additional information about assistance options.

STUDENTS IN DEFAULT

The University may refuse admission to any applicant who is in default on a federal student loan or who owes a repayment of a federal grant.

NON-DEGREE ADMISSIONS

"Non-degree" status enables qualified students who are not seeking a degree from West Coast University, to enroll in any course without seeking formal admission. This option is not available for those seeking to attend Dental Hygiene Courses.

In order to be enrolled, the student must meet the following conditions:

1. Complete and submit the "non-degree student" application and sign enrollment documents.
2. Submit proof of a high school diploma or a GED.
3. Meet the pre-requisite and/or program requirements to register for the course. Students may only register in core courses with written permission from the program's Dean/Chair. Continuous enrollment in this status is contingent on meeting the following conditions:
 1. Maintain a minimum of a 2.0 GPA in undergraduate courses and/or 3.0 GPA in graduate courses.
 2. No more than 20 credits earned in this status.
 3. Abide by all institutional policies as outlined in the catalog or student handbook. In addition, applicants who have been dismissed or previously withdrawn from the university must obtain approval from the campus Academic Dean in order to apply for this status.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC PROGRAM MEASUREMENT

Credit Hours

Federal regulations define a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

To comply with the federal definition, courses offered at West Coast University have an expectation of two hours of work outside of class for each hour of lecture, and one hour of work outside of class for each hour of lab work.

West Coast University measures its academic programs in semester credit hours, which are defined as follows:

- a. For lecture classes, one semester credit is equal to a minimum of 15 and a maximum of 20 clock hours of instruction.
- b. For laboratory classes, one semester credit is equal to a minimum of 30 and a maximum of 40 clock hours of instruction.
- c. For Supervised Clinical/Practicum classes, one semester credit is equal to a minimum of 45 and a maximum of 60 clock hours. Labs in the Nursing are considered clinical for credit hour calculations.
- d. For externships/internships, one semester credit is equal to a minimum of 65 and a maximum of 85 clock hours. In such scenarios, a student works in an agency or other professional setting under the supervision of a designated and University-approved practicing professional.

Since in the above definitions, credits are translated to "clock hours," West Coast University defines a "clock hour" as a minimum of 50 minutes in which lectures, demonstrations, and similar class and related student learning activities are conducted.

Definition of a Credit Hour in an Online Class

Calculation of credit hours in an online or blended format course is based on the consideration of the following activities:

1. The time spent in live instruction. Live instruction may be
 - a. synchronous or instructor-led online time, or
 - b. on-ground learning in the classroom
2. The number of screens viewed in the course of online instruction. The average time spent on a "screen" is generally calculated as being between 3-5 minutes per screen.

3. The run-time for required media asset assignments calculated on a 1:1 ratio to seat time. Run time may be factored to account for expected multiple viewings of the asset for review and re-enforcement of the material. Assets may include
 - a. self playing videos or animation, or
 - b. audio podcasts and recordings
4. Links to external learning assets – calculated as an average of the time required to consume content such as by
 - a. reading an article
 - b. watching a self-paced instructional video
 - c. playing an instructional game
 - d. or completing a simulation
5. Assignments – The instructor expectation of time spent in online instructional assignments and activities such as:
 - a. postings to group discussion sites/bulletin boards
 - b. online group project work
 - c. use of class social media sites for group discussion/participation
 - d. student-teacher interaction

West Coast University strives to ensure an equivalency of effort and time invested by the student in learning activities, whether a course is taught in an online or on-ground environment.

Periodic Review of Course Credit

WCU has two processes to regularly review the application of the University credit hour definition across all programs and delivery methods to assure that credit hour assignments are accurate and reliable.

1. Adherence to the institutional credit hour policy is evaluated regularly as part of the Annual Learning Outcomes Review or Program Review process. For disciplines with a programmatic accreditor, the credit hour review is incorporated into the comprehensive self-study.
2. Assignment of credit hours for a particular course are reviewed and evaluated using the Course Approval Form, required when new courses are developed or when existing courses are modified. Program Deans, Chairs, and faculty are charged with the responsibility to demonstrate and document the accurate application of the WCU credit hour definition for instruction and out-of-class student work. Course syllabi reflect course credit hours and the amount of student work required to earn the credits. The credit hour definition is applied to all courses regardless of the number of academic weeks required for instruction. Courses with same course title have a consistent purpose, scope, quality, assessment, as well as expected learning outcomes regardless of delivery method.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED

The transferability of credits earned at West Coast University is at the complete discretion of the institution to which a student may seek to transfer. Acceptance of the degree or certificate earned is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree that is earned at West Coast University are not accepted at the institution to which transfer is sought, the student may be required to repeat some or all coursework at that institution. For this reason, students should make certain that attendance at West Coast University will meet their educational goals. This may include contacting an institution to which the student seeks to transfer after attending West Coast University to determine whether credits or the degree/certificate earned at WCU will transfer.

TRANSFER CREDIT FOR PREVIOUS EDUCATION

Students who request to transfer credits from previously attended institutions must submit sealed official transcripts to the Registrar's Office from originating institutions. Only official transcripts from institutions accredited by agencies recognized by the U.S. Department of Education and/or the American Council on Education will be accepted for transfer credit evaluation. In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may also be required for evaluation purposes. Military service veterans are required to provide official transcripts for all prior postsecondary educational courses successfully completed in order to be reviewed for potential transfer credits.

Decisions regarding transfer credit are made by the program Dean or Director at the campus to which the student is applying. The program Dean or Director will review transcripts from previous institutions to determine what credit, if any, will be granted.

Sealed official transcripts must be received by the deadlines indicated by the program. If official transcripts are not received within the appropriate time frame, credit may be awarded at the program Dean's/Chair's discretion.

Approved Transfer Credits

If approved, the applicant will be notified of the credit(s) granted. The Veterans' Administration will also be notified of the credit(s) granted to veteran applicants. Students are expected to attend all classes in their program of study until their transfer credit request has been evaluated and approved.

Credits will be considered for transfer if the following criteria are met:

1. The course(s) that is/are evaluated are comparable in content and credits to West Coast University courses.
2. A grade of 2.0 or better was achieved for undergraduate credits as documented on official transcripts.
3. The course recency requirements are met.
4. The transfer credit meets the requirements of the specific academic program for which they are being considered. Each program maintains its own transfer credit requirements.

Please note: The University's recency policy mandates that all science courses, required as a pre-requisite to the program core, must have been completed in the five (5) calendar years prior to admission. All other science courses not designated as a pre-requisite to the program core may be submitted for evaluation of transfer credit requirements regardless of recency. Please see program-specific information for more details regarding pre-requisite requirements. Although satisfaction of the aforementioned criteria is essential, the University does not guarantee acceptance of transfer credit. Decisions regarding transfer credit by the applicable academic administrator are considered final.

Credit for Previous Education or Training for Veterans

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

International Transfer Credit

Prospective students with foreign degrees or credits they wish to transfer to West Coast University are expected to submit an original copy of a National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), or Association of International Credential Evaluators (AICE) approved transcript evaluation, along with

copies of official transcripts, sent directly to the Admissions department for consideration in the admissions process. Examples of acceptable evaluation services include:

- International Consultants of Delaware (www.icdeval.com)
- World Education Services (<http://www.wes.org>)
- International Education Research Foundation (www.ierf.org)

It is the prospective student's responsibility to ensure that the foreign evaluation is received by Admissions before consideration of the application for admission to West Coast University will occur.

Foreign Transcript Evaluation

The University requires all transcripts from institutions outside the United States, submitted for admissions purposes or transfer credit review, to be evaluated by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluator (AICE) approved organization. A list of available services is available from the Admissions Department. Students are responsible for all fees associated with this evaluation.

It is the prospective student's responsibility to ensure that the foreign evaluation is received by Admissions before consideration of the application for admission to West Coast University will occur.

CAMPUS TRANSFER

Students requesting to transfer to another West Coast University campus must ensure the following requirements are met:

- Space and appropriate courses must be available at the new campus to which the student wished to transfer
- Apply for campus transfer through Student Services by the Friday of week seven (7),
- Must be confirmed by the Campus Registrar as making satisfactory academic progress,
- Must meet the University's attendance standards
- Must be in good financial and academic standing with the current campus,
- Must have no violations of the Student Code of Conduct.

Eligibility to transfer to another campus may not be approved by the Academic or Program Dean if the student has previously failed or been reinstated after academic dismissal. Students should contact their Dean regarding eligibility under this policy. Approval from the appropriate Dean and Executive Directors at both campuses must be received prior to approval.

If the student is requesting a transfer after starting core courses, the individual must meet all core entry requirements, including but not limited to prerequisites coursework and clinical/fieldwork requirements.

All grades for all courses attempted at both WCU campuses will be used to calculate the student's cumulative grade point average and rate of satisfactory academic progress.

Please Note: The Dental Hygiene program is approved by the Commission on Dental Accreditation to be offered at the Orange County campus only, so all courses in the Dental Hygiene Program, including general education, must be taken at the Orange County campus.

TRANSFERS TO A NEW PROGRAM

Students who have begun the coursework of one academic program and who wish to transfer to another program must seek permission from the program Dean/Chair and meet all admissions requirements for the program to which they seek to transfer. Students are required to meet with the

Director of Financial Aid, Program Dean/Chair, and Registrar before a program transfer may be granted.

Impact of Program Transfers or Additional Degrees on Satisfactory Academic Progress for Undergraduate Students

Should a student be approved to transfer from one program of study to another or should a student wish to obtain an additional degree, attempted and completed coursework within the University will be treated as completed credits within the new program only if the courses pertain to the new program of study as outlined in the catalog. In such cases, attempted and completed credits will be considered in determining satisfactory academic progress from both a cumulative grade point average calculation and maximum allowable time frame perspective. The Registrar shall document in the student's record those courses completed by the student that have been accepted for transfer to the new program.

CHALLENGE CREDIT

California Campuses:

West Coast University can award a maximum of 30 credits total for Challenge Examinations, College Level Examination Program (CLEP) tests, Advanced Placement (AP exams), and from United States Military work and training experiences for applicants to undergraduate programs. Specifically, a maximum of 12 credits can be awarded for Challenge Examinations, CLEP, and AP testing (or any combination thereof), and a maximum of 24 credits may be awarded based on military work or training experience.

College Level Examinations (CLEP), Advanced Placement (AP), and Challenge Examination Policy

Students can earn a maximum of 12 General Education credits through credit by examination to include CLEP, AP, and WCU Challenge Examinations or any combination thereof. West Coast University will evaluate CLEP and AP exam scores using the tables outlined below. To be considered for evaluation, students must submit the appropriate exam score documentation directly to West Coast University from the testing agency. Duplicate credit shall not be granted to students who have achieved minimum AP or CLEP exam scores and have taken the equivalent course at West Coast University. Credits earned through these standardized examinations do not count toward a student's cumulative grade point average (CGPA).

Credit by Examination Requirements:

1. A student cannot receive credit by CLEP, AP, or Challenge Examination for a WCU course that the student earned a failing or Non-Passing grade in.
2. Students must submit official CLEP and/or AP exam transcripts by the deadlines mandated for post-secondary transcripts in order to be evaluated for credit.
3. Students who present CLEP and/or AP exam transcripts that do not meet the minimum required scores shall not receive credit; CLEP and/or AP exam transcripts showing an exam retake shall not be considered for evaluation.
4. Students who present CLEP and/or AP exam transcripts that do not meet the minimum required scores shall not be allowed to apply for a West Coast University Challenge Examination for the corresponding General Education course.
5. AP and CLEP credit shall be applied only to fulfill General Education credit requirements. Courses in the major academic core are not eligible for credit by CLEP or AP examination.
6. The University shall not provide credit for CLEP General Examinations. Only CLEP Subject Examinations will be evaluated for credit.

Florida and Texas Campuses:

West Coast University allows students to “challenge” a course in some programs of study for which they have earned prior credit *but for which credit was not* transferred upon matriculation due to the amount of time that elapsed since that credit was originally earned. Challenge credit is not an available option for all WCU academic programs, and the student is encouraged to confirm availability of this option directly with the program. If the challenge credit option is available, the student must submit a Challenge Exam Application Form to the Director of Student Services at the campus they are attending and comply with the following requirements:

1. Students will only be allowed to take a challenge examination if they meet the general and program-specific criteria. If the request to challenge a course is approved, and the student passes the appropriate examination, credits earned for classes challenged will be valid for 12 months from the time the exam is taken. Once a student matriculates, the course requirement is removed from the student’s program of study and posted to the transcript, becoming a permanent part of the student’s academic record. If the challenge examination is not successfully passed, the course requirement will remain in the student’s program of study.
2. The student must declare which courses he/she would like to challenge and must gain approval from the program’s academic administration. Each program has its own unique requirements and deadlines for submitting a challenge examination application.
3. Students may not apply for a challenge exam for courses in which they are currently enrolled or have previously taken at West Coast University. A course may be challenged only one time. Each program has established its own passing grade requirements for challenge exams, and no more than twelve (12) semester credits may be earned through challenge examinations
4. Credits earned through challenge examinations do not count towards the in-residence requirements or towards a student’s cumulative grade point average (CGPA). In addition, a student’s financial aid may be affected if challenge credit is received; therefore students considering challenging a course should consult with their campus Financial Aid Officer on the impact of doing so.
5. A non-refundable fee of \$100 will be charged per exam. All nursing clinical course challenge exams require a non-refundable fee of \$500 per exam. The fee must be paid prior to the exam and is not included as part of the student’s financial aid package.
6. The University’s decision on a student’s eligibility to take a specific challenge exam is final and may not be appealed. If a student achieves credit by successfully challenging a course and passing the challenge exam, no guarantee is made that the student will advance his or her degree completion date. Degree acceleration will be based on space availability.

CLEP Minimum Scores and General Education Equivalencies:

A student who seeks credit to be awarded by taking the CLEP examination must achieve a minimum score of 50. Credit may be awarded with the achievement of the minimum CLEP score in College Composition, College Composition Modular, Human Growth and Development, Introductory Psychology, Calculus, Chemistry, College Algebra, College Mathematics, and Precalculus.

AP Minimum Scores and General Education Equivalencies:

A student may receive credit for coursework if they achieved a minimum score of 3 in AP Calculus AB, AP Calculus BC, AP English Language and Composition, AP English Literature and Composition, AP Psychology and AP Statistics.

Military and Training Credit:

Former and current military service personnel are allowed to receive credit for any West Coast University course providing they meet certain criteria. The appropriate program Dean/Chair and the Registrar’s Office shall be responsible for determining the final credit award.

West Coast University students may be awarded a maximum of 24 undergraduate course credits for previous military training or work experience.

Current and former military service personnel shall be required to provide WCU with an official copy of their Joint Services Transcript, which is then evaluated by registrar's office using the American Council on Education (ACE) system. This document provides official information about an individual's previous education/training and work experience while in the military.

Nursing Challenge Exam Additional Requirements

Additional Nursing program-specific requirements include:

1. Students must be accepted into the nursing program in order to challenge a nursing course.
2. Students may not challenge a nursing course where there is evidence that a similar nursing course has been taken in the past for which the grade received was below a C.
3. Students who want to attempt a challenge examination for a clinical course must first: 1) transfer in credit for the related theory course or 2) pass the theory course challenge exam prior to attempting the clinical challenge examination.
4. Students must satisfactorily meet all prerequisites of any courses prior to taking the challenge examination.
5. Students who attempt and did not pass a lower level nursing course with a clinical component may not challenge a higher level nursing course with a clinical component.
6. Challenge examinations for pre-licensure courses include HESI, ATI or other similar standardized computer examinations. The grade necessary to pass is outlined in the associated course syllabus.
 - a. Students should acquaint themselves with the syllabus requirements for any course they wish to challenge.
 - b. Nursing students must complete any NURS designated challenge examinations within the first two terms of entering the first nursing (core) course.
 - c. Students must first successfully pass the challenged course prior to being allowed to enroll in a course that has this course as a pre/co-requisite.
 - d. Students, who are unable to successfully challenge the requested course by the start date of that course, must enroll in the course.
 - e. Students who wish to challenge a course must submit their application at least 4 weeks prior to the time when they would like to take the exam.
7. Additional information may be required prior to scheduling a challenge examination for clinical courses, such as immunization status, health records, background check, drug screening, fire and BLS cards (i.e.-clinical packet information).

GOOD STANDING POLICY

A student is considered to be in good academic standing at the end of a term or semester under the following conditions:

- Meets all Satisfactory Academic Progress requirements and must not have been academically dismissed
- Is not on Financial Aid Warning, Academic Warning, or Probation.
- Must be free and clear of violations of academic and/or student conduct policies. Students with pending disciplinary action before the Campus Appeals Committee are not considered to be in good standing.
- Has no active academic, financial, or library holds.

- Undergraduate students must have completed the term with a term and cumulative grade point average of 2.3 ("C+") or higher.
- Graduate students must have both a term/semester/trimester *and* cumulative grade point average of 3.0 ("B") or higher.

ATTENDANCE POLICY

Class attendance, preparation, and participation are integral to a student's academic success. Active attendance is determined by a student's continued participation and attendance in registered courses. Students are urged to attend every class session and to spend an appropriate amount of time outside of class preparing for each class session. Students who do not attend a course by the end of the add/drop period will be withdrawn from the class. Students who are absent more than 14 consecutive calendar days, excluding holidays and scheduled breaks, and without an approved Leave of Absence, will be withdrawn from the University.¹ A student's last day of attendance will be the last recorded day the student attended an on-ground class or for those students taking an online class, the last day the student participated in an academically related activity, as defined under the **Online/Distance Education Student Attendance Guidelines**. Absences in excess of the limits stated below will result in a grade of "WF".

Course Type:	Maximum Percent of Absences
General Education	30%
Nursing	Theory 20%Clinical 0% (Effective 10/30/17)*
Dental Hygiene	20%
Pharmacy	Theory Courses: 20% Clinical: 0%*
Occupational Therapy	Didactic and Lab Courses 20%Clinical Courses: 0%*
Physical Therapy	10%
Health Administration	20%

*Students are required to make-up any missed clinical hours.

¹Pharmacy students scheduled for an approved APPE term who will not be actively engaged for up to 45 days will be considered enrolled if they submit a signed "Intent to Return" form to the Financial Aid Office prior to their last date of attendance in the previous semester.

Students should note that in addition to the requirements above, programs and courses may mandate additional attendance requirements. Please review the program handbook or course syllabus for more information.

Online/Blended/Distance Education Courses

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

A "class week" for online courses starts on a Monday and ends on the following Sunday at 11:59 PM PST. A "class week" for blended courses corresponds to the week between the on-campus meeting times. For example, if the on-campus portion meets on Tuesdays, the related online portion begins that same Tuesday and ends the following Monday at 11:59 PM PST.

ARAs are used to determine a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur after the course start date and on or before the course end date will be considered Academically Related Activities:

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participation in a gradable online discussion, as directed by an instructor, with classmates, in a way that is substantively and academically related to the enrolled course.
3. Participation in a gradable online discussion with an instructor (as defined by the University's Guidelines for Substantive Interaction Policy) in a way that is substantively and academically related to the enrolled course. The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement. Some examples of substantive posts that will be considered an ARA:
 - Making associations between coursework readings and the interactive discussion.
 - Apply lessons from your work, clinical rotations, and/or life to the interactive discussion.
 - Ask additional questions of your classmates.
 - Explain why you agree or disagree, offering specific examples to support your beliefs.
 - Craft comprehensive academic thoughts on the academic topic that are at least 25 words. Some examples of non-substantive posts that will not be considered an ARA:
 - Discuss topics unrelated to the academic coursework (i.e., the plot line of your favorite television show).
 - Mocking or insulting classmates for their opinions.
 - Asking questions of the instructor that are not academically substantiv in nature or related to the specific course (i.e., "will this test be hard?").
 - Offering a two word response like "I disagree," without further explanation.
 - Merely logging into an online course without active participation (as described above) does not constitute attendance.
 - Work submitted outside the Learning Management System does not count toward attendance. A student is considered to be in continuous attendance as long as no more than fourteen (14) calendar days exist between ARAs.²

²Pharmacy students scheduled for an approved APPE term will not be actively engaged for up to 45 days will be considered enrolled if they submit a signed "Intent to Return" form to the Financial Aid Office prior to their last date of attendance in the previous semester.

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

During the add/drop period, students are required to establish class participation by logging into each course before the end of the add/drop period and submit a required

assignment/test/quiz/paper. Students who log into the course(s) within the add/drop period of the term start date but fail to participate academically will be administratively withdrawn from the course(s).

After the add/drop period, students' participation and substantive interaction for academic attendance will be tracked using the tools within the learning management system (LMS). Throughout the term, students must participate in such a way as to ensure successful completion of the course by the end of the term (i.e., regularly submitting assignments and continuing to substantively interact with other students and the instructor). Students are expected to abide by the institution's Attendance Policy and Online Student Attendance Requirements. Students who do not engage in an ARA for a 14 consecutive calendar day period (excluding holidays and scheduled breaks) will be administratively withdrawn for lack of participation/substantive interaction, resulting in a grade of "W" or "WF" recorded on the student's academic transcript.

Military Duty

Students whose military service requires them to be absent from their scheduled classes will not be penalized. The student must provide the appropriate program Dean/Chair with written documentation verifying the required military leave and length of time requested. Students who are absent for more than the maximum allowed absences for the program including time for military service, will need to take a Leave of Absence (p. 72).

Miami Campus - Veteran's Attendance Policy

Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as unexcused absences. In addition, each minute missed will be counted toward overall time absent from the course.

Students exceeding 20% total absences in a calendar month **will be** terminated from their VA benefits for unsatisfactory attendance. Additionally, students who exceed the published absence allowances in the University Catalog will be dropped from the course.

In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

ADD/DROP PERIOD

The Add/Drop period begins at the start of a term and ends on the second Tuesday. During this period, students may add or drop classes. Courses dropped during this period will not appear on students' transcripts nor be included in evaluating Satisfactory Academic Progress. Students dropping all classes will be treated as a withdrawal from the University.

Please note, the University will automatically withdraw a student from any course(s) in which he or she is registered and for which attendance has not occurred by the end of the Add/Drop period. Programs and courses may have specific attendance requirements that supersede this

policy. Students dropping a course(s) within the MSOT or DPT programs will be withdrawn from the University. Please refer to the programmatic section of the catalog and to your programmatic handbook for more information.

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period. Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair. Note: For information regarding adjustments to institutional charges, please see the Refunds for Dropped Courses policy in the "Financial Aid > Withdrawal and Refund Policies" section of this catalog.

COURSE OVERLOAD POLICY

Changes in a student's course sequence are approved by the program Dean/Chair. The Dean/Chair will decide whether or not a student may be approved for what is called "an overload." Each academic program has a preferred sequence of classes which is intended first to optimize learning and, secondly, to optimize time-to-degree. A student is considered to be in overload when one of the two conditions listed below exists:

1. The schedule adjustment exceeds 18 units in a semester; or
2. The student initiates a schedule change which deviates in any way from the standard pre-scheduled preferred sequence of classes for any given academic program as established for the student by the University.

In order to receive approval from the program Dean/Chair, students must meet the following minimum requirements in order to be eligible to petition for overload:

1. Have a cumulative and previous term grade point average (GPA) of:
 - a. Undergraduate students = 3.0 or above
 - b. Graduate students = 3.25 or above
2. Have passed all non-core and/or prerequisite courses with a C or better.
3. Be in good standing with the University.
4. Not be in his/her first term at WCU.
5. Permitted only during the General Education Portion of the Program (undergraduate programs only).
6. Have not begun the Core portion of their program. Students are not permitted course overloads or changes to course sequences once they begin the Core program (undergraduate programs only).
7. Have not previously been granted a course overload. Students are permitted only one course overload during their course of study at West Coast University.

Program Deans/Chairs may consider additional factors in their review of overload petitions. Examples include previous educational performance, classroom seating capacity, absence of pre-requisite coursework, or other curriculum limitations. Students are encouraged to consult with their program Dean/Chair for details on limitations.

Once all the above requirements have been satisfied, an Overload Request form will be provided to the student. The signed Overload Request form must be submitted to the financial aid office to receive counseling on the financial ramifications for the additional course(s). After this counseling, a financial aid representative will sign the Overload Request form, after which the student must submit the Overload Request form to the Campus Registrar for the final approval. The Campus Registrar must receive the Overload Request form with all required signatures within 72 hours of the initial request.

Occasionally it may be required for a program Dean/Chair to adjust the sequence of courses on behalf of a student. In these scenarios, the program Dean/Chair may approve these adjustments without it being considered an overload however students must still:

1. Meet the minimum requirements as stated above
2. Cannot exceed 18 credits within a semester
 - a. Any student exceeding 18 credits within a semester must follow all Course Overload procedures.

COURSE AUDIT POLICY

The purpose of auditing a course is to enhance personal and professional growth. If class space permits, a student may audit a course as long as written approval is granted from the instructor prior to the start of the term or semester. Students are required to attend classes but are not required to submit assignments or take exams. The amount of participation required of auditing students is left to the discretion of the instructor. A limit of one audit course may be taken in any given term/semester. No traditional letter grade is issued and the student will not receive credit for the course. The course will appear on the student's transcript with a notation of "AU" (audited).

Once a student has enrolled in a course for regular credit, the student cannot change to an audit status after the add/drop deadline. Courses taken on an audit basis fulfill no curricular requirements and students are prohibited from auditing courses required for their program unless they have previously completed the requirement. Undergraduate students may not audit graduate level courses.

Audited courses do not count towards determination of enrollment status for purposes of financial aid eligibility.

TAKING CLASSES AT ANOTHER CAMPUS

To provide additional flexibility for students, each campus has entered into a Consortium Agreement, whereby students enrolled at one campus (their "home" campus) may take courses at another campus (the "host" campus), if the courses are offered and available. A student who wishes to enroll in courses offered at another campus must:

- Notify the Campus Registrar of his/her intent so that he/she can be registered in the course at the appropriate campus and attendance and grades can be tracked;
- Continue to seek services, such as counseling, career services and financial aid, at the home campus;
- Complete a minimum of 35% of credits for a bachelor degree program at the home campus;
- Comply with the policies and regulations for whichever the campus he/she is attending;

Additionally, space must be available in the host campus course for which the student wishes to enroll.

This policy applies to full courses that a student wishes to enroll in at another West Coast University campus, and does not allow for students to attend and receive credit for individual classes held within a term at other campuses. This policy does not apply to students enrolled in any academic program which is offered at only one campus.

Intercampus Registration

Under the West Coast University, Inter-Campus Consortium Agreement, students have the opportunity to enroll in a course at another West Coast University campus, if the course is offered and available. A student who wishes to enroll in a course offered at another campus must:

- Apply for Inter-campus registration through the Campus Registrar by week seven (7);
- Continue to seek support services and resources, such as advisement, career services, and financial aid, at their home campus;
- Comply with the policies and regulations for the campus he/she is physically attending.

Inter-campus registration requests for a course may not be approved by the home campus Dean if the student has previously failed or withdrawn from the same course at their home campus. Students should contact their home campus Dean regarding their eligibility to take courses at another campus. Approval from the appropriate Academic or Program Dean at both campuses must be received in order to register for courses.

ONLINE-DISTANCE EDUCATION-BLENDED COURSE REQUIREMENTS

The University's online learning environment includes a substantial expectation of interactive virtual learning activities and engagement. Chat rooms and threaded discussions promote productive class interaction, and allow students to connect with faculty members for help and guidance. Chat rooms are open for discussion with peers (at any time) or faculty (during office hours). Online courses also engage students with interactive learning exercises and animated activities, and can include instant messaging, live meeting rooms, and multimedia materials which provide an audio visual learning advantage. Students are able to see and hear each lesson from any computer with access to the Internet that meets the hardware and software specifications as noted in the University Student Handbook.

Registration Information

1. Students may enroll in online courses during the campus open registration period. Students are informed of this registration period via email. Registering for an online class using this process does not guarantee placement into the class; Registrars verify class schedules then place students into respective classes.
2. Program offering courses only in an online and/or blended delivery method will be automatically scheduled in the course(s) by the Registrars.
3. Access to the online course materials is provided 7 days prior to the start date of the course. Students enrolled for the first time in online or blended courses are enrolled into the New Student Orientation, New Student Training, or FYS001 courses that include tutorial and training resources. Students are provided access to one of these training courses a minimum of 7 days prior to the start date of the course. The Online Course Calendar provides training week dates.

GRADES

The CGPA is calculated by dividing the total quality points (grade points earned multiplied by course credits) earned by the total semester credits for courses completed at West Coast University. Please refer to the West Coast University Grading Scale (p. 60) for courses that are not included in the CGPA calculation.

Grade Rounding

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms final course grades will be rounded to the nearest whole point.

For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

Examples are provided below:

Individual Assignment Grades

$$81 = \underline{\mathbf{81}}$$

$$76.579 = \underline{\mathbf{76.5}}$$

$$92.445 = \underline{\mathbf{92.4}}$$

End of Term Grade

$$83.2 = \underline{\mathbf{83}}$$

$$89.7 = \underline{\mathbf{90}}$$

$$75.4 = \underline{\mathbf{75}}$$

Undergraduate Grading Scale

Students work is assessed by the use of a standard 4.0 grading scale as follows:

Numerical Grade Conversion Scale				
Grading Scale	Points	Conversion Percentages (%) and/or Definitions		
			Attempted	Successfully Completed for:

				<i>General Education Courses</i>	<i>Nursing Courses</i>	<i>Dental Hygiene Courses</i>
A	4.0	93 - 100		Y	Yes to All	
A-	3.7	90 - 92		Y	Yes to All	
B+	3.3	87 - 89		Y	Yes to All	
B	3.0	83 - 86		Y	Yes to All	
B-	2.7	80 - 82		Y	Yes to All	
C+	2.3	76 - 79		Y	Yes to All	
C	2.0	73 - 75		Y	Y	N
C-	1.7	70 - 72		Y	No to All	
D+	1.3	66 - 69		Y	No to All	
D	1.0	63 - 65		Y	No to All	
D-	0.7	60 - 62		Y	No to All	
F	0.0	59 and below		Y	No to All	
AU	0.0	Audit		N	No to All	
CR	0.0	General Education: <i>Credit</i>	Nursing & Dental Hygiene: <i>Credit for Nursing Advanced Standing Credit, or 76% or higher on Challenge Exams</i>	Y	Yes to All	
P	0.0	Pass		Y	N/A	Y
NP	0.0	No Pass		Y	N/A	N
I	0.0	Incomplete		Y	No to All	
TC	0.0	Transfer Credit		Y	Yes to All	

W	0.0	Withdrawal	Y	No to All
WF	0.0	Withdrawal-Failure	Y	No to All
<p>Note: AU, CR, I, P, NP, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the Cumulative Grade Point Average (CGPA) . "C" is the minimum grade in the <i>General Education</i> (p. 118) Program.</p> <p>"C+" is the minimum passing grade in the core <i>Nursing</i> and <i>Dental Hygiene</i> Programs.</p> <p>"C*" grades in core <i>Nursing</i>, and core <i>Dental Hygiene</i> courses reflect that the course has not been successfully completed.</p> <p>"P" or "NP" are the grades issued for all <i>Nursing Clinicals, Global Studies/Symposium,</i> and <i>Capstone courses</i> (e.g. NURS 492 and NURS 493).</p>				

Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Nursing Program Grade Requirements

Students must earn a minimum grade of "C+" in all NURS courses, using the scale outlined in the Grading (p. 60) section of this catalog. Courses in which a "C+" or better is not achieved must be repeated. Medication math competence is required in core clinical courses. If a student is unable to pass the medication math test after three attempts, the clinical course is failed. Withdrawal from the clinical course after the third math exam failure is not an option. The student will also be required to withdraw from the concurrent theory course. The specific course syllabus provides more information.

Pre-licensure didactic and clinical courses are taken concurrently (e.g. NURS 201 (p. 233) and NURS 211L (p. 234)). If a student fails a didactic course but passes the clinical course, it will be necessary to enroll in NURS 499 (p. 238) *Independent Study in Nursing*, when repeating the didactic course. This course provides the student an opportunity to apply knowledge to clinical practice.

Dental Hygiene Program Grade Requirements

Students must earn a minimum grade of "C+" in all DHYG courses using the scale outlined in the Grading (p. 60) section of this catalog. Due to the didactic and clinical practice requirements for licensure, progression in the Dental Hygiene program from one term to the next is imperative to student success and for patient safety; therefore, Dental Hygiene students who do not earn a minimum grade of "C+" in each DHYG course in each term will be dismissed from the program.

Graduate Grading Scale

Student work is assessed by the use of a standard 4.0 grading scale as follows:

Numerical Grading Conversion Scale

Grading Scale	Points	Conversion Percentages and/or definitions	Treatment for Satisfactory Academic Progress (SAP)			
			Included in Cumulative Grade Point Average (CGPA)	Attempted	Successfully Completed	
					OT/DPT /MSN	MHA, MPH and PharmD
A	4.0	93-100	Y	Y	Y	Y
A-	3.7	90-92	Y	Y	Y	Y
B+	3.3	87-89	Y	Y	Y	Y
B	3.0	83-86	Y	Y	Y	Y
B-	2.7	80-82	Y	Y	Y	Y
C+	2.3	76-79	Y	Y	Y	Y
C	2.0	73-75	Y	Y	N	Y
C-	1.7	70-72	Y	Y	N	N
D+	1.3	66-69	Y	Y	N	N
D	1.0	63-65	Y	Y	N	N
D-	0.7	60-62	Y	Y	N	N
F	0.0	59 and below	Y	Y	N	N
AU	0.0	Audit	N	N	N	N
CR	0.0	Credit	N	Y	Y	Y
P	0.0	Pass	N	Y	Y	Y
NP	0.0	No Pass	N	Y	N	N
I	0.0	Incomplete	N	Y	N	N
TC	0.0	Transfer Credit	N	Y	Y	Y
W	0.0	Withdrawal	N	Y	N	N
WF	0.0	Withdrawal-Failure	Y	Y	N	N

Note: AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the Cumulative Grade Point Average (CGPA).

A minimum passing grade is required for each course and varies by program.

Earned grades below the minimum passing grade reflect that the course has not been successfully completed.

Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

“INCOMPLETE” (I) GRADES

A grade of Incomplete (“I”) indicates that a portion of the course requirements has not been completed and there remains the possibility that the student may still earn credit. An “I” grade may only be issued in extenuating circumstances, which, in general, are defined as medical or personal in nature, beyond the student’s control, and affecting them for a period of time.

In order to request an “I” grade, a minimum of 67% of the course assessments and assignments must have been completed and a petition must be submitted to the course faculty member by the last day of the term. All “I” grades not resolved within 50 calendar days of the last date of the term will automatically convert to an “F” grade. Faculty members may assign an earlier deadline, when appropriate, by indicating on the petition the date by which all course requirements must be completed.

If a student does not complete all course requirements within 50 calendar days or by the deadline assigned by the faculty member, a grade of “F” will replace the “I” on the student’s transcript.

Students should note that an “I” grade does not indicate the course is completed, meets the requirements for a degree, or prerequisite requirements.

PASS/NO PASS POLICY

Clinical, capstone, and independent study courses may use a “pass”/“no pass” grading system. Course syllabi will indicate the course requirements, and if a student performs satisfactorily in a “Pass/No Pass” course, a “P” will be recorded in the Academic Record. Failure to perform satisfactorily will be recorded as an “NP”.

Receipt of a “P” or “NP” will not be included in the calculation of the grade point average. The “NP” credits will not count as Earned Credits but will count as Attempted Credits and be factored into the Incremental Completion Rate for the student. These credits count toward meeting graduation requirements. Other grade-related policies (e.g., withdrawal deadlines and assignment of “W” or assignment of “I” for incomplete) apply to “Passed/Not Passed” classes, as well.

Students who receive a “NP” grade in a course must re-take the given course within two terms of the grade being issued. Receipt of a “NP” grade will also be factored into the University’s Failed Courses policy.

COURSE REPEATS

When the student repeats a class for which they initially earned a failing grade and receives a passing grade, that grade will replace the failing grade and the new grade will be used to calculate the final cumulative grade point average (CGPA). All attempted coursework will be reflected on the official transcript. All credits resulting from repeated courses are included in determining student's satisfactory academic progress standing for rate of progress.

Undergraduate Students

Students who receive a grade that reflects the course as "not successfully completed" under the program grading scale must repeat that course. Eligibility to repeat a course is determined by the Program Chair and program-specific policies. Student seeking additional information should review the University Dismissal policy.

Dental Hygiene Students

Dental Hygiene students may repeat two failed general education courses. Each failed course may be repeated only once. Courses within the Dental Hygiene core curriculum (DHYG courses) may not be repeated.

Courses Passed, but not Successfully Completed

When a student receives a passing grade in a course, but the grade is not adequate for the course to be considered successfully completed due to the grade requirements for courses in the program, the student may receive financial aid only for the first repeat of the course.

Graduate Students

Students may repeat courses as required, so long as they meet the other measures of satisfactory academic progress and meet the program-specific requirements as outlined in the University catalog and/or program handbook.

FINAL GRADE APPEAL

Students who wish to file a grade appeal of their final course grade when the assigned grade is a non-passing grade, must do so within two business days of notification of failure or within two days of the Wednesday of the final week of the term/semester, whichever comes first. It is essential that the student meets this deadline in order to potentially avoid becoming out-of-sequence in the subsequent term/semester of instruction, assuming the appeal is approved.

Students appealing a *non-failing* grade have until the end of the first week of the subsequent term/semester to file an appeal, as the outcome of the appeal will presumably not have an impact on the student's ability to continue through his/her program of study.

Students in the MSOT/OTD program who wish to file a grade appeal of their final course grade, must do so within two business days of notification or within two days of the end of the session, whichever comes first.

The Grade Appeals Process and related forms are available in the Registrar's Office. The process steps for a grade appeal are as follows:

1. Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the grade appeals form. Appeals of failing grades will be addressed within two (2) business days of receipt.

2. If, after consultation with the faculty member, the student wishes to further appeal the grade, or if the faculty member is either unavailable or does not respond within the time frame outlined in step one, the student should request in writing to the academic program Dean/Chair of his/her academic program, within two business days, an investigation of the grade. The academic program Dean/Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted by the end of the first week of the following term. At the conclusion of the investigation, the academic program Dean/Chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or in some instances requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.
3. If a student feels that his/her grade appeal has not been handled appropriately, or that the grade assigned was based on instructor bias or unfair treatment, the student may employ the Student Complaint/Grievance Procedure outlined in this catalog.
4. The student shall be given a written summary of the conclusion of the appeal (using the Grade Appeals form). If the student believes the summary to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

A successful grade appeal does not guarantee the ability to advance to the next course in sequence in the subsequent term.

SATISFACTORY ACADEMIC PROGRESS

Undergraduate Programs

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

1. Maintain a minimum cumulative grade point average (CGPA) of at least 2.0 (on a standard 4.0 scale) at the end of each semester.
2. Progress at a satisfactory rate toward completion of their program. At the end of the evaluation period, the student must have successfully completed at least 66.67% of all coursework that the student has attempted in the program. A description of the calculation is given below.
3. Complete the program within a maximum timeframe of 150% of the published length of the program as calculated in credits attempted. For example: A student enrolled in a 120 semester credit program would have to complete the program in a maximum timeframe of 180 credits attempted (150% of 120 Credits).
 - a. In addition, if at any point a student cannot mathematically complete his/her program within the maximum allowable timeframe, the student will be dismissed. Students dismissed for exceeding the maximum allowable timeframe may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will be dismissed with no right to appeal.

Please Note: *Students in the core Nursing program, see the Nursing Program Grade Requirements (p. 62) and Dental Hygiene Program Grade Requirements (p. 62) section of the catalog for additional satisfactory academic progress requirements.*

Impact of Program Transfers or Additional Degrees on Satisfactory Academic Progress for Undergraduate Students

Should a student be approved to transfer from one program of study to another or should a student wish to obtain an additional degree, attempted and completed coursework within the University will be treated as completed credits within the new program only if the courses pertain to the new program of study as outlined in the catalog. In such cases, these attempted and completed credits will be

considered in determining satisfactory academic progress from both a cumulative grade point average calculation and maximum allowable time frame perspective.

Graduate Programs

Students' academic progress will be measured at the end of each semester or trimester (in accordance with program delivery). In order to maintain satisfactory progress, students must:

1. Maintain the program minimum cumulative grade point average (CGPA) as follows:
 - a. DPT, MHA, MPH, RN-MSN*and MSN: At least 3.0 by the end of each semester.
 - b. MSOT/OTD: Please see program handbook for breakdown of minimum cumulative grade point average (CGPA) required.
 - c. PharmD: At least a 2.0 GPA by the end of each semester.
2. Progress at a satisfactory rate toward completion of their program.
 - a. MHA, MPH, and MSN students, at the end of the evaluation period, must have successfully completed at least 50% of all coursework that the student has attempted in the program. A description of the calculation is given below.
 - b. DPT, MSOT, OTD, and PharmD students, at the end of the evaluation period, must have successfully completed at least 75% of all credits attempted in the program.
3. Complete the program within a maximum timeframe of the published length of the program as calculated in credits attempted.
 - a. MHA and MPH students = 200%
 - b. DPT, MSN, MSOT, OTD, and PharmD students = 150%

*Students in the RN-MSN Generalist program who began their program from May 3, 2015 through March 5, 2018, must maintain a 2.0 GPA to be considered maintaining Satisfactory Academic Progress. All RN-MSN Generalist students beginning their program after March 5, 2018 are subject to the 3.0 GPA requirement.

Standards of Academic Progress for VA Students

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 2.0 each semester.

A VA student whose CGPA falls below 2.0 at the end of any semester will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA is still below 2.0 at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 2.0.

CALCULATING THE RATE OF PROGRESS (PACE) TOWARD COMPLETION OF THE PROGRAM

The rate of progress toward completion of the program is calculated by dividing the cumulative number of credit hours the student has successfully completed in the program by the cumulative number of credit hours attempted by the student in the program. For example: A student who has attempted courses worth 36 credits, but has successfully completed only 24 credits would have a rate of progress calculated by dividing 24 by 36 or 66.67%.

The cumulative number of credit hours attempted in the program includes transfer and proficiency/challenge exam credits received, credits for courses from which a student has withdrawn, credits for which a student has received an incomplete, and every repeated course. The cumulative number of credit hours attempted in a program does not include remedial courses, audited courses or courses that are pre-requisite to the program taken at the University.

Transfer and proficiency/challenge exam credits are counted as both attempted and successfully completed. Credits for courses from which a student has withdrawn are counted as attempted and not successfully completed. Credits for courses from which a student has received an incomplete are counted as attempted and not successfully completed until a final grade has been assigned, at which time the rate of progress will be evaluated according to the grade assigned.

EXCEPTIONS TO SATISFACTORY ACADEMIC PROGRESS

Exception to the satisfactory academic progress policies may only be requested through an appeal following a determination that a student is not making satisfactory academic progress.

GRADUATION REQUIREMENTS FOR UNDERGRADUATE STUDENTS

The University awards a degree to students who successfully meet program requirements. In order to be eligible for graduation, students must complete the program with a minimum cumulative grade point average of 2.0. In addition, some programs may require successful completion of an exit exam. Students should consult the graduation requirements of their specific program by discussing their progress with the appropriate academic program Dean/Chair as they approach graduation.

UNDERGRADUATE WARNINGS

Academic Warning

Students will be placed on academic and financial aid warning when their cumulative grade point average (CGPA) falls below 2.0 or they fail to complete at least 66.67% of all coursework taken in the program at the end of any semester in which coursework was taken. A student will be notified of warning status in writing.

Financial Aid Warning

The financial aid warning period will last the duration of one semester, during which time the student will be given the opportunity to raise his or her CGPA to a minimum of 2.0 and/or meet the 66.67% completion requirement. During the semester on warning, the student remains eligible for Federal Student Financial Aid. If, at the end of the semester on warning, the CGPA and rate of progress have been raised above the minimum standards for satisfactory academic progress, the student will be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

UNDERGRADUATE PROBATION

Students placed on academic and financial aid probation must:

1. Achieve at least a term GPA of 2.0,
2. Successfully complete the credits attempted during the probationary period, and
3. Increase their CGPA and rate of progress to the level required for satisfactory academic progress.

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. After the semester probationary period, if the student meets the minimum standards for satisfactory academic progress, the student will be removed from probation and returned to regular status. However, if the student fails to meet the minimum CGPA rate of progress requirements, the student will be academically dismissed from the University.

UNIVERSITY DISMISSAL

Undergraduate Student Dismissal

An undergraduate student will be dismissed from the University for any of the following reasons:

- A student is on Academic and Financial Aid probation and fails to meet the minimum cumulative grade point average (CGPA) or rate of progress requirements at the end of the semester, or
- Pre-Licensure (LVN-BSN, LPN-BSN, BSN) Bachelor of Science in Nursing program students will be dismissed if he or she receives:
 - Four non-passing grades at West Coast University in General Education, or two non-passing grades in any Nursing (NURS) courses, or
 - Receive a non-passing grade twice for the same course, regardless of whether the course is in General Education or Nursing.
- A student in the Dental Hygiene program who does not pass the same General Education course twice, or three General Education courses, or does not pass any DHYG course will be dismissed. Students who violate academic, attendance, student conduct, and University/program-specific policies may be dismissed.

Additional notes:

- *NURS 493 (p. 237), NURS 499 (p. 238), DEP 098, and FYS 001 (p. 228) will not be considered when determining student status for academic dismissal; however, students may be subject to dismissal under Satisfactory Academic Progress (SAP) or other dismissal related policies.*
- *Please see the Grading Scale for additional information on passing/non-passing grades. Students in graduate programs should consult with their program director/dean regarding what constitutes passing/non-passing grades.*
- *A student who has passed NURS340/342L and fails any or all courses in the subsequent terms will not be dismissed. The student will be provided one opportunity to repeat the required coursework and any additional failures will result in dismissal from the university.*

Graduate Programs Dismissal

A graduate student will be dismissed from the University for any of the following reasons:

- If at the end of the semester on academic and financial aid warning the student fails to meet the minimum CGPA or rate of progress requirements, the student will be dismissed from the University, but may appeal the dismissal. Other circumstances that warrant dismissal from the University include:
- An Occupational Therapy student will be dismissed from the program if:
 - A grade of "D" is received in any course.
 - Two grades of "C" or below are received.
 - The minimum cumulative GPA as specified for each trimester is not met
 - At the completion of the 1st trimester (17 credits) have a cumulative GPA of 2.5
 - At the completion of the 2nd trimester (36 credits) have a cumulative GPA of 2.8
 - At the completion of the 3rd trimester (42 credits) have a cumulative GPA of 3.0
 - Maintain a cumulative GPA of 3.0 for the rest of the program.
- Receiving (2) failing grades during Fieldwork Level II

- Exceed the maximum timeframe of trimesters to complete the program.
- A MS Health Administration student will be dismissed from the program on the occasion of a second failing course grade.
- Furthermore, a student who is found in violation related to academic and student conduct may be sanctioned with a dismissal, but may appeal the dismissal.

A student who fails to meet the University and/or program-specific catalog and/or handbook policies, including those pertaining to attendance, may be dismissed.

Undergraduate University Dismissal Appeal Policy

A student may be dismissed for one or more of the following reasons:

1. failure to maintain Satisfactory Academic Progress (SAP) according to the standards for their program;
2. for conduct reasons;
3. failure to meet program specific grade requirements.

Note: When an "I" grade is converted to a final course grade, a student's academic standing will be re-evaluated. Any dismissal that may result will be effective as of the date in which the grade was finalized.

A student who wishes to dispute his/her dismissal or who believes extenuating circumstances affected his/her situation, may submit a petition for appeal. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or a WCU policy or procedures was not followed by the institution. It is the responsibility of the student who appeals to ensure he/she meets the terms and conditions of the appeals process in order for the appeal to be reviewed.

Appeals must be submitted in writing within 30 days of notification to students of decision/situation to be appealed. The Petition to Appeal form must be filled completely and all supporting documentation/evidence must be included at the time of submission. The written appeal and associated documents are submitted to the Campus Director of Student Affairs, who will forward them to the members of the Appeals Committee. The written appeal and all appellate documents should include:

- Details and description of the decision or situation being appealed
- Reason or basis for appeal (explain the type of circumstances that contributed to the failure to maintain Satisfactory Academic Progress)
- Documentation that supports the appeal (for example, documentation related to the extenuating circumstance)
- Requested resolution being sought
- A viable student success action plan (using the Student Services Action Plan form completed by the student) showing how the student will address the education or behavioral situation if appeal is granted. The student should use care to explain what the student had done/will do to eliminate those potential problems in the future

Please Note: Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan will result in denial of the appeal.

The denial of an appeal by the Appeals Committee is final and may not be further appealed, although under certain circumstances may be a request that their appeal be reconsidered.

RECONSIDERATION OF AN APPEAL

If a student believes the appeals committee decision or action is contrary to University policy or procedures, the student may submit a request for reconsideration if it meets the criteria listed below. Requests for reconsideration must be submitted within 10 (ten) days of notification of the Appeals Committee decision.

Requests for Reconsideration must meet one of the following criteria:

1. University policies were applied incorrectly.
2. University procedures were not followed.
3. The Appeals Committee decision is contrary to state or federal law, and/or regulations and/or guidelines.

Students must submit a written request for reconsideration to the Director of Student Affairs for review by the Campus Executive Director. Written requests must include all information and documentation submitted to the Appeals Committee. Only information submitted to the Appeals Committee will be considered. A letter citing the reason for the request for reconsideration must be included stating the criteria on which the reconsideration is based, and which aspect of the committee's decision meets the criteria.

The Director of Student Affairs reviews the request for reconsideration to ensure the criteria for reconsideration are met and included. If the request for reconsideration is incomplete or does not meet the criteria, the Director of Student Affairs will notify the student. If there is uncertainty as to whether or not the criteria have been met, the request will be forwarded to the Campus Executive Director for review. If the request is complete and meets the criteria, the Director of Student Affairs forwards the request for reconsideration to the Campus Executive Director for review.

If the Campus Executive Director does not find sufficient reason to grant the request for reconsideration, the request will be denied, the file closed, and the student will be notified. If the Campus Executive Director determines that the request should be reconsidered, the student and the Appeals Committee will be notified in writing within 5 (five) days. The written notification will include (when appropriate):

1. Reason for the request for reconsideration.
2. If request for reconsideration is granted or denied.
3. Decision rationale.

The decision of the Campus Executive Director is final and may not be appealed further. If the request for reconsideration is granted, the Appeals Committee will re-review the appeal and rationale for reconsideration submitted by both the student and the Campus Executive Director. The Appeals Committee decision after reconsideration is final and may not be or reconsidered further.

Please Note: All referenced deadlines and timeframes may be adjusted if both the University and the student are in agreement. Any adjustments must be in writing and signed by both parties.

RESTATEMENT PROCESS

Dismissals with No Appeal or Denied Appeals

Students who have been academically dismissed for failing to meet the minimum satisfactory academic progress standards may request reinstatement after a semester on dismissal. In order to qualify for reinstatement, the student must provide a written explanation to the program Dean/Chair describing the circumstances that led to the dismissal, and what remediation has taken place to prevent the problem from occurring in the future. The program Dean/Chair will consider factors such as grades, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed in making a decision to reinstate a student.

Dismissed students who are reinstated will sign a new enrollment agreement, will be charged tuition consistent with the existing published rate at the time they are reinstated, and will be subject to the current policies in effect at the time of their reinstatement. Students who are reinstated under these circumstances will remain in reinstatement status and be ineligible for Federal Student Financial Aid until the semester after the student meets or exceeds a cumulative GPA is 2.0 or higher and a rate of progress that meets or exceeds 66.67%. Thereafter, students will be returned to regular status and become eligible for federal financial aid programs.

Students with Approved Appeals

When the Appeals Committee approves a student's satisfactory academic progress appeal, the committee will recommend one of the following decisions:

1. Place the student on academic and satisfactory progress probation for one semester in which to raise the student's CGPA and rate (pace) of progress to return to satisfactory academic progress. Should a student who has been given one additional semester fail to return to satisfactory academic progress at the end of the additional semester, the student will be dismissed with no right to appeal.

Please Note: This option is not available for students enrolled in the Dental Hygiene program. See the Dental Hygiene Program Grade Requirements (p. 62) section of the catalog.

2. Place the student on an academic plan in consultation with the Dean or Chair of the student's academic program that will enable the student to return to satisfactory academic progress status. For students in the core Dental Hygiene program the requirements of the Academic Plan must meet the requirements of the Dental Hygiene Program Grade Requirements (p. 62) section of the catalog. The following requirements apply to Academic Plans for students in all other programs.
 - a. The plan must be of precise duration that may not extend beyond the number of semesters remaining in the student's maximum time frame for the program.
 - b. The student must be able to achieve a minimum 2.0 cumulative GPA by the end of the academic plan period. A graduate student must be able to achieve a minimum 3.0 cumulative GPA by the end of the academic plan period.
 - c. Upon completion of the academic plan the student must still be able to complete the program within the maximum time frame.
 - d. The academic plan must detail courses to be taken, minimum grades expected and the GPA and rate of completion criteria for each semester for the plan.
 - e. The academic plan may also provide expectations related to attendance, remediation, conduct, and other measures intended to lead to academic success.
 - f. The academic program Dean/Chair shall be responsible for monitoring student progress for students on academic plans.
 - g. Should a student, allowed to continue on an academic plan, fail to meet any condition of the academic plan, the student will be dismissed with no right to appeal.
 - h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status will be based on course taken for credit. Students auditing all classes will be considered withdrawn.

Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

LEAVE OF ABSENCE POLICY

Students may be granted a leave of absence (LOA) for a period of one term up to one year. A "Leave of Absence Request Form" must be completed, signed, and submitted to the Student Services

Department. If a student does not return from a LOA within the specified timeframe and no prior arrangements have been made to extend, then the individual will be withdrawn from the University. The withdrawal date for an approved LOA is the date on which the student fails to return, as determined by the institution's records.

An institutional leave of absence is not considered an official leave of absence under federal Title IV regulations. When a student takes an institutional LOA, they are deemed to have withdrawn as of the last day of documented attendance prior to the LOA and become ineligible for Title IV purposes. As a result, a return to Title IV calculation will be done and the student will be reported to the Department of Education as less than half time enrolled. The time on a LOA will be counted against any six month grace period for entering repayment on federal financial aid loans. Students should refer to the "Withdrawal and Refund Policy" and the "Return of Title IV Funds Policy" in the University catalog for a full explanation of the financial consequences of withdrawal or Leave of Absence.

If a student begins a leave of absence after the Add/Drop deadline or before completion of the course, the student will be considered withdrawn from the course for satisfactory academic progress purposes. The course from which the student took leave will be regarded as attempted and not completed.

Taking a leave of absence may affect a student's ability to progress in their program.

Reentering after a leave of absence is based on availability of space and will follow the University Reentry Policy.

WITHDRAWAL FROM A PROGRAM

Students who wish to withdraw from their program should contact their appropriate Academic administrator (Dean of Program Chair). West Coast University is required to take attendance and therefore a student's withdrawal date is the last date of attendance as determined by the school from its attendance records. All requests for withdrawal should be submitted in writing using the Course/University withdrawal form with all applicable signatures. The Course/University form should be returned to the Registrar's office.

WITHDRAWAL FROM A COURSE

If a student wishes to withdraw from a class in session after the Add/Drop period has ended, the student must submit a written request to the academic program Dean/Chair or appropriate academic administrator of the program. In order to receive a "W" on the student transcript record, the withdrawal request must be submitted by the published withdrawal date in the academic calendar. If the request to withdraw is submitted after this deadline, the student will receive an "WF". A grade of "W" does not count toward the cumulative grade point average (CGPA). A grade of "F" or "WF" will be calculated toward a student's CGPA. However, "W", "WF", and "F" grades count toward the maximum allowable timeframe for program completion, as well as the student's rate of completion (as defined in the University's catalog policy for Satisfactory Academic Progress. A student's financial aid eligibility may be affected if the student withdraws from one or more classes. In addition, a student's graduation date and ability to progress in their program may be affected if the student withdraws from one or more classes. Therefore, students are urged to discuss the possibility of withdrawing from a course with their campus financial aid advisor and Academic/Program Dean (s) prior to submitting a request to withdraw.

BSN, LVN-BSN, LPN-BSN & RN-BSN Students: Students enrolled in the undergraduate nursing programs who previously withdrew from a course (general education or core nursing course) may not subsequently withdraw from the same course. In addition, a student who fails a course may not subsequently withdraw from the same course. In either case, if a student chooses to withdraw from a repeated course before successful completion, the student will receive a grade of "WF" in the course.

Dental Hygiene Students: If a Dental Hygiene student retaking a course withdraws before successful completion and he or she has received financial aid funds, then that is not counted as his or her one allowed retake for that course.

Repeated Courses and GPA

When the student repeats a class for which he/she initially earned a failing grade and receives a passing grade, that grade will replace the failing grade and the new grade will be used to calculate the final cumulative grade point average (CGPA). All attempted coursework will be reflected on the student's official transcript. All credits resulting from repeated courses are included in determining student's satisfactory academic progress standing for rate of progress.

WITHDRAW FAILURE-WF

If a student requests to withdraw from a course after the first day of the 6th week of the scheduled course for 10-week courses or after the first day of the 9th week for courses in the MSOT, OTD, DPT, and PharmD programs, the student will receive a grade of "WF" which means "Withdraw Failure." In other words, the student fails the course, but does so because they have withdrawn after the approved withdrawal period. A grade of "WF" will be calculated towards a student's Cumulative Grade Point Average (CGPA) and will also reflect as "credits attempted", but not earned. Both the CGPA and credits attempted/credits earned are included in Satisfactory Academic Progress calculations. Dropping a course after the above-mentioned deadlines may have serious implications on a student's academic standing; therefore, students are urged to discuss the possibility of withdrawing from a class with their respective academic dean or chair before doing so. The "WF" grade will also apply to students who are dropped after these deadlines due to exceeding attendance thresholds. The "WF" grade acts as both a withdrawal and a failure in regards to the University's withdrawal, class repeat, failed courses, and class re-take policies. Please refer to the individual policies for additional information.

REENTRY

Dental Hygiene Program following Dismissal

Students who have been dismissed from the Dental Hygiene program for academic or student conduct reasons may be readmitted to the University if they have been approved for reentry through the appeals process. Due to the didactic and clinical practice requirements for licensure, if a student is dismissed, appeals to reenter and is approved, the student will (1) reenter the core program on a space available basis and (2) audit all DHYG course(s) previously completed and repeat the DHYG course(s) not completed (see Retaken Courses and GPA (p. 74) section of the catalog). The tuition and fees for the audit course(s) prior to and/or concurrently with a repeat course(s) will be waived for those students who complete the entire semester. Students who withdraw from the University (or begin an LOA) before completing the semester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the semester at the time of withdrawal. The student must meet all requirements for the audited courses including completing assigned work, attending class and any other terms as outlined by the course director. The student must earn a minimum grade of 76% in all courses within the Dental Hygiene program using the scale outlined in the "Grading (p. 60)" section of the catalog. If the minimum grade is not earned in each DHYG course, the reentry student will be dismissed from the program and will not be readmitted.

Nursing Program following Dismissal

This policy is effective October 4, 2016.

A pre-licensure student who has been academically dismissed after entering the core nursing courses may be considered for re-entry through the Academic Appeals process. If the appeal is successful or an academic exception is approved, the student will be readmitted to an active status only if space is available. In addition, the student must meet the following conditions:

1. Successfully audit all previously completed courses in which at least a Level 2 score on the ATI Content Mastery Proctored Assessment was not achieved. A level 2 on the ATI Content Mastery Proctored Assessment must be achieved in each audited course. A maximum of one attempt is allowed to successfully complete an audited course. A maximum of two courses can be audited per term.
2. Complete all requirements as outlined within the agreed upon Academic Action Plan.

Tuition costs for auditing courses and associated ATI Content Mastery Proctored Assessment fees will be waived for those students who complete the entire semester. Students who withdraw from the University (or begin an LOA) before completing the semester will be subject to a pro-rata portion of tuition and fees for courses scheduled for the semester at the time of withdrawal. The student is required to meet all attendance and participation requirements in audited courses. Completion of regular course assignments or examinations is not required, with the exception of ATI Content Mastery Proctored Assessments. Following completion of the requirements as noted above, the student will be allowed to progress in the program. Students who do not complete all of the requirements as outlined in this policy will be dismissed from the program.

Following successful audit as outlined above, previously completed nursing coursework may need to be repeated due to program requirements for clinical currency. The student must reenter following all current application/programmatic requirements. Reentry students must earn the minimum grade required in each course and meet all program/course requirements or the reentry student will be dismissed from the program without opportunity for appeal.

Eligibility for Reentry - LVN/LPN

A student who has been academically dismissed from West Coast University may apply for reentry to the University if they:

- a. enter an approved LVN/LPN program within 6 months of dismissal from WCU BSN program,
- b. graduate from an approved LVN/LPN program with a 3.0 GPA within the past year of seeking reentry,
- c. successfully passed the NCLEX-PN, and
- d. meet all admissions requirements.

The applicant must be in good standing with the University with the exception of previous Satisfactory Academic Progress (SAP) or GPA requirements. If any other "good standing" issues exist, the individual will be admitted on probationary status. If a student in probationary status is not in "good standing" after completing their first-semester of coursework, they will be dismissed from the University. If an applicant was previously dismissed from West Coast University for any conduct violations, he/she will not be admitted to the program. Please refer to the "Good Standing" (p. 53) policy for specific information on the terms of this policy.

If the applicant successfully reenters, the University will waive the general education and pre-requisite recency requirements. The student will continue on the BSN track (rather than LVN/LPN - BSN track)

at the point where dismissed. However, if the applicant seeks reentry (enrolls) a year or more after completion of his/her LVN/LPN program, this policy will not apply.

An individual who is readmitted by this clause will not be considered for dismissal due to previous course failures. Any failures that occur after the student has re-entered the program will be subject to the university dismissal policy.

Following Withdrawal

If a student who has withdrawn from the University reapplies for admission and is accepted, the student must reenter under the admissions, academic program, and administrative policies of the catalog at the time of readmission and is subject to the prevailing tuition and fee rates at that time. The student must not have any outstanding prior balance or must make satisfactory arrangements to repay at the time of re-application in order to be considered for readmission. See also program specific requirements for reentry. Any reentry consideration will be made on the basis of availability of space.

Nursing Programs following Withdrawal

Due to program requirements for clinical practice, if a student withdraws from the program and wishes to reenter at a later time, the student must reapply following all current reentry application requirements and be accepted. In addition, if a student is accepted to reenter more than a year after the student's last completed nursing course, previous completed nursing coursework may need to be repeated. Any reentry consideration will be made on the basis of availability of space.

Dental Hygiene Program following Withdrawal

Due to the didactic and clinical practice requirements for licensure, if a student withdraws and wishes to reenter at a later time, the student must reapply following all current application requirements and receive acceptance status. Any reentry consideration will be made on the basis of availability of space.

EXCEPTION TO POLICY

Exceptions to academic and administrative policies may only be granted for compelling reasons that are beyond a student's control. Unfamiliarity with a policy is not considered grounds for an exception. All exceptions must be submitted on the appropriate petition form accompanied by pertinent documentation evidencing the circumstance. It is expected that before a petition for exception is requested, that all other appropriate appeals and administrative options have been exhausted. By submission of the petition, the requester authorizes the University to examine any and all pertinent records or contact any party from whom information is needed in order to make an informed decision.

STUDENT POLICIES AND PROCEDURES

Students are required to adhere to all policies and procedures included in the catalog, university student handbook, and applicable programmatic handbooks.

STUDENT IDENTITY DOCUMENTATION

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

STUDENT RESOURCES

West Coast University offers a variety of services to students such as advising and tutorial assistance, career services, and disability services. The University also maintains a list of outside services to assist students with personal needs such as childcare, transportation, and other areas not directly related to their academic program of study. For more information concerning the services available, please review the University Student Handbook.

LIBRARY

The West Coast University Library is the knowledge center serving the curricular, research, and professional needs of students, faculty, and university community. Each campus location offers full library services. Library hours of operation are scheduled to meet the needs of the students, faculty and staff, and offer resources and services that strengthen and enhance the University's various academic programs.

The Library actively engages learning by effectively delivering quality materials in physical and virtual environments. Print collections include general and subject specific reference materials, monographs, serials, manuals, scholarly works, and trade publications arranged according to the Library of Congress Classification System. Electronic resources including select databases from LexisNexis®, EBSCO, ProQuest, Gale/Cengage, Credo Reference, Ovid, Lexicomp®, and Therapeutic Research Center, provide access to thousands of full-text articles and case studies. The eBook Academic Collection offers more than 114,000 virtual books and is available for student and faculty use both on and off campus. Multimedia tools, web resources, and online tutorials are also available at each campus location. Explore the collections housed at all locations using the West Coast University Library's website, available online or on a mobile device.

Professional librarians and trained support staff assist individuals with their library and research needs. Services include, but are not limited to: 24/7 reference chat service, research assistance and subject guide advisory, in-depth research consultations (by appointment), interlibrary loan through a partnership with OCLC WorldShare™ Interlibrary Loan, interdepartmental campus loans, guided library tours, and various circulation activities.

West Coast University encourages students, faculty, and staff to become familiar with library resources and services. The Library is a central component of student-centric learning that leads to professional success by instilling the information literacy skills necessary for today's changing environment.

COMPLAINT/GRIEVANCES PROCEDURE

Every student has the right to file a grievance. If a student believes a University official, faculty member, administrator or student has acted improperly or inconsistently with WCU policies and/or procedures, the student may file a grievance. This may include, but is not limited to, misapplication or misinterpretation of policy, procedures, practices, unfair treatment or conduct, etc. All grievances must be filed within 30 days of the incident.

The Grievance Policy and Procedures is designed to support and foster a fair, objective, respectful and ethical set of policies and procedures for resolution of disputes. The policies and procedures are designed to provide students with a process in which to protect the University and its students. Students, faculty or administrators who submit or support a filed grievance may not be subjected to retaliation. Incidents of retaliation should be immediately reported to the Campus Director of Student Affairs or Executive Director.

Frivolous or malicious grievances and matters that have been or are in litigation will not be reviewed/considered. Any person(s) submitting a frivolous or malicious grievance will be referred to the Conduct Committee for possible disciplinary action.

Prior to submitting a formal grievance, student/grievant is encouraged to attempt a good faith resolution with the individual(s) at whom the grievance is directed. The University believes that most grievances can and will be resolved through this informal process.

Step 1: Discuss the issue with the individual(s). Every attempt should be made by both the student and individual(s) to resolve the matter at this level.

Step 2: If not resolved through Step 1, unresolved issues should be informally discussed/submitted in writing to the appropriate Dean or Department Head.

If dissatisfied with the response or solution, a student may submit a written grievance, along with all grievance documents, to the Director of Student Affairs

These policies and procedures are internal to WCU. If a student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting external agencies such as:

Bureau for Private Postsecondary Education (BPPE)

P.O. BOX 980818
West Sacramento, CA 95798
(916) 431-6959
<http://www.bppe.ca.gov/>

Commission for Independent Education, Florida Department of Education (CIE)

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(888) 224-6684
www.fldoe.org

Texas Higher Education Coordinating Board (THECB)

1200 East Anderson Lane
Austin, TX 78752
(512) 427-6101
www.thecb.state.tx.us

WASC Senior College and University Commission

985 Atlantic Avenue, Suite 100
Alameda, CA 94501

(510) 748-9001
www.wascsenior.org

If a Nursing or Dental Hygiene student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agencies:

California Board of Registered Nursing (BRN)

1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
(916) 322-3350
www.rn.ca.gov

Florida Board of Nursing

Florida Department of Health
4052 Bald Cypress Way, Bin C-10
Tallahassee, FL 32399-3252
(850) 245-4125, Nurse Consultant Ext. 3612
www.doh.state.fl.us/mqa/nursing/

Texas Board of Nursing (TBON)

333 Guadalupe Road, Suite 3-460
Austin, TX 78701-3942
(512) 305-7400
www.bne.state.tx.us

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530
Washington, DC 20036
(202) 887-6791
www.aacn.nche.edu/CCNE/reports/accprog.asp

Commission on Dental Accreditation (CODA)

211 East Chicago Avenue
Chicago, IL 60611-2678
(312) 440-2500
www.ada.org

If an Occupational Therapy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agencies:

Accreditation Council for Occupational Therapy Education (ACOTE)

4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
301-652-6611 x2914
<http://www.aota.org/en/AboutAOTA/Contact-Us.aspx>

Occupational Therapy Association of California (OTAC)

PO Box 276567
Sacramento, CA 95827-6567
(916) 567-7000
(888)-686-3225
www.otaconline.org

If a Physical Therapy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street
Alexandria, VA 22314
(703) 706-3245
<http://www.capteonline.org/Complaints/>

If a Pharmacy student does not feel that the University has adequately addressed a complaint or concern, the student may consider contacting the following respective agency:

Accreditation Council for Pharmacy Education (ACPE)

135 South LaSalle Street, Suite 4100
Chicago, IL 60503
(312) 644-3575
<https://www.acpe-accredit.org/students/complaints.asp>

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 education records within 45 days of the day the institution receives a request for access. Students should submit a written request that identifies the record(s) they wish to inspect to the Registrar. A University 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 University's option. A charge will be assessed for such option.
- Students have the right to ask the University to amend any of their educational records that they believe are inaccurate or misleading. They should write the University 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 University decides not to amend the record as requested by the student, the University 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. West Coast University 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
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent Institution 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 is never considered Directory Information.
- A student may opt out of Directory Information disclosure by submitting a written request to the Registrar within 30 days of the student's start of classes.
- A student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Definitions:

- *Authorized Representative* is defined as any entity or individual designated by a State or local educational authority or an agency headed by an official listed in 34 CFR § 99.31 (a)(3) to conduct – with respect to Federal- or State-supported education programs – any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- *Legitimate Educational Interest* is defined as a "need to know", in which the requesting party requires a student's records for purposes that are essential to the general process of higher education, including teaching, research, public service, academic advising, counseling, job placement, financial assistance and advertisement, accreditation, audit, medical services, and safety. A faculty or staff member, for example, has legitimate educational interest if they are performing a task that is specified in his/her position description, performing a task related to a student's education or to student discipline, providing a service or benefit related to the student or student's family, or are maintaining safety and security on campus.
- *Personally Identifiable Information* is defined as any information about a student which can be used to distinguish or trace the student's identity, such as a student's name, the name of the student's family members, the address of the student or the student's family, the student's social security number, student number (when meeting the conditions given below), fingerprint, retinal scan, or other biometric indicator and any other direct identifier of the student. Personally identifiable information also includes indirect identifiers, such as a date of birth, place of birth and mother's maiden name or other information that alone or in combination is linked or linkable to a specific student.
- *School Official* is defined as any school faculty or employee who has a legitimate educational interest in the student's programs. This includes university and campus administrators, the student's teachers, university and campus registrar staff, compliance officers, financial aid officers, student service staff, academic advertising, placement, and other university staff demonstrating a "need to know" information in the student file.
- Generally, Universities must have written permission from the student in order to release any information from a student's education record. However, FERPA allows Universities 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;
 - Other schools to which a student is transferring or already has 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 a student's record could be disclosed by one of the parties listed above, to another authorized representative with a legitimate education interest. For example, the student 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.
 - A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institution to comply with the requirements of FERPA. 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 University 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 is available from the University's Registrar including:
 - Procedures for the inspection and review of records;
 - Procedures for requesting amendment of records; and
 - Other related procedures.

FINANCIAL POLICIES AND INFORMATION

Investing in your education is investing in your future.

If you are unable to meet educational costs on your own, financial assistance is available to those who qualify. West Coast University's Financial Aid Department can show you several tuition financing options, including federal and state aid, loans and scholarship programs. We'll help you navigate the world of student financial aid, identify the opportunities available to you and guide you through the application process.

FINANCIAL ASSISTANCE

West Coast University 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. WCU participates in several types of Title IV programs, many of which are based on financial need. Title IV programs that the University participates in include: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Iraq and Afghanistan Service Grants, Federal Work Study, and the William D. Ford Federal Direct Loan programs (subsidized, unsubsidized and PLUS).

Students are encouraged to visit the Financial Aid office on campus at any point during their student lifecycle. Prospective students may seek loan counseling from a trained and qualified Financial Aid Advisor prior to applying to the institution for information such as:

- Explanations of available Financial Aid
- Description on the differences between Private and Federal loans (terms, conditions, repayment, and forgiveness options)
- Disclosure of the institutions Cohort Default Rate (CDR), and the percentage of its students who borrow loans, and how the CDR compares to the national average
- Explanation that students have the ability to refuse all, or borrow less than the maximum student loan amount allowed.

Government guaranteed loans are an important part of financing educational expenses. West Coast University provides students with information and counseling to assist in managing their loans effectively.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov, available on October 1st of each calendar year. The campus Financial Aid Officer uses this information to determine students' eligibility for federal aid programs 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. Renewal of financial aid is not automatic. Recipients are required to reapply each year by the announced deadline. The Financial Aid Office will provide the student with an estimated award letter based on the information provided on the FAFSA. Additional documentation to support the student's request for financial assistance may be requested if the FAFSA is selected for verification, information discrepancies are identified, or new information is received. Awards are finalized after receipt and review of all requested documentation. Final award letters are posted to the WCU secure student portal each academic year at

<https://myportal.westcoastuniversity.edu/secure/student/loginstu.aspx>.

Federal and state grants and loans will be disbursed to 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 parent PLUS loan), or in some cases refunded back to the respective loan sources. Students may elect to have excess funds retained on their account until the end of the academic year or loan period, at their discretion.

External sources of aid such as private loans or scholarships will be disbursed to student accounts to cover direct educational costs. Disbursements in excess of direct costs will remain on the account until the student withdraws, graduates, or otherwise requests a credit balance stipend through the Financial Aid Office.

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

Application Deadlines

Students who want to apply for federal student aid must submit a FAFSA (Free Application for Federal Student Aid) each aid year. Aid years begin on July 1st and end on June 30th of the following year. Applications are available on October 1st each year for the upcoming aid year, and may be submitted through June 30th of the following year. Examples below:

Aid Year	Application Available	FAFSA Submission Deadline	Last Day to Make Corrections or Updates
2017-2018	October 1, 2016	June 30, 2018	September 15, 2018
2018-2019	October 1, 2017	June 30, 2019	September 14, 2019

Submission on the FAFSA (Free Application for Federal Student Aid) is also required for consideration of eligibility for state grant program funds. FAFSA submission deadlines for state grant consideration are shown below for the states where West Coast University campuses are located, along with a list of other materials required to apply:

State of Residence	FAFSA Submission Deadline	Other Required Materials
California	March 2 nd	School certified GPA (March 2 nd)
Florida	May 15 th	Florida Financial Aid Application (April 1 st)
Texas	not available	-

Verification Deadlines:

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

FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for financial aid, a student must:

1. Demonstrate financial need (for most programs).
2. Be a citizen of the United States or an eligible non-citizen;
3. Have a valid Social Security number;
4. Be enrolled as a regular student in an eligible degree or certificate program;
5. Maintain satisfactory academic progress toward graduation;
6. Have a high school diploma or a recognized equivalent;
7. Not be in default on any federal student loan nor owe a refund on a federal grant received at any postsecondary college or institution;
8. Sign the certification on the FAFSA that he/she will use federal student aid only for educational purposes;
9. Be registered according to the U.S. Selective Service requirements, if applicable.

Find more details about eligibility requirements at StudentAid.gov/eligibility

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

- Students must be scheduled for enrollment on at least a half-time basis to receive funds under the Federal Direct Student Loan Program.
- Eligibility for Federal Pell Grants and Federal Iraq & Afghanistan Service Grants is estimated each semester or trimester based on the number of credits scheduled that will apply to the student's program of study. If a student does not begin attendance in a scheduled course, eligibility will be recalculated based on the revised enrollment status.

- Students who have earned a baccalaureate degree or a first professional degree cannot receive a Federal Pell Grant, Federal Iraq & Afghanistan Service Grant or a Federal SEOG award.
- Students incarcerated in federal or state penal institutions are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.
- Students subject to an involuntary civil commitment following incarceration for a sexual offense are not eligible for Federal Pell Grants, Federal Iraq & Afghanistan Service Grants, or Federal SEOG awards.

For more details about eligibility requirements at StudentAid.gov/eligibility.

The table below defines half-time for each enrollment level:

	Graduate	Undergraduate
Full Time	6 credits per semester/trimester	12 credits per semester/trimester
Half Time	3 credits per semester/trimester	6 credits per semester/trimester

Conditionally Accepted Students:

Because half-time enrollment status or greater is a requirement for federal loan eligibility and federal grants may not be used for preparatory coursework, students who are conditionally accepted and enrolled on a less than half-time basis in any given semester/trimester must complete the preparatory coursework on a cash pay basis or through private loans.

Students who are conditionally accepted and enroll on at least a half-time basis each semester/trimester may utilize the William D. Ford federal direct student loan program to help cover tuition costs if they otherwise qualify. The student must be able to complete all preparatory coursework within one calendar year.

FINANCIAL AID PROGRAMS

The following is a description of the various financial aid programs available at West Coast University for students who qualify. Additional information may be obtained through the Financial Aid Office.

Federal Aid Programs

Federal Pell Grant: The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant Program is determined by a standard need-analysis formula that is revised and approved every year by the federal government. Student must be enrolled in an undergraduate program and may not already have a bachelor's or professional degree. Unlike loans, grants do not have to be paid back. The maximum Federal Pell Grant for 2017-2018 is \$5,920 per academic year. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent.

Federal Iraq and Afghanistan Service Grant: The Federal Iraq and Afghanistan Service Grant is offered to students who are not eligible for a Federal Pell Grant on the basis of their Expected Family Contribution as calculated from FAFSA data, but meet the remaining Federal Pell Grant eligibility requirements. In order to qualify, students must have had a parent or guardian in the U.S. armed

forces that died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. The student must have been under 24 years old or enrolled in college at least part-time at the time of the parent or guardian's death.

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

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 related to the student's course of study. Funds under this program are limited. Students who indicate on their annual FAFSA that they are interested in FWS, and are otherwise eligible, will be awarded FWS funds; however, students must contact the Student Affairs Office to apply to and be hired for a specific job opportunity in order to receive funds.

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

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

Federal Subsidized Direct Loan: Federal Direct Subsidized loans are available to undergraduate students with financial need. Students may borrow up to \$3,500 for their first academic year, \$4,500 for the second academic year, and \$5,500 for the third and fourth academic years, at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease full-time enrollment or fail to carry at least one-half the normal full-time University workload. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time University workload. First-time borrowers may not receive this type of loan for more than 150 percent of the length of their program of study; U.S. Department of Education may stop paying interest if student who received Direct Subsidized Loans for maximum period continues enrollment.

Federal Unsubsidized Direct Loan: Unsubsidized Direct loans are available for students to borrow for additional education costs. Independent undergraduate students can borrow up to \$9,500 for their first academic year, \$10,500 for the second academic year and \$12,500 for their third and fourth academic years, as a combined total with the Federal Subsidized Direct loan. Dependent undergraduate students can borrow up to \$5,500 for their first academic year as a combined total with the Federal Subsidized Direct loan, \$6,500 for their second academic year and \$7,500 for their third and fourth academic years. Graduate students can borrow \$20,500 each academic year. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. With the exception of demonstrating financial need and undergraduate status, borrowers must meet all eligibility criteria of the Federal Subsidized Direct loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Federal Direct Parent Loan for Undergraduate Students (PLUS): Federal Parent Loans for undergraduate students provide additional funds for credit-worthy parents to help pay for students'

educational expenses. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. Repayment begins immediately after the loan is fully disbursed.

Federal Direct PLUS Loans for Graduate Students (GRAD PLUS): Federal Graduate PLUS Loans for students pursuing a graduate or professional degree provide additional funds for credit-worthy graduate students to help pay for students' educational expenses. If a student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. Repayment begins immediately after the loan is fully disbursed.

State Aid Programs

California Campuses:

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

Chafee Grant Program: The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, the student must be a current or former foster youth and not have reached his or her 22nd birthday as of July 1st of the award year. The court must have established dependency for the student between the ages of 16 and 18. (KinGap youth, adopted youth, guardian placement, and voluntary placement may not be eligible for the Chafee Grant, unless court dependence was established, at anytime, between the ages of 16 and 18.) The California Department of Social Services will verify an applicant's foster youth eligibility status. Chafee Grant payments will be credited to the student's account at West Coast University to cover tuition, fees, and supplies. Excess Chafee Grant funds may be used to pay for child care, rent, or transportation while attending school. The Chafee Grant is federally and state funded and is subject to the availability of funds each year.

More information about Cal Grants and Chafee awards is available online at <https://mygrantinfo.csac.ca.gov/logon.asp>.

Florida Campuses:

Florida Bright Futures Scholarship Program: This program offers three types of scholarship awards -- the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Florida Gold Seal Vocational Scholars Award (GSV). The Program was created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. Students must apply for the scholarship by submitting the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.

Beacquisto Scholarship Program: This program is a merit scholarship for Florida high school graduates who receive recognition as a National Merit Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance minus the sum of Bright Futures and the National Merit award.

Florida Postsecondary Student Assistance Grant Program: This program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. Students demonstrate financial need by completing the Free Application for Federal Student Aid (FAFSA) prior to the first day of classes. Funds are limited; not all who apply will receive an award.

Jose Marti Scholarship Challenge Grant: This grant is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin. To be considered for this grant, students must submit a Florida Financial Aid Application no later than April 1st, during senior year of high school. Applicants will be ranked by their application submission date, if necessary. Applicants must have a minimum CGPA of 3.0.

Scholarships for Children/Spouses of Deceased or Disabled Veterans: These scholarships provide an award to dependent children or unremarried spouses of qualified Florida veterans. Applicants must submit a completed Florida Financial Aid Application (FFAA) by April 1 for priority consideration of an initial award (available October 1). Question 31a-g of the FFAA must be answered with information related to the veteran by April 1 so that the Florida Department of Veterans Affairs can certify that the veteran qualifies.

NOTE: Questions 31a-g of the FFAA must be answered with information related to the veteran by April 1 so that the Florida Department of Veterans Affairs can certify that the veteran qualifies.

Additional information about Florida State Grants and Scholarships can be found at <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>.

Institutional Scholarships and Grants

West Coast University offers several scholarship and grant opportunities to students. To be eligible for WCU scholarships or grants, students must be admitted to the University and meet any fund-specific eligibility requirements. Unless otherwise noted, all WCU scholarships and grants are applied toward university tuition and fees. Funds are limited and not all who apply will receive an award. There is no cash value for institutional awards. Students who receive an award but withdraw prior to completion of their academic degree programs will forfeit future disbursements.

Specific scholarship and grant opportunities are detailed in the next section of this catalog.

Online Division Scholarships and Grants

Effective 3/1/18, the WCU Nursing Partner Grants, Community College Partner Grant, Employer Partner Grant, and ACNL Grant are being combined into one grant program called the WCU Health Services Partner Grant

WCU Health Services Partner:

WCU has established a Health Services Partner Grant in order to promote online higher education to the employees of selected Health Services Partners, as well as active members of the US Armed Forces. Grant amounts vary but will not exceed 20% of tuition charges each term. To establish eligibility for an initial award, a candidate must meet all of WCU's admissions requirements, be admitted to the university, complete the Health Services Partner attestation of Affiliation and allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment by the Health Services Partner, community college graduation, or active duty status. A current list of eligible Health Services Partners is available in the Admissions Office. The Health Services Partner Grant will be automatically renewed each academic year unless the recipient withdrew or extended an approved Leave of Absence in the prior academic year.

The WCU Health Services Partner Grant may not be combined with any other WCU scholarships or grants.

Alumni Pathway Grant: The Alumni Pathway Grant is available to American Career College or West Coast University alumni who enroll in online programs. West Coast University has established an Alumni Pathway Grant in order to promote online higher education to the alumni of West Coast University or American Career College. Grant amounts will vary but will not exceed 20% of tuition charges each term. To establish eligibility for an initial Alumni Pathway Grant, a candidate must meet all of WCU's admissions requirements, be admitted to the university for enrollment in a degree program, and have graduated from a degree or VN program at either American Career College or West Coast University. The Alumni Pathway Grant will automatically be renewed each academic year unless the recipient withdrew or extended an approved Leave of Absence in the prior academic year. Please contact the WCU Financial Aid department for additional information. The Alumni Pathway Grant may not be combined with any other WCU scholarships or grants.

WCU Nursing Partner Scholarship: WCU provides a limited number of full scholarships to employees of WCU's premier Nursing Partners. Nursing Partner Scholarship awardees are selected by the individual Nursing Partner. Students must meet all WCU admissions requirements and be admitted to the University. A list of participating Nursing Partners is available in the Admissions Office. Continued employment by the Nursing Partner is required for renewal of the scholarship each academic year.

Undergraduate On-Ground Scholarships and Grants

Centennial Merit Scholarship: The Centennial Merit Scholarships are available for students enrolled in WCU's on-ground BSN, LVN-BSN, or BSDH programs and who meet all WCU program admissions requirements for full enrollment (not conditional enrollment). Applicants must have exhausted all other financing options, and have an unfunded gap balance of tuition or fees owed to West Coast University for the academic year. To be considered for this scholarship, applicants must submit academic transcripts to WCU for all prior education prior to the start date.

Applicants will be evaluated based on a composite score of criteria including entrance test score, CGPA*, and unmet need. For the purposes of this scholarship, unmet need will be determined by the unfunded gap balance of tuition and fees owed to West Coast University for the academic year, after application of federal and state grants and loans and verified attempts to obtain other external funding options. [Click here to visit the composite score matrix for your campus.](#) Applications are available in the financial aid office. The Centennial Merit Scholarship may not be combined with any other WCU scholarships or grants, except the HANA Nursing Scholarship or the WCU Opportunity Grant.

The terms and conditions and eligibility criteria for the Centennial Merit Scholarship are subject to change, and the program may be discontinued at any time.

The WCU Opportunity Grant: Offered to qualified students attending WCU's Dallas or Miami campuses who are enrolled in the on-ground BSN or LVN/LPN-BSN programs and who meet all WCU program admissions requirements for full enrollment (not conditional enrollment). To qualify, applicants must have an unfunded tuition and fee balance owed to WCU after personal/external contributions of \$200 per month, and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director. Fund availability varies by campus and start term.

Amounts awarded may vary based on demonstrated financial need and enrollment status, but will not exceed a maximum of \$2,000 per semester in Florida, or \$7,500 per semester in Texas. Renewal of Opportunity Grants for subsequent years will require re-evaluation of the unfunded balance and newly-documented attempts for alternative financing. Students must meet satisfactory academic progress as defined in the University catalog to maintain eligibility for this grant.

BSN Pathway Scholarship: WCU offers a scholarship to graduates of American Career College's Vocational Nursing program who have been admitted into the BSN or LVN-BSN programs at WCU. The deadline to apply is fourteen (14) days prior to the start of the academic year. The maximum award amount is \$3,000 per full-time semester for California campuses, \$2,000 per full-time semester for the Dallas campus, or \$1,500 per academic year in Miami, for a maximum of eight semesters. Award amounts will be proportionately reduced for less than full time attendance. This scholarship is available to on-ground Nursing students only.

The student must meet the following eligibility requirements: (1) Student must have graduated from the American Career College Vocational Nursing program with a minimum CGPA of 3.0; and (2) Submit a scholarship application, with proof of ACC graduation at least two weeks prior to their first academic year at West Coast University. For more information, students should contact the Financial Aid Director at the campus they are attending. The BSN Pathway Scholarship may not be combined with any other WCU scholarship or grants.

BSN Pathway Scholarships will be renewed for subsequent years for students who have earned a minimum CGPA of 3.0 at WCU through the end of the previous academic year.

Norma Ford Memorial Scholarship: The scholarship is awarded to select BSN, LVN-BSN, LPN-BSN, or BSDH students based on academic and need-based qualifications as they enter their 3rd or 4th academic year at West Coast University. Applications are available in the campus Financial Aid Office

and must be approved by the Financial Aid Director prior to consideration by the scholarship committee. To apply, the students must have a minimum 3.0 Cumulative Grade Point Average at West Coast University and have exhausted all other options for gap financing, as confirmed by the campus Financial Aid Director. This scholarship is only available to on-ground students.

Scholarship awards will be applied to tuition and fees at West Coast University each semester for a maximum of four semesters. Awards vary but will not exceed \$5,000 per semester for California students, \$3,750 per semester for Dallas students, and \$2,500 for Miami students. Funds are limited. Not all who apply will receive a scholarship.

Norma Ford Memorial Scholarships will be renewed for subsequent years for students who have earned a minimum CGPA of 3.0 at WCU through the end of the previous academic year.

Greg Jarvis Simulation Scholarship (Available for all campuses): In 2011, West Coast University honored alumnus Greg Jarvis with the presentation of its first-ever "Distinguished Alumnus Award". Following the presentation of this prestigious award, WCU announced the "Greg Jarvis Scholarship Award", to be given to students who had outstanding achievements in simulation education. Mr. Jarvis was a Detroit, Michigan native who served in the Air Force, and was awarded a Masters Degree in Management Science from West Coast University. In early 1986, Mr. Jarvis was chosen by NASA to join the crew of the Challenger space shuttle. The nation watched in horror as the spacecraft exploded shortly after launch, killing all members aboard. Subsequently, Mr. Jarvis was posthumously awarded the Congressional Space Medal of Honor.

West Coast University is a national leader in health care simulation education, and this scholarship appropriately honors Greg Jarvis' memory, for his professional life, his contributions to technological advancements, and the use of simulation technology in preparation for manned space flight.

The WCU Greg Jarvis Simulation Scholarship awards \$1,000 to one student recipient per term (5 total), per campus, and is applied against tuition charges for the following term. The scholarship covers tuition and fees only. Applicants must complete and submit the application with all required documents prior to the end of NURS 481L in week 9 of the term. For more information concerning eligibility requirements and required documentation, please see the Financial Aid department.

Nursing Excellence Grant - On-Ground Miami & Dallas Campuses Only: The Nursing Excellence Grant is awarded to select West Coast University - Miami or Dallas nursing students who are employed by a clinical partner of WCU and who have demonstrated professional excellence in their healthcare careers. A current list of clinical partners is available from the campus Admissions Office. This scholarship is only available to on-ground students.

The grant awards up to \$750 per full-time semester in Miami and up to \$1,125 per full-time semester in Dallas and is applied to tuition and required fees at WCU. Award amounts will be proportionately reduced for less-than-full-time enrollment. Verification of employment and clinical affiliation status will be at the sole discretion of WCU. Grants are awarded on a rolling basis and satisfaction of eligibility requirements does not guarantee that a grant will be awarded upon enrollment at WCU. The grant may not be combined with any other WCU grants or scholarships. For additional information, please see the Financial Aid department.

HANA Nursing Scholarship - Miami Campus Only: The HANA Nursing Scholarship is available to selected members of the Haitian American Nurses Association who enroll in the BSN or LVN-BSN program at West Coast University. Two scholarships will be awarded each academic year to new students who have met all admission requirements and achieved a minimum composite score of 80 on the TEAS V exam. Award amounts will be up to \$2,500 per academic year (\$1,250 per semester) for a maximum of 8 semesters. Scholarships are renewable each year for students who maintain at least a 3.0 CGPA. Interested students must apply directly to the Haitian American Nurses Association. More details are available in the Admissions Office.

International Education Grant: Offered to a qualified student enrolled in an international exchange program with a current WCU partner, and who will take coursework in a program at West Coast University as a non-degree seeking student. To qualify, a student must meet all admissions requirements of the exchange program and be nominated by his/her home institution. Additional eligibility requirements may be required.

Amounts awarded may vary based on demonstrated financial costs. This grant may not be combined with any other WCU grant or scholarship. Please contact the WCU international department for additional information.

WCU CHOC Scholarship/WCU Center for Education and Research Scholarship: Annually, WCU offers RN-BSN and RN-MSN full tuition scholarships to CHOC Children's Hospital. This is a five year scholarship commitment between WCU and CHOC to assist CHOC in their continued pursuit of nursing excellence. Recipients of the WCU Center for Education and Research scholarships are selected by CHOC committee members with WCU recommendations if requested. Scholarships are awarded during Nurse Week celebration events at CHOC. Interested applicants must submit an application directly to CHOC's Clinical Education Department via the PAWS intranet. In order to qualify, CHOC associates must meet the following criteria:

1. Meet all requirements for admission to the RN-BSN or RN-MSN programs at West Coast University
2. Graduate from an institution accredited by an agency recognized by the United States Department of Education or professionally accredited nursing program with a Diploma, ADN, or BSN degree.
3. Employed as a CHOC associate for more than 2 years.
4. Have no disciplinary action within the past 12 months. In addition, applicants must meet the following requirements:

RN-BSN applicants:

- Applicant must have an active unobstructed license as a Registered Nurse (RN) in the state they currently practice.
- Provide official transcripts demonstrating an ADN or Diploma from a program licensed by the Board of Nursing. RN-MSN applicants:

Note: Nurses with an ADN or BSN may apply for the RN-MSN scholarship.

- Provide official transcripts demonstrating proof of graduation from an institution accredited by an agency recognized by the United States Department of Education or professionally accredited nursing program with a Diploma, ADN, or BSN degree.
- Applicant must have an active unobstructed license as a Registered Nurse (RN) in the state they currently practice.
- Have a minimum of one year of full time experience as a Registered Nurse.
- Satisfactorily complete a Statistics course (MATH210 or equivalent) within the past 5 years and before NURS 540 Research Utilization. ADN applicants will have opportunity to take Statistics at WCU.
- Submit three academic/professional letters of recommendation (one from a professional in the RN-MSN track of choice).

- Submit a resume or Curriculum Vitae.
- Complete an essay.
- Meet on of the following:
 - Pass the HESI A2 at the 90% level
 - Achieved eligible totals on the GRE
 - Achieved a cumulative GPA of 3.0 or higher in their postsecondary degree program.

WCU Nicklaus Scholarship: WCU offers RN-BSN and RN-MSN full tuition scholarships to Nicklaus Children's Hospital. Two scholarships will be awarded each academic year - one to a RN-BSN student and one to a RN-MSN student. Recipients are selected by Nicklaus Children's Hospital with WCU recommendations if requested. Interested applicants must submit an online application at <http://westcoastuniversity.edu/forms/nps/bsn.html>. In order to qualify for the scholarships, Nicklaus Children's Hospital associates must meet the following criteria:

- Applicant must provide proof of an active unobstructed license as a Registered Nurse (RN) in the state of Florida.
- Provide official transcripts demonstrating an ADN or Diploma from a program licensed by the Board of Nursing.

Nurses of Tomorrow Scholarship (effective June 2018)

The Nurses of Tomorrow Scholarship is available to students enrolling in WCU's on-ground degree programs in Dallas or Miami for either the Summer (June) or Fall I (August) start term. Students must be accepted on a regular (not conditional) basis, and must have graduated from high school within twelve months prior to beginning their program at West Coast University, and the only college credit that was earned was while dual-enrolled in high school.

To receive an award, applicants must have achieved a minimum high school GPA of 3.0. For purposes of calculating the high school GPA, applicants for the Summer (June) start may submit transcripts that include all classes taken through the first semester of the applicant's senior year of high school. Applicants for the Fall I (August) start must submit high school transcripts including all classes taken through their high school graduation date.

Award amounts will vary but will not exceed \$5,000 per academic year in Miami and \$6,500 per academic year in Dallas. Awards will be pro-rated for less-than-full time enrollment. There is no cash value for this scholarship. Students who withdraw in the middle of a semester will have their award reduced proportionately to the percent of tuition earned. Applications are available in the financial aid office. The Nurses of Tomorrow Scholarship may not be combined with any other WCU grants or scholarships.

Pharmacy Scholarships

The priority deadline for receipt of all Pharmacy scholarship application materials is March 31st. All awards must be accepted within 10 business days of receipt of the scholarship offer. Funds remaining from unaccepted offers may be re-awarded on a monthly basis.

Presidential Academic Excellence Award (up to five awards per year)

- \$15,000 per academic year - up to \$67,500 for the full 9 semester program

- 3.50 and above cumulative GPA

-

Must have a Bachelor's degree

- Renewable for 4 1/2 years - must maintain GPA of 3.25 or higher throughout the program
- Student must have accepted admission offer at the time of the award

Mark Hacken Trustee Award (up to five awards)

- \$10,000 per academic year - up to \$45,000 for the full 9 semester program
- 3.00 and above cumulative undergraduate GPA for the initial year award
- Member of an under-represented minority (African-American, Hispanic, and Native American)
- Renewable for 4 1/2 years - must maintain GPA of 3.0 or higher throughout the program
- Student must have accepted admission offer at the time of the award
- Must have accepted award within 10 business days of receipt of the offer

Dean's Scholarship (up to twenty awards)

- Up to \$5,000 per academic year
- 2.75 and above cumulative undergraduate GPA for the initial year award
- Demonstrate excellence in service engagement
- Renewable for 4 1/2 years - must maintain
 - GPA of 3.0 or higher throughout the program; and
 - Excellence in service engagement
- Student must have accepted admission offer at the time of the award
- Must have accepted initial award within 10 business days of receipt of the offer.

Scholarships for Current Students

Service Excellence Award

- Up to 10 awards may be granted per year
 - Criteria:
 - Active participation in at least one professional organization
 - A proven record of leadership in community outreach and/or service agreement
 - Cumulative GPA of 2.75 or higher
 - Scholarship Award: \$1,000 scholarship toward following year's tuition
- Leadership Engaging and Advancing Pharmacy (LEAP) Award**
- Up to 4 awards may be granted per year
 - Criteria:
 - Leadership role in activities of a professional organization and/or student government
 - Leadership role in a project that promotes pharmacy profession/practice
 - Cumulative GPA of 3.00 or higher
 - Scholarship Award: \$2,500 scholarship toward following year's tuition.

Students interested in receiving the President's, Mark Hacken, and/or Dean's Award, described above, must notify the program Dean of his/her interest as a part of the program application process. Scholarships will be applied toward required tuition and fees. There is no cash value for these scholarships. Students who withdraw prior to program completion will forfeit future disbursements.

Scholarship for Fourth Year Students: The following scholarships may be awarded over and above any other scholarship or award for which a student may qualify.

Academic Honors Award

- Criteria:
 - Cumulative GPA of 3.0 or higher
 - Third year PCOA ranking of 75th percentile or higher
 - Scholarship Award: \$5,000 scholarship toward fourth year tuition
- ### **Academic Merit Award**
- Criteria:
 - Cumulative GPA of 3.0 or higher
 - Third year PCOA ranking between 50th and 75th percentile
 - Scholarship Award: \$2,500 scholarship toward fourth year tuition.

Each of the above scholarship awards for new and current students is exclusive of the other awards and each awardee will be selected at the discretion of the Program using a scholarship rubric. A student will receive the amount for the highest level for which the student was eligible and selected. For example, if the student is selected for both a Presidential Academic Excellence Award and a Dean Award, then that student will receive only the Presidential award. Only one scholarship will be awarded per student.

Private Loans

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

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

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

MILITARY EDUCATIONAL BENEFITS

West Coast University is approved for training of Veterans and eligible persons for most academic programs under the provisions of Title 38, United States Code. University Financial Aid Directors serve as Certifying Officials for each campus. Students interested in Veterans Educational Benefits should contact the Financial Aid Department for a current list of approved programs. Veterans who are unsure of their eligibility should contact the Veterans Administration. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

All official transcripts detailing prior higher education credits must be submitted to the Registrar's office in order to be certified for Veterans benefits.

Blended Courses: Blended courses will be reported to the Department of Veterans Administration as either "Residential" or "Distance," depending on the total number of instruction hours provided for the course. See your campus Financial Aid Director if you have questions about the designation of a specific course or courses.

Online courses and Blended courses that are designated as "Distance" may result in a reduction of any Basic Allowance for Housing (BAH) that you may be eligible to receive. Contact your benefit liaison at the Department of Veterans Administration for more details.

Post 9/11 GI Bill® Yellow Ribbon program

The California on-ground undergraduate campuses participate in the Post 9/11 GI Bill® Yellow Ribbon program. A limited number of qualified students will receive the award each academic year. Awards are made on a first-come, first-serve basis.

Additional Eligibility Requirements: Only individuals entitled to the maximum benefit rate (based on service requirements) may receive Yellow Ribbon funding.

Department of Defense Tuition Assistance Program

West Coast University is approved for training of active-duty service members through the Department of Defense's Tuition Assistance Program.

The Financial Aid Office at each campus is the designated point of contact for financial advising. The Student Affairs Office at each campus is the designated point of contact for academic advising and access to disability counseling. The Career Services Office at each campus is the designated point of contact for job search activities.

Service members who wish to use Tuition Assistance must obtain advance approval from their Service, and must speak with an Educational Service Officer (ESO) or counselor within their Military Service prior to enrolling.

Depending on your branch, you may be eligible to receive up to 100% Federal Tuition Assistance from military service, with a \$250 cap per semester hour and a \$4,500 annual limit.

Select your specific branch of service for more information on the Tuition Assistance program.

Airforce: <https://www.my.af.mil>

Army: <https://www.goarmyed.com>

Marine: <https://manpower.usmc.mil>

Navy: <https://navycollege.navy.mil>

The Top-Up Benefit

If you are eligible for the Montgomery GI Bill® (MGIB) Active Duty or Post-9/11 GI Bill® and plan to use Military Tuition Assistance (TA), you can use the Federal Assistance Top-Up benefit to cover the difference between your college course cost and the amount that TA will cover.

To use the Top-Up, you must be approved for Federal Tuition Assistance and be eligible for Montgomery GI Bill - Active Duty benefits or Post-9/11 GI Bill. To be eligible for MGIB benefits, you must be an MGIB - Active Duty participant and have served at least two full years on Active Duty.

The amount of the benefit is limited to the amount you would receive for the same course if regular Montgomery GI Bill benefits were being paid. In no case, can the amount paid by the military combined with the amount paid by VA be more than the total cost of the course.

If you receive the Top-Up benefit, your regular VA benefits will be reduced. The amount of entitlement charged for Top-Up payments for MGI B is determined by dividing the amount of the payment by your full-time monthly rate.

The benefit is available for all courses that began on or after October 30th, 2000. A copy of an approved Tuition Assistance Authorization form for the course is required. If you have not requested VA benefits before, you should submit VA Form 22-1990 to establish eligibility.

GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at benefits.va.gov/gibill.

Reimbursement to Veterans and Eligible Persons

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

TUITION PAYMENT

Tuition for the program selected is due by the first class meeting of semester or trimester unless alternative arrangements have been made with the Financial Aid or Bursar Office. Payment may be made with credit card, debit card, check, or money order made payable to West Coast University. Payments may be automatically debited from a valid pre-authorized credit card, submitted electronically each month on our secure student portal, or presented in person to the Business Office during regular office hours.

Past due payments may result in the placement of registration, book voucher, and/or transcript holds.

Note: The University reserves the right to refuse payments from unverifiable sources. Gift cards will not be accepted in amounts greater than \$1,000 per term, either singularly or in combination with other gift cards.

FINANCIAL SUSPENSION

Students' financial accounts must always be kept current unless alternative arrangements have been approved in advance by the Bursar Office. Late payments may be assessed a late payment fee according to the terms of the student's Retail Installment Contract. Students who fail to make satisfactory arrangements or who default on their financial arrangement are subject to registration holds, book voucher holds, suspension and/or dismissal.

The reinstatement process for students who have been dismissed for financial reasons required full payment of the delinquent portion of the tuition for readmission. Official transcripts and diplomas will be withheld until the student has either paid the account in full or made satisfactory arrangements to repay.

COLLECTION EXPENSES

All expenses incurred by the University to collect delinquent tuition or fees from students are considered to be the responsibility of the student and will be added to the student's account.

RETURNED CHECKS

Checks that are returned for non-sufficient funds will be assessed a processing fee according to the terms of the student's Retail Installment Contract. If tuition payments by check are returned more than once for non-sufficient funds during the session of the enrollment agreement, all future payments must be made by credit card, debit card, cashier's check, or money order. Students who have checks returned to the University, for insufficient funds, closed account, or any other reason, must make arrangements to redeem them with credit card, debit card, cashier's check or money order as soon as possible. Students failing to make prompt arrangements may be subject to financial suspension and will be referred to an outside collection agency.

CANCELLATION POLICY

Student's Right to Cancel

All Campuses: Students have the right to cancel an enrollment agreement including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the agreement, if notice of cancellation is made within seven (7) calendar days (excluding holidays) of enrollment or by the seventh (7th) calendar day of the student's first term, whichever is later.

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

New students may be admitted during this period provided they attend at least one scheduled class during the Add/Drop period.

Students will not be admitted after the Add/Drop period without approval from the campus Executive Director and the applicable program Dean/Chair. Tuition adjustments will not be made after the first week of the term.

California Campuses only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within 45 days after the student's notice of cancellation is received.

Florida Campus only: If the student cancels the agreement, the university will refund 100 percent of the amount paid for institutional charges, with a deduction for equipment not returned in a timely manner in good condition, within 30 days after the student's notice of cancellation is received.

Withdrawal from Program

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

1. The student notifies the university of withdrawal or the actual date of withdrawal; or
2. The University terminates the student's enrollment; or
3. The student fails to attend any classes for fourteen (14) consecutive calendar days without making prior arrangements with the University.

WITHDRAWAL AND REFUND POLICIES

Tuition Refund Policy

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

- Notify the University of withdrawal or the actual date of withdrawal; or
- The University terminates the enrollment; or
- Student in an on-ground program fails to attend any classes for fourteen (14) consecutive scheduled class days excluding University holidays, as determined by the institution from its attendance records; or
- Student in an on-line program fails to participate in any course for fourteen (14) consecutive calendar days, excluding University holidays, as determined by the institution from its attendance records.
- Student is on an academic leave of absence*. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

*PharmD students on an approved LOA during APPE periods will not be withdrawn.

Students are charged each payment period for the tuition, fees, books and supplies attributable to the courses scheduled for the payment period. Note that the payment period for all on-ground undergraduate programs is the twenty-week semester; the payment period for Pharm D and all fully-online programs is the sixteen-week trimester; the payment period for all other on-ground, graduate programs is the fifteen-week trimester.

If the student withdraws from the program after the period allowed for cancellation on the enrollment agreement, the University will calculate whether a refund of tuition, fees, books, or supplies is due for the payment period from which the student withdrew. If so, the University will remit any required refund within 45 days following your withdrawal for California and Texas campuses, or 30 days following your withdrawal for the Florida campus. Supplies issued to students and books purchased through WCU with a book voucher are not refundable unless returned to the vendor within fourteen (14) calendar days of the first day of classes in unopened condition. For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the lenders or grant programs in the order required under Federal Law. For non-federal student financial aid program moneys, the institutional/state refund policy shall be a pro rata refund of moneys paid for institutional charges for students who have completed 60 percent or less of the payment period. The pro rata percentage is calculated by dividing the number of calendar days completed by the total number of calendar days in the payment period.

Students who completed more than 60 percent of the payment period are liable for 100% of the tuition and fee charges for all courses scheduled for the payment period at the time of withdrawal, as well as books and supplies purchased through the University for the payment period. 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 there is no written authorization on file at the time of withdrawal, any excess funds will be returned to the student (or parent, in the case of a federal Direct parent PLUS loan).

If you obtained equipment as specified in the agreement as a separate charge, and return it in good condition within fourteen (14) calendar days following the date of your cancellation or withdrawal, the University shall refund the charge for the equipment paid by you. If you purchased textbooks through the University's vendor and return the books to the vendor within fourteen (14) calendar days of the first day of classes in an unopened condition, you will be fully credited the cost of the books, less shipping fees. Books returned after the fourteen (14) calendar day period or returned in an opened or used condition will be credited back to your account as used books, pursuant to the book vendor's used book buy-back policy. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within the fourteen (14) calendar day period, the University

may offset against the refund the documented cost to the University of that equipment. You shall be liable for the amount, if any by which the documented cost for equipment exceeds the prorated refund amount.

Determination of the Withdrawal Date

The student's withdrawal date is the last date of academic attendance as determined by the institution from its attendance records. Since the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

Refund for Dropped Courses

Students dropping courses but remaining enrolled in the University will be refunded 100 percent of the amount paid for institutional charges relating to the course or courses dropped during the published Add/Drop period for the term, with a deduction for equipment not returned in new, unopened condition within fourteen (14) calendar days of dropping the associated course. Refunds due will be processed within 30 days of the schedule change at the Florida campus, and 45 days of the schedule change at the California and Texas campuses. Tuition adjustments will not be made for courses dropped after the first week of the term.

Enrolled students are only charged for courses that are attempted beyond the Add/Drop period each term. Students will not be charged for courses dropped during the Add/Drop period, but will be charged for equipment not returned in new, unopened condition within fourteen (14) calendar days.

RETURN OF TITLE IV FUNDS POLICY

Return of Federal Title IV Financial Aid

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

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student, or on behalf of the student in the case of a parent PLUS Loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. An R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the entire payment period and all funds awarded for that period have been disbursed. Note that the payment period for all on-ground undergraduate programs is the twenty-week semester; the payment period for Pharm D and all fully-online programs is the sixteen-week trimester; the payment period for all other on-ground, graduate programs is the fifteen-week trimester.

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of aid earned and applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last documented date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

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

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

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

Inadvertent Overpayments

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

Verification and the Return Calculation

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

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

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4.

Payment Periods

Generally, payment periods are defined as follows:

- On-ground, undergraduate programs: the payment period is the twenty-week semester
- On-line programs: the payment period is the 16 week trimester
- On-ground, graduate Occupational Therapy & Physical Therapy programs: the payment period is the 15 week trimester
- On-ground, graduate Pharmacy program: the payment period is the 16 week semester.

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

Percentage of Federal Financial Aid Earned

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

Financial Aid Earned Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days in the payment period}}$$

Number of Calendar Days Completed in the Payment Period

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

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

Total Number of Calendar Days in the Payment Period

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

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

Calculation Examples

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

BSN Example - illustrative purposes only.

Payment Period is 4/3/16 to 8/20/16. Last documented date of attendance was 5/17/06. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 45

Total number of calendar days in the payment period = 140

Percentage of the payment period completed = 32.1%

Online RN-MSN Example - illustrative purposes only.

Payment Period is 5/9/16 to 8/28/16. Last documented date of attendance was 5/17/16. Scheduled breaks of 5 days or more: none

Number of scheduled hours completed in the payment period = 9

Total number of scheduled hours in the payment period = 112

Percentage of the payment period completed = 8.0%

MSOT Example - illustrative purposes only.

Payment Period is 1/5/15 to 4/17/15. Last documented date of attendance was 3/3/15. Scheduled breaks of 5 days or more: none

Number of calendar days completed in the payment period = 58

Total number of calendar days in the payment period = 103

Percentage of the payment period completed = 56.3%

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the after the last date of attendance is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any

federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

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

Return of Unearned Aid

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

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

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

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

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the

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

Timelines for Return of Funds

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

Deceased Student

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

FEDERAL REFUND REQUIREMENTS VS. STATE REFUND REQUIREMENTS

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

TUITION AND FEES

California Undergraduate Tuition and Fees

Tuition and fees are effective as of the Summer I (June 11, 2018) and thereafter. Tuition and fees are subject to change.

Undergraduate Programs ¹	Dental Hygiene	Nursing		
	BSDH	BSN	LVN to BSN	LVN to RN
				30-Unit
				Option

Degree Earned	Bachelor of Science	Bachelor of Science	Bachelor of Science	Non-Degree
Semester Credits ⁶ <i>(including transfer credits)</i>	124	120	120 ³	30
Number of Semesters <i>(Full-Time)</i>	7	8	7	2
Full-Time Status <i>(12 to 18 credits)</i>	\$18,158	\$17,030	\$17,030	N/A
3/4-Time Status <i>(9 to 11 credits)</i>	\$15,167	\$14,196	\$14,196	N/A
1/2-Time Status <i>(6 to 8 credits)</i>	\$11,783	\$11,021	\$11,021	N/A
Less than 1/2-Time Status <i>(per credit if under 6 credits)</i>	\$1,995	\$1,890	\$1,890	\$1,890
Total Tuition Costs <i>(Full-Time - not including additional fees).</i>	\$127,106	\$136,240	\$119,210	\$56,700
Registration Fee <i>(refundable)</i>	\$75	\$75	\$75	\$75
STRF Fee ⁴ <i>(non-refundable)</i>	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Total Book Costs ⁵	\$5,798	\$4,389	\$4,352	\$1,346
Estimated Total Book Shipping Cost ⁵	\$580	\$439	\$435	\$135
Estimate for Uniforms ⁴	\$250	\$130	\$130	\$130
Estimate for Supplies & Licensure Prep. ⁵	\$5,700	\$1,945	\$1,945	\$1,295
First Year Seminar Course Fee <i>(FYS 001)</i>	\$500	\$500	\$500	N/A

Overload Status ² (if applicable)	N/A	\$1,417	\$1,417	N/A
Supplemental, Learning Resource Fee ⁷	\$200	\$200	\$200	N/A
Estimated Total Program Costs	\$140,209	\$143,918	\$126,847	\$59,681

Please Note: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the campus Bursar Office for a full price listing.

¹ West Coast University also offers certain online courses to students enrolled in on-ground programs. If a student enrolled in an on-ground program chooses to take a course or courses offered online, he/she will be subject to a Technology fee of \$50 per credit hour for each course in addition to the tuition charges listed above. The Technology fees do not apply to blended courses in the Dental Hygiene program.

² Course Audits – If a course(s) is being audited, credits for these courses will be included for the students schedule status for billing, based on the schedule statuses and amounts shown above. Students in the Dental Hygiene program should refer to the *Grading Requirements* (p. 121) and *Reentry Following Dismissal Policy* (p. 121) for their program for course audits. Pre-licensure Nursing students should refer to the program's *Dismissal Policy* (p. 129) for information surrounding course auditing.

³ Includes 9 transfer credits for LPN license.

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 of 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, 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 this Division 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 Bureau; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

⁴ The Uniform costs are based on the Manufacturer's Suggested Retail Price as of January 2017 and are subject to change.

⁵ The Estimate for Book, Uniform, and Supplies costs reflect the Manufacturer's Suggested Retail Price totals compiled in January 2017 and are subject to change. Uniforms and supplies (Dental Hygiene supply kit, ATI Licensure Prep Titanium Package, and Nursing supply kits) must be purchased in their entirety from WCU. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies, contact the Bursar Office.

Supplies and Licensure Preparation costs are issued to students upon entering core courses:

-Dental Hygiene supplies are issued in DHYG 302 Introduction to Dental Hygiene Practice with Lab.

-Undergraduate Nursing students will be issued supplies in the following core courses:

BSN | Supplies issued in NURS 101L Fundamentals of Nursing Skills Lab: Additional supplies issued in NURS 493 Integration of Nursing Concepts

LVN to BSN | Supplies issued in NURS 210L RN Skills Laboratory: Additional supplies issued in NURS 493 Integration of Nursing Concepts

⁶ Overload Status - All credits taken in a single semester which exceed 18 credits will be charged at the costs by program as mentioned above. (Please Note: Not Applicable to students in the Dental Hygiene or LVN to RN 30-Unit Option programs)

⁷ All students attending beginning in the Summer term and forward will be assessed a \$200 Supplemental Learning Resource Fee. The Supplemental Learning Resource Fee is charged to cover the cost of ATI Smart Prep materials. Please see the Fee Schedules found in the enrollment packet for additional information.

Please Note: Undergraduate tuition, fees, and supply costs may change from year to year as stated on the Enrollment Agreement.

California Graduate Tuition and Fees

<i>Graduate Programs¹</i>	<i>Master of Science in Occupational Therapy</i>	<i>Occupational Therapy Doctorate</i>	<i>Doctor of Physical Therapy</i>	<i>Doctor of Pharmacy</i>
	<i>MSOT</i>	<i>OTD</i>	<i>DPT</i>	<i>PharmD</i>
<i>Degree Earned</i>	<i>Master of Science</i>	<i>Doctorate</i>	<i>Doctorate</i>	<i>Doctorate</i>
<i>Trimester/Semester Credits</i>	<i>96</i>	<i>120</i>	<i>133</i>	<i>144</i>
<i>Number of Trimester/Semesters (Full-time)</i>	<i>6 trimesters</i>	<i>8 trimesters</i>	<i>9 trimesters</i>	<i>9 semesters</i>
<i>Tuition Cost (per credit)</i>	<i>\$875 per credit</i>	<i>\$875* per credit</i>	<i>\$840* per credit</i>	<i>\$1,176*</i>
<i>Total Tuition Cost (not including additional fees)</i>	<i>\$84,000</i>	<i>\$105,000*</i>	<i>\$111,720*</i>	<i>\$169,344*</i>
<i>Application Fee (non-refundable)</i>	<i>\$75</i>	<i>\$75</i>	<i>\$75</i>	<i>\$75</i>
<i>STRF Fee² (non-refundable)</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>
<i>Estimated Total Book Costs³</i>	<i>\$2,086</i>	<i>\$2,600</i>	<i>\$3,571</i>	<i>\$3,137</i>

Estimated Total Book Shipping Cost ³	\$209	\$260	\$357	\$314
Estimate for Uniforms ³	\$130	\$0	\$300	N/A
Estimate for Supplies & Licensure Prep. ³	\$70	\$70	N/A	\$2,250
Estimated Total Program Costs	\$86,570	\$108,005	\$116,023*	\$175,120*

(including additional fees)

*Tuition for these programs is effective as of Fall 2017 Trimester.

Please Note: Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see the Bursar Office for a full price listing.

1 West Coast University also offers certain online courses to students in on-ground programs. If a student enrolled in an on-ground program chooses to take a course or courses offered online, he/she will be subject to a Technology Fee of \$50 per credit hour for each course in addition to the tuition charges listed above. The Technology fee does not apply to program courses offered in a blended format (MSN, & Post-Master's Certificate programs). Course Audits - If a course(s) is being audited, credits for these course(s) will be included for the students schedule status for courses taken by semester. Audit course fees will be incurred by program, based on these schedule statuses shown above.

2 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 of 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, 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 this Division 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 Bureau; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

³ *The Estimated Book, Uniform, and Supply costs reflect the Manufacturer's Suggested Retail Price totals compiled in January 2017 and are subject to change. Uniforms and supplies must be purchased in their entirety from WCU. Supplies become student purchases once issued to student. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.*

Please Note: Graduate tuition, fees, and supply costs may change from year to year as stated on the Enrollment Agreement.

Florida Tuition and Fees

Effective for students enrolling Summer I term and thereafter.

Undergraduate Programs ¹	Nursing	
	BSN	LPN to BSN
Degree Earned	Bachelor of Science	Bachelor of Science
Semester Credits	120	120 ²
Total Semesters	8	7
General Education Courses	\$572 <small>(per credit X 46 credits)</small>	\$572 <small>(per credit X 46 credits)</small>
Core Courses <small>(Nursing & Non-Nursing Core)³</small>	\$761 <small>(per credit X 74 credits)</small>	\$761 <small>(per credit X 65 credits)</small>
Total Tuition Cost <small>(Full-Time - not including additional fees)</small>	\$82,626	\$75,777
Registration Fee <small>(Refundable)</small>	\$75	\$75
First Year Seminar Course Fee <small>(FYS 001)</small>	\$500	\$500
Estimate for Supplies & Licensure Prep. ⁴	\$1,945	\$1,945
Estimate for Uniforms ⁴	\$130	\$130
Estimated Total Book Costs ⁴	\$4,543	\$4,477
Estimated Total Book Shipping Cost ⁴	\$454	\$448
Overload Status ⁵ <small>(if applicable)</small>	\$800	\$800
Supplemental Learning Resource Fee ⁶	\$200	\$200
Estimated Total Program Costs	\$90,273	\$83,352

¹ West Coast University also offers certain online courses to students enrolled in on-ground programs. If a student enrolled in an on-ground program chooses to take a course or courses offered online, he/she will be subject to a Technology fee of \$50 per credit hour per course in addition to the tuition charges listed above.

² Includes 9 transfer credits for LPN license.

³ Non-nursing core includes PATH 370 and PHIL 434.

⁴ The Total Book, Uniform and Supply costs reflect the Manufactures Suggested Retail Price totals compiled in January 2017 and are subject to change.

⁵ All credits taken in a single semester which exceed 18 credits will be charged at \$800 per credit.

⁶ All students attending the Miami campus beginning in the Summer I term and forward will be assessed a \$200 Supplemental Learning Resource Fee. The Supplemental Learning Resource Fee is charged to cover the cost of ATI Smart Prep materials. Please see the Fee Schedules found in the enrollment packet for additional information.

Notes:

*Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see your campus Bursar Office for a full price listing.

**Tuition, fees, and supply costs are subject to change as stated in the enrollment agreement.

Texas Tuition and Fees

Effective for students enrolling for the Summer I term and thereafter.

Undergraduate Programs¹

Nursing

	BSN - Day	BSN - Eve/Wknd	LVN to BSN - Day	LVN to BSN - Eve/Wknd
Degree Earned	Bachelor of Science	Bachelor of Science	Bachelor of Science	Bachelor of Science
Semester Credits	120	120	120 ²	120 ²
Total Semesters	8	9	7	8
Full-Time Status ² <i>(12 to 18 credits)</i>	\$12,930	\$11,941	\$12,930	\$11,941
3/4-Time Status <i>(9 to 11 credits)</i>	\$10,750	\$9,928	\$10,750	\$9,928
1/2-Time Status <i>(6 to 8 credits)</i>	\$8,405	\$7,762	\$8,405	\$7,762

Less than 1/2-Time Status	\$1,425	\$1,425	\$1,425	\$1,425
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(per credit if under 6 credits)

Total Tuition Cost	\$103,440	\$103,440	\$90,510	\$90,510
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(Full-Time - not including additional fees.)

Registration Fee	\$75	\$75	\$75	\$75
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(refundable)

First Year Seminar Course Fee (FYS 100)	\$500	\$500	\$500	\$500
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Estimated Total Book Costs ³	\$4,454	\$4,454	\$4,630	\$4,630
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Estimated Total Book Shipping Cost	\$445	\$445	\$463	\$463
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Estimate for Uniforms ³	\$130	\$130	\$130	\$130
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Estimate for Supplies & Licensure Prep. ³	\$1,595	\$1,595	\$1,595	\$1,595
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Overload Status ⁴ (if applicable)	\$800	\$800	\$800	\$800
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Supplemental Learning Resource Fee ⁵	\$200	\$200	\$200	\$200
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Estimated Total Program Costs	\$110,839	\$110,839	\$98,103	\$98,103
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¹ West Coast University also offers certain online courses to students enrolled in on-ground programs. If a student enrolled in an on-ground program chooses to take a course or courses offered online, he/she will be subject to a Technology fee of \$50 per credit hour per course in addition to the tuition charges listed above.

² Includes 10 transfer credits for LPN license.

³ The Total Book, Uniform and Supply costs reflect the Manufactures Suggested Retail Price totals compiled in January 2017 and are subject to change.

⁴ All credits taken in a single semester which exceed 18 credits will be charged at \$800 per credit.

⁵ All students attending the Dallas campus beginning in the Summer I term and forward will be assessed a \$200 Supplemental Learning Resource Fee. The Supplemental Learning Resource Fee is charged to cover the cost of ATI Smart Prep materials. Please see the Fee Schedule found in the enrollment packet for additional information.

Notes:

*Students who wish to take Challenge Exams will be subject to a fee of \$100 for each Challenge exam. Please see your campus Bursar Office for a full price listing.

**Tuition, fees, and supply costs are subject to change as stated in the enrollment agreement.

Distance Education Tuition and Fees

Tuition and fee amounts noted below apply only to students enrolled in fully online programs. Students enrolled in on-ground classes but taking an online course will be charged for those online courses at the applicable on-ground rates.

RN- BSN	RN- MSN Adva nced Gene ralist, Nurs e Educ ator, Nurs e Lead er, Infor matic s	RN- MSN FNP	MSN Adva nced Gener alist, Nurse Educa tor, Nurse Leade r, Infor matic s	MSN- FNP	Post mSN- Educa tor (Certif icate)	Post MSN- Famil y Nurse Practi tioner (certif icate)	Post MSN- Nurse Leade r Certifi cate, Post MSN- Infor matic s Certifi cate	Master of Health Adminis tration	Maste r of Public Healt h
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STRF <i>(non-refundable)</i> ⁴	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.0	\$0.0	\$0.00	\$0.0
eBook/Technology Fee**5	\$1,500.00	\$3,000.00	\$5,000.00	\$3,000.00	\$4,500.00	\$1,000.00	\$3.00	\$1,500.00	\$1,500.00	\$750.00
Estimate for Supplies & Licensure Prep. ^{***6}	\$170.00	\$170.00	\$1,620.00****	\$170.00	\$1,620.00****	\$170.00	\$1,620.00	\$170.00	N/A	N/A
Estimated Total Program Cost <i>(including all additional fees)</i>	\$20,620	\$34,585	\$53,420.00	\$26,080.00	\$43,725.00	\$8,840.00	\$29,790.00	\$13,150.00	\$24,050.00	\$24,950.00

¹ Includes 42 credits for unobstructed RN License, and assumes 42 transfer credits for non-nursing courses. Thirty-six credits are required to be taken at WCU.

² Includes 42 credits for unobstructed RN License, and assumes 48 transfer credits for non-nursing courses. Fifty-one are required to be taken at WCU.

³ Includes 42 credits for unobstructed RN License, and assumes 48 transfer credits for non-nursing courses. Sixty-eight credits are required to be taken at WCU.

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 of 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. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, 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 this Division 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 Bureau; 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

⁵ Technology Fee includes eBooks and online course materials, 24/7 technical support, Office 365, learning management system, mobile app, and portal access.

⁶****Supplies and licensure prep fees include WCU identification cards, standardized patients, supplies, equipment for onsite intensives and FNP predictor exams for FNP students. Supplies become student purchases once issued to students. Students who drop or have been dismissed after supplies have been issued will assume ownership for these items and will not be eligible for refunds. For details on all the supplies please contact the Bursar Office.

Please Note: Graduate tuition, fees, and supply costs may change from year to year as stated on the Enrollment Agreement.

Note: Distance education tuition and fees for undergraduate Nursing and General Education courses in which there are on-ground/online equivalencies apply only to those enrolled in a fully online degree program. All others will be charged at the on-ground rates.

Non-Degree Seeking Student Tuition & Fees

Course Type:	Cost (Per Credit):
California: General Education Courses	\$1,890
California: Undergraduate Nursing Courses	\$1,890
California: Graduate FNP Nursing Courses	\$785
Florida General Education Courses	\$572
Florida Nursing Courses	\$761
Texas: General Education Courses	\$1,425
Texas: Nursing Courses	\$1,425
Pharmacy Courses	\$1,176
Occupational Therapy Courses	\$875
Physical Therapy Courses	\$840
Health Administration Courses	\$625
Public Health	\$575
Online General Education Courses:	\$525
Online: Undergraduate Nursing Courses	\$525
Online Graduate Nursing Courses	\$635

Non-degree students will be charged administrative fees of \$250 per semester/trimester. In addition, NDS nursing students will be charged a \$2,500 ATI material fee when they begin their first nursing core course.

UNDERGRADUATE PROGRAMS OF STUDY

General Education

General Education Mission

The General Education program has been designed to facilitate students' acquisition and application of knowledge through intellectual stimulation, scientific methodology, information and computer literacy, and communication competencies. Students master problem solving abilities necessary for success in the core curriculum and with application to personal and professional growth and well-being beyond the curriculum.

General Education Philosophy

Courses in the General Education program provide an academic foundation to prepare students for higher level inquiry in their chosen disciplines and prepare them to be responsible, ethical citizens in a global society. Content is constructed to build academic and analytical skills to further enhance educational, professional, and personal development. The program is designed to advance student's knowledge and skills in reading comprehension, professional writing, and the development of appropriate comportment that is expected in work settings.

General Education Program Learning Outcomes

All undergraduate programs include a general education component. The learning outcomes for general education are:

1. Demonstrate competent written communication skills
2. Employ effective oral communication skills
3. Interpret quantitative data using mathematical principles to effectively identify core issues and solve problems
4. Illustrate competence in the biological, physical, and natural sciences
5. Locate disparate information through multiple sources demonstrating technological and informational literacy
6. Analyze ideas and make decisions using critical thinking skills
7. Describe and interpret diverse perspectives, value systems, history, cultural traditions, and artistic expression
8. Articulate issues and arrive at a defensible conclusion, given a set of ethical dilemmas

WCYou Experience Requirement (FYS 001)

The WCYou Experience (FYS 001) is designed to support students as they transition to West Coast University, by introducing and connecting them to the culture and expectations of the University through curricular and co-curricular topics created to build a foundation for student success. Within the First Year Seminar (FYS 001) course, students will be provided information about campus services, resources, academic support, student life, and the WCU culture.

Students are required to successfully complete WCYou Experience FYS 001 in the first term at West Coast University. If a student does not successfully complete FYS 001 due to drop, withdrawal or failure, the student will be enrolled in the course in their second term and must successfully complete the course at that time. Students who do not successfully complete FYS 001 by the end of their second term may be subject to dismissal from WCU.

DENTAL HYGIENE

Dental Hygiene (BSDH), Bachelor of Science

Program Location	Orange County Campus
Program Credits	124 Credits
Program Length	7 Semesters, 140 Instructional Weeks
Time to Complete	34 Months

Program Mission: The Dental Hygiene Department's mission is to shape the future of dentistry by graduating highly qualified dental hygienists with the knowledge, skills, and values for lifelong learning through excellence in education, patient care, research, community service, public health, faculty, and facilities.

Program Objective: The objective of the BSDH program is to prepare students to become competent in the knowledge, skills and values of dental hygiene while building upon a liberal arts and science educational background that expands their view of oral health and disparity. This program focuses on the development of dental hygienists as life-long learners with the ability to critically think and with a commitment to professional leadership. Upon program completion and the Dental Hygiene National Board Examination, the graduate will be eligible to take state and regional licensing exams to become a Registered Dental Hygienist [some additional requirements may be necessary depending on the specific state or regional criteria at the time of the examination].

Program Learning Outcomes: Upon successful completion of the program and as required for licensure, the entry-level dental hygienist will be able to:

1. Practice professional behavior in the provision of patient care.
2. Exhibit critical thinking skills through evidence based decision making.
3. Demonstrate effective communication skills with diverse populations.
4. Provide competent oral health care to individuals at all stages of life.
5. Apply public health promotion skills in a variety of settings.
6. Recognize the importance of lifelong learning and professional growth and development to maintain competence in an evolving health care system.

ADMISSION REQUIREMENTS

Applicants, including applicants for advanced standing, for the Bachelor of Science Degree in Dental Hygiene (BSDH) program must:

1. Complete a minimum of 8 hours of observation of at least two dental hygienists in clinical practice. The applicant must have the dental hygienist sign the verification form and the applicant must write a response paper following the stated parameters. Observation hours will not qualify if

the license cannot be verified and/or if the applicant observes a dentist or dental assistant. Observation hours are considered as valid for one year;

2. Pass the Assessment Technologies Institute, LLC (ATI™) Test for Essential Academic Skills (TEAS®) (ATI TEAS) with a minimum Individual Total Score at or above 50.0. An applicant has two attempts at the ATI TEAS exam. If an applicant does not pass the ATI TEAS exam after two attempts, the applicant must wait 6 months for a third attempt with a proof of remediation is also required. Passing ATI TEAS scores are valid for one year. Individuals who are unable to score at or above 50.0 may be admitted to the program under the following conditions:
 - a. Must achieve a minimum summative score between 120.0 or above and a total score below 50.0 on the ATI TEAS Examination.
 - b. Must enroll in General Education courses.
 - c. Must meet regularly with an Advisor and assigned tutor.
 - d. Pass the ATI TEAS with a minimum composite score of 50.0 in order to progress into Dental Hygiene Core Courses.
 - e. Students unable to achieve a passing ATI TEAS score before the conclusion of General Education coursework will be dismissed from the University, however, may reapply for admissions. Those unable to meet the terms of admission to the program may be referred to the Student Conduct Committee and may be dismissed from the university.
3. Any applicant who passed the Test for Essential Academic Skills V for Allied Health (TEAS® V for AH) with a minimum Individual Total Score at or above 50% before August 31, 2016 may use this test to fulfill admissions requirements. Passing TEAS V for AH scores are valid for one year up until August 30, 2017. After August 30, 2017, all applicants must pass the ATI TEAS.

Please Note: Application deadlines and information about the ATI TEAS Examination and Dental Hygiene Observation are provided during the application process and at Information Sessions.

Dental Hygiene Transfer Credit Evaluation: Dental hygiene applicants requesting transfer credit evaluation must provide official transcripts no later than the application deadline. Only general education and pre-requisite coursework will be considered and evaluated for transfer credit, and all general education and prerequisite course(s) for the dental hygiene program must have been taken at an appropriately accredited institution. Science courses must be taken within the last five years to be accepted for transfer credit. Each of the core dental hygiene courses must be taken in-residence and taken in succession. The maximum allowable transfer credits applied to the Dental Hygiene program shall not exceed 40 credits. Authority for all final transfer credit decisions is given to the Program Dean/Chair. Students who submit an application for the Bachelors of Science in Dental Hygiene program without a request for transfer credit evaluation will not be awarded credit for any prior coursework.

Selection Process: Dental Hygiene program applicants will be notified of acceptance status once the completed application and supporting documentation have been evaluated and the selection process has concluded. The selection process includes an objective evaluation of:

- The TEAS V for AH Examination or ATI TEAS sub-scores based on the means for Category S (maximum points possible are Reading 15, Math 20, Science 25, and English and Language Usage 15) and Individual Total Score; and
- The Dental Hygiene Observation verification forms and response paper.

Based on a 100 point scale, 75 maximum points from the TEAS V for AH Examination or ATI TEAS and 25 maximum points from the Dental Hygiene Observation documents, applicants are ranked and selected for admission into the Dental Hygiene program. There is no waiting list for subsequent admission. Applicants not selected must reapply and resubmit all required materials.

Dental Hygiene Deadlines for Previous General Education (GE) and Challenge Credits

Any student petitioning to transfer credits into the Dental Hygiene Program from previously attended institution(s) must submit a sealed transcript from the originating institution by the application deadline. Challenge credit is not available for the Dental Hygiene program core courses.

Dental Hygiene GE Challenge Exam Additional Requirements

GE challenge examinations must be completed by the application deadline. Additionally, prospective Dental Hygiene students must submit a written request to the campus Academic Dean and if approved, the challenge examination will be administered prior to the application deadline and student selection process. There are NO challenge examinations for previous dental hygiene, dental assisting, or dental courses.

PROGRAM INFORMATION AND DISCLOSURES

Dental Hygiene Program Clinical Requirements

Prior to taking the core Dental Hygiene curriculum, Dental Hygiene students must:

1. Meet the requirements as outlined in the "Essential Functions of a Dental Hygienist"*;
2. Obtain a criminal background clearance*;
3. Undergo drug screening and other requirements as applicable to West Coast University policy and/or state licensure requirements*;
4. Meet all clinical requirements including strict adherence to the current institutional Dental Hygiene Program Blood borne Pathogens Policy and Exposure Control Plan;
5. Obtain and maintain professional liability insurance*;
6. Submit documentation of immunization and tuberculosis clearance*;
7. Provide and maintain a current Basic Life Support (BLS) certification including health care provider CPR with AED*;
8. Expect the hours and days to vary depending on the term schedule;
9. Expect the term schedule to be final and non-negotiable, and if a student refuses a clinical assignment, he/she will be terminated from the program.

**Information regarding these requirements is provided during the application process and at the Dental Hygiene program orientation.*

Dental Hygiene Licensure Requirements

To practice as a Dental Hygienist in California, you must be licensed in California by the Dental Hygiene Committee of California. Applicants must pass the clinical examination, written examination in California dental law ethics, and undergo a criminal history investigation, prior to receiving a license.

1. Complete an application for licensure to include a photograph and verification of graduation from an accredited dental hygiene program.
2. Submit to a Livescan as part of the requirements of the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). A License will not be issued until the board receives the background information from DOJ.
 - a. Processing times may vary, depending on when the Board receives documents from University, 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).
 - b. 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.
 - c. A license may be denied if the candidate has:

- Been convicted of a crime. A conviction within the meaning of this section means a plea or verdict of guilty or a conviction following a plea nolo contendere. Any action that a board is permitted to take following the 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.
 - Done any act involving dishonesty, fraud, or deceit with the intent to substantially benefit himself or herself or another, or substantially injure another.
 - Done any act that if done by a licensed Dental Hygienist, would be grounds for suspension or revocation of license.
 - Knowingly made a false statement of fact required to be revealed in the application for the license.
- d. 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.
 - e. The board may deny a license pursuant to this subdivision only if the crime or act is substantially related to the qualifications, functions, or duties of the business or profession for which application is made.
3. Successfully complete the National Board of Dental Examiners' examination for dental hygienist.
 4. Provide verification of completion for soft tissue curettage, administration of local anesthetic agents, and administration of nitrous oxide and oxygen.
 5. Pay all required fees.

Dental Hygiene Program Disclosure

The Dental Hygiene Committee of California will not issue a Registered Dental Hygienist (RDH) license to anyone without a United States – issued social security number. Students who do not have a United States – issued social security number will be ineligible for licensure in the state of California, and therefore will be ineligible for employment as a Registered Dental Hygienist in this state. However, graduates may be eligible for Dental Hygienist licensure in some state that do not require a social security number. Some state boards will issue licensure in their state without residence in the state or a U.S. issued Social Security Number.

Blended Format in the Core Dental Hygiene Courses

Select core courses in the Dental Hygiene program will be offered in a blended delivery format. Blended courses combine traditional or face-to-face classroom instruction with an online learning modality. In preparation for the blended courses, students must:

1. Complete the FYS001 course, 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 in the University Student Handbook.

DENTAL HYGIENE CURRICULUM

This curriculum applies to students matriculating or reentering after June 12, 2017.

General Education

General Education

Category and Requirements

WCU Course Requirements

Transferable / Options

A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	ENGL 140 (3): Written Communication I ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication(2.5 Semester Credits Minimum)	SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking(2.5 Semester Credits Minimum)	PHIL 341 (3): Critical Reasoning	Non-transferable
A4. Quantitative Reasoning(5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics MATH 211 (p. 231) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition(8 Semester Credits and 3 Courses Minimum)	PSYC 160 (3): Psychology SOC 280 (p. 296) (3): Sociology HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to SOC 280 (p. 296) Equivalent to HUM 370 (p. 230)
B2. Life and Physical Sciences(12 Semester Credits and 4 Courses, 2 with Labs Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (p. 220) (4): Chemistry MICR 290 (p. 231) (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 220) Equivalent to MICR 290 (p. 231)
B3. General Education Capstone(3 Semester Credits)	CAPS 401 (3): General Education Capstone	Non-transferable

A minimum of 46 credits is required for graduation.

* The following course must have been taken in the last 5 years: ANAT 260, CHEM 280 (p. 220), MICR 290 (p. 231), and PHYS 261.

* The following courses must have been taken at WCU: FYS 001, CAPS 401, PATH 370 and PHIL 341.

General Education - Prior to June 12, 2017

General Education

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	ENGL 140 (3): Written Communication I ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication(2.5 Semester Credits Minimum)	SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking(2.5 Semester Credits Minimum)	PHIL 341 (3): Critical Reasoning	Non-transferable
A4. Quantitative Reasoning(5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics I MATH 211 (p. 231) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition(8 Semester Credits and 3 Courses Minimum)	PSYC 160 (3): Psychology PSYC 290 (p. 289)(3): Life Span Psychology HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to SOC 280 (p. 296) Equivalent to HUM 370 (p. 230)

B2. Life and Physical Sciences(12 Semester Credits and 4 Courses, 2 with Labs Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (p. 220) (4): Chemistry MICR 290 (p. 231) (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 220) Equivalent to MICR 290 (p. 231)
B3. General Education Capstone(3 Semester Credits)	CAPS 401 (3): General Education Capstone	Non-transferable

A minimum of 46 credits is required for graduation.

* The following course must have been taken in the last 5 years: ANAT 260, CHEM 280 (p. 220), MICR 290 (p. 231), and PHYS 261.

* The following courses must have been taken at WCU: FYS 001, CAPS 401, PATH 370 and PHIL 341.

Core Dental Hygiene Courses

DHYG 302	Introduction to Dental Hygiene Practice w/Lab	4
DHYG 303	Infection Control Lab	1
DHYG 305	General Pathology Immunology and Medical Terminology	2
DHYG 312	Pre-Clinical Dental Hygiene I w/Lab	4
DHYG 315	Oral Pathology	3
DHYG 322C	Pre-Clinical Dental Hygiene II	4.5
DHYG 324	Cultural Competency in Healthcare	1
DHYG 325	Medically Compromised Care & Emergencies	3
DHYG 332C	Pre-Clinical Dental Hygiene III	3.5
DHYG 335	Dental Radiology Science w/Lab	2
DHYG 341	Dental Embryology Histology and Anatomy w/ Lab	3

DHYG 345	Dental Radiology Interpretation w/Clinic	1.5
DHYG 351	Preventive Dentistry and Risk Assessment	2
DHYG 355	Head & Neck Anatomy	2
DHYG 360	Pain Management w/Lab	3
DHYG 362	Dental Materials w/Lab	2.0
DHYG 370	Basic and Applied Pharmacology	3
DHYG 375	Introduction to Periodontology	2
DHYG 402	Clinical Seminar	1
DHYG 405C	Clinical Practice I	2.5
DHYG 412	Clinic Seminar II	1
DHYG 415C	Clinical Practice II	3
DHYG 422	Clinic Seminar III	1
DHYG 425C	Clinical Practice III	3
DHYG 430	Biochemistry and Nutrition	2
DHYG 432	Clinical Seminar IV	1
DHYG 435C	Clinical Practice IV	3.5
DHYG 440	Research Methodology	2
DHYG 442	Applied Research Lab	1
DHYG 450	Ethics Seminar	1
DHYG 455	Dental Public Health	2
DHYG 465	Community Dental Health Project	1
DHYG 470	Practice Management and Jurisprudence	2
DHYG 475	Applied Periodontology	2
DHYG 482	Advanced Dental Hygiene Topics	1
DHYG 492	Professional Development Project	1.5

Subtotal: 78.0

Core Dental Hygiene Courses Prior to June 12, 2017

DHYG 302	Introduction to Dental Hygiene Practice w/Lab	4
DHYG 305	General Pathology Immunology and Medical Terminology	2
DHYG 312	Pre-Clinical Dental Hygiene I w/Lab	4
DHYG 315	Oral Pathology	3

DHYG 322	Pre-Clinical Dental Hygiene II w/Lab and Clinic	4.5
DHYG 325	Medically Compromised Care & Emergencies	3
DHYG 332	Pre-Clinical Dental Hygiene III w/Lab and Clinic	4
DHYG 335	Dental Radiology Science w/Lab	2
DHYG 341	Dental Embryology Histology and Anatomy w/ Lab	3
DHYG 345	Dental Radiology Interpretation w/Clinic	1.5
DHYG 351	Preventive Dentistry and Risk Assessment	2
DHYG 355	Head & Neck Anatomy	2
DHYG 360	Pain Management w/Lab	3
DHYG 365	Dental Materials w/Lab	3
DHYG 370	Basic and Applied Pharmacology	3
DHYG 375	Introduction to Periodontology	2
DHYG 400	Clinical Seminar I	1
DHYG 405	Clinical Practice I w/Lab and Clinic	4
DHYG 410	Clinical Seminar II	1
DHYG 415	Clinical Practices II w Lab and Clinic	4
DHYG 420	Clinical Seminar III	1
DHYG 425	Clinical Practice III w/Lab and Clinic	5
DHYG 430	Biochemistry and Nutrition	2
DHYG 440	Research Methodology	2
DHYG 442	Applied Research Lab	1
DHYG 450	Ethics Seminar	1
DHYG 460	Community Dental Health Education	2
DHYG 470	Practice Management and Jurisprudence	2
DHYG 475	Applied Periodontology	2
DHYG 485	Advanced Dental Hygiene Topics	2

	Subtotal: 78.0
Program Credit Distribution	
BSDH	
General Education Semester Credits	46.0
Core Dental Hygiene Semester Credits	78.0
Total Program Semester Credits	124.0

COLLEGE OF NURSING

West Coast University (WCU) is committed to the education of students who have the desire to enter or advance in the nursing profession at various levels of experience. Nursing students are supported through innovative methods to develop critical thinking skills necessary to provide nursing interventions to a diverse population. The mission of the College of Nursing is to provide evidence based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care responsive to the needs of the community and the global society. The philosophy of the College of Nursing is that education is a continuous process, occurring in phases throughout an individual's lifetime. Nurses are lifelong learners and critical thinkers.

The purpose of the Nursing programs at WCU is to provide the essential body of knowledge and experiences necessary to prepare students for the program of their choice based on their level of experience. WCU offers the Bachelor of Science (BSN) degree in Nursing for those students desiring to enter the nursing profession. The University also utilizes a career ladder approach to enable Licensed Vocational Nurses and Registered Nurses who hold an Associate Degree or Diploma in Nursing to earn their BSN. WCU also offers the Master of Science (MSN) degree in Nursing, preparing RNs for advanced nursing practice roles, and post-master's certificate programs in nursing education and family nurse practitioner.

College of Nursing Residency Requirements:

- Pre-Licensure Nursing Program: 30 Credits Minimum
- RN-BSN Program: 30 Credits Minimum
- RN-MSN Advanced Generalist, Informatics, Leadership or Educator: 36 Credits Minimum
- RN-MSN-FNP: 56 Credits Minimum
- MSN-Advanced Generalist, Informatics, Leadership or Educator: 24 Credits Minimum
- MSN-Family Nursing Practitioner: 41 Credits Minimum
- Post-Family Nursing Practitioner Certificate: 20 Credits Minimum

Nursing Admissions Requirements and Program Information

The Bachelor of Science in Nursing (BSN) track prepares students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. The curriculum is sequential and integrates theory from the biological and social sciences to develop clinical reasoning and communication skill in graduates who will be expected to serve as leaders in the changing healthcare environment. Content is presented in a simple to complex format and is organized using seven strands to help conceptualize the professional nursing role, including nursing process, research, therapeutic care, teaching/learning, communications, and role development, and incorporates theory and practice to meet the "Essentials for Baccalaureate Education for Professional Nursing Practice" (AACN, 2008).

Each Essential is presented throughout the curriculum in the classroom and operationalized in clinical settings. Incorporation of the nursing process allows the nursing student to differentiate the independent, dependent, and interdependent functions of nursing.

The General Education courses provide the foundation for the nursing major and continued learning in all educational programs. The addition of both clinical and non-clinical nursing courses in each program prepares graduates for practice at differing levels of experience and responsibility from entry to the nursing profession through the baccalaureate level.

The nursing curriculum provides the opportunity for the student to acquire the professional nursing knowledge and skills necessary to assist patients to an optimal level of health. This is accomplished through an integration of theoretical nursing knowledge with essential clinical skills. Students are provided the opportunity to practice in a changing health care environment in acute and long-term care facilities, as well as in community settings.

BSN Programs – Learning Outcomes:

Upon graduation from West Coast University, students will have met the following Program Learning Outcomes:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical and social sciences.
2. Plan preventive and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership with providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

PROGRAM INFORMATION AND DISCLOSURES

Pre-Licensure Nursing Requirements prior to clinical assignments (BSN & LVN/LPN to BSN and LVN 30 Unit Option):

1. Obtain a criminal background clearance (information on how to obtain this clearance will be provided to students during the enrollment process). Failure to disclose a misdemeanor or felony may interfere with clinical placement and subsequent licensure as a Registered Nurse (*applicants with felony convictions are not admissible*);
2. Submit documentation of required immunizations;

3. Provide and maintain a current American Heart Association Basic Life Support (CPR) for Health Providers;
4. Provide a current Fire Card, where required;
5. Meet the requirements outlined in the "Essentials of RN Job Functions" as documented by a licensed Physician, Nurse Practitioner or Physician Assistant;
6. Undergo drug screening.
7. Provide acceptable proof of adequate health insurance coverage;
8. Comply with clinical site specific requirements.

Nursing Residency Requirements

A minimum of 30 credits must be taken at WCU for the BSN and LVN to BSN programs. Exceptions may be considered.

Registered Nurse Licensure Disclosure - California

The student satisfactorily completing the pre-licensure BSN or LVN to BSN program is eligible to apply for licensure by the California Board of Registered Nursing (BRN). The California Board of Registered Nursing requires that applicants for a nursing license must provide a United States issued social security number. This requirement will prevent anyone from applying for RN licensure in California and being employed as an RN without a United States issued social security number. Furthermore, prospective students who do not meet this requirement will be unable to sit for the Nursing Board Examination (NCLEX) in California, since the California Board of Registered Nursing will not issue an Authorization to Test (ATT) without a valid social security number.

Registered Nurse Licensure Disclosure - Florida

The student satisfactorily completing the pre-licensure BSN program is eligible to apply for licensure by the Florida Board of Nursing. The Florida Board of Nursing requires that applicants for a nursing license must provide a United States issued social security number. A United States issued social security number is also required to be eligible to sit for the National Council Licensure Examination (NCLEX) in the state of Florida. This requirement will prevent anyone from applying for RN licensure in Florida and being employed as an RN without a United States issued social security number.

Examination Fees

Students Enrolled in the August 2013 Term and After

Starting in the August 2013 term, new/reentry students will be required to pay for Authorization to Test (ATT) fees and NCLEX-RN fees as part of the NCLEX Incentive Program. This program is designed to provide a financial incentive for students to pass the examination on first attempt. Upon enrollment in NURS 493 *Integration of Nursing Concepts* (p. 237), the student account will accrue a one-time charge for examination and licensures fees. The University will forward these funds to Pearson (NCLEX) and the State Board of Nursing. On successfully completing the NCLEX examination on first attempt, the University will refund the testing fees noted above and provide the student with a financial incentive. Please see the campus Testing Coordinator for the NCLEX Incentive Program eligibility criteria.

Immunizations

Based on the CDC Recommended Immunizations for Health-Care Personnel (HCP), all HCPs must submit documentation of immunization to Hepatitis B (*series of three doses with anti-HBs serologic testing 1-2 months after dose #3*), proof of immunity to Hepatitis B, or a signed declination; Measles, Mumps, Rubella (MMR); Varicella (chickenpox); and Tetanus, include Influenza (yearly), Hepatitis A, and Pneumonia. For some individuals, a titer test will be indicated vs. vaccinations. Titer tests showing

immunity to listed pathogens are acceptable. Titer tests showing a negative response require appropriate immunizations and follow-up titers must be completed and submitted. Diphtheria and Pertussis (booster every 10 years) are highly recommended immunizations for HCPs. If one or more of the listed immunizations are contraindicated, documentation must be submitted clearly identifying the reason(s). Clinical laboratory reports with the facility stamp and a medical doctor's signature is required. See the Nursing Student Handbook for additional information.

For more information on immunizations and vaccines, visit the *Center for Disease Control and Prevention* website at <http://www.cdc.gov/vaccines/>.

Public Health Nurse Certification

Graduates of the BSN program at West Coast University, and who have obtained an unobstructed RN license in the State of California, will be eligible to apply for Public Health Nurse Certification with the California Board of Registered Nursing (BRN). For information the Public Health Nurse Certification application process, visit the California Board of Registered Nursing website at www.rn.ca.gov

NURS 493 (p. 237) Comprehensive Predictor

Each student will take the ATI Comprehensive Predictor Assessment during the last week of the NURS 493 course. Each student must achieve an ATI predictive probability of passing NCLEX at or above 92%. Each student will have ONE (1) attempt to meet the benchmark.

NURS 493 is graded on a Pass/No Pass scale. Only students who meet the benchmark will be given a "Pass" (P) for the course and be allowed to graduate from the program. Students who do not achieve a score of 92%, will be given a "No Pass" (NP) grade and will need to repeat NURS 493 the following term.

Students scoring at least or above 92% probability of NCLEX success on the ATI Comprehensive Predictor given in week 9 of the course will:

1. Complete a focused review of the Comprehensive Predictor
2. Attend the full ATI Live Review
3. Work through the ATI Live Review Study plan to prepare for NCLEX
4. Students will be enrolled into the Virtual ATI online NCLEX review for post-graduation support to prepare for NCLEX. Students scoring below 92% probability of NCLEX success on the ATI Comprehensive Predictor will be required to complete the following:

1. Repeat NURS 493 course at no additional cost including:
 - a. Completing alternative capstone assignments
 - b. Completing ATI assessments
 - c. Retaking the ATI Comprehensive Predictor
 - d. Attending the ATI Live Review if Comprehensive Predictor is passed.
2. Students who have repeated NURS 493 and passed the course will be identified as needing additional support and, after attending the Live Review and meeting all University requirements to graduate and test for NCLEX, will be enrolled in the Virtual ATI online NCLEX review for continued post-graduation review and support to prepare for NCLEX.

Nursing Corequisite Course Drop

Pre-licensure Nursing students who are enrolled in courses with corequisites must maintain enrollment in both courses throughout the term. If a student is seeking to drop, or is dropped/withdrawn from a course with a corequisite, the co-requisite course will also be dropped. The drop of the corequisite will not count as an unsuccessful attempt. When a student

drops, or is dropped/withdrawn from a course with a corequisite after the Withdrawal (W) deadline, as published in the University Catalog, the student *will* be permitted to continue in the corequisite course.

ADMISSION REQUIREMENTS

BSN Entrance Examination Requirements

BSN applicants will have a maximum of two attempts, a week apart, to successfully pass the admissions exam. If an applicant does not pass the admissions exam after two attempts, he or she must wait a period of 6 months to retest and must provide proof of remediation. WCU only collects Verbal and Quantitative scores for SAT and ACT. HESI exam scores must be within 3 years of enrollment date. TEAS exam scores must be within 1 year of enrollment date.

BSN & LVN/LPN-BSN Transfer Credit Evaluation

BSN applicants requesting transfer credit evaluation must provide official transcripts to the registrar no later than the first day of the first semester in which the student commences their education at West Coast University. General education, prerequisites, and core nursing coursework taken from a national or regionally accredited institution will be considered and evaluated for transfer credit. All general education, prerequisite, and core nursing coursework must have been taken at an appropriately accredited institution. For nursing credits to be considered for transfer credit there can be only one year between the end of the last nursing course taken at a previous institution and the beginning of the first course at West Coast University. Exceptions may be considered. The student must be listed in good standing with the prior institution. Science courses must be taken within the last five years to be accepted for transfer credit. Course syllabi for courses previously taken at another nursing program should be submitted for review to the campus dean for nursing. The maximum allowable transfer credits applied to the BSN program shall not exceed 52 credits of general education. For additional information on receiving nursing credit for previously completed nursing courses, see the Challenge Credit policy. Authority for all final transfer credit decisions is given to the Program Dean/Chair.

LVN/LPN-BSN Licensure Requirements

LVN to BSN applicants who possess a current unobstructed LVN license may be admitted into the West Coast University LVN to BSN program without requiring transcripts if they meet all other specific program admission requirements, which would include military training. LVN's who were able to obtain their LVN license using their military training as the academic qualifier and those who have graduated from a school that has since closed and transcripts are no longer available.

LVN to RN 30 Unit Option

In addition to the 120 Unit LVN to BSN program, West Coast University offers a 30 unit option for Licensed Vocational Nurses (LVN) as required by the California Board of Registered Nursing (BRN). Students considering taking the 30 unit option will take Physiology, Microbiology, and selected pre-licensure nursing courses. Students who choose the 30 unit option will not receive a certificate or degree from West Coast University and are not considered a graduate of the University. Students interested in the 30 unit option must declare this option prior to enrolling in the WCU LVN to BSN program. Once students have enrolled and have started the WCU LVN to BSN program, the 30 unit option is not available. Financial aid is not available for students choosing the 30 unit option since this is not a pathway leading to a degree.

Students who successfully complete the LVN to RN 30 Unit Option will be eligible to take the NCLEX-RN examination. *More information can be found in the RN Student Handbook on the West Coast University website. Please contact the campus Nursing department for further details.*

RN to BSN Transfer Credits

The RN to BSN program awards 42 transfer credits for an unobstructed current RN license issued in the United States and up to 42 credits of general education transfer credits (total of 84 transfer credits).

Students enrolled in the RN to BSN program are exempt from specific general education requirements. There is no science recency requirement for RN to BSN students.

Students who request transfer credits for courses in the core curriculum must submit official transcripts by the first day of the first term in which the student commences his or her education at the University.

Students requesting additional general education transfer credits must provide official transcripts no later than six months after the start of the semester in which the student commences his or her education at the University. Only college-level coursework will be considered for transfer credit. All coursework must have been taken at an institution accredited by an agency recognized by the United States Department of Education.

BSN and LVN-BSN Admissions Requirements-California

1. Submit a completed WCU application for admissions;
2. Participate in an admissions interview arranged by a University admissions advisor;
3. Submit WCU approved documentation of high school graduation or equivalent; (Please Note: Foreign high school diplomas/credentials or their equivalent must have an official evaluation performed by an approved organization)
4. Complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age);
5. Meet program specific entrance requirements;
 - a. Submit all postsecondary transcripts:
 - i. Applicants with 18 or more postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education, will be evaluated on their cumulative grade point average.
 - ii. Applicants with fewer than 18 postsecondary credits, from institution recognized by an accreditation body approved by the U.S. Department of Education will be evaluated based on their high school cumulative grade point average.
 - b. Applicants to the LVN-BSN program must provide proof of current unobstructed licensure as a Licensed Vocational Nurse (LVN).
 - c. Must achieve an acceptable composite score based on entrance examination and cumulative GPA requirements defined as follows:
 1. Applicants with a composite score of 8 or above will be admitted to the program.
 2. Applicants with a composite score of between 2 to 7 will be conditionally admitted to the program.
 - i. Students who are conditionally admitted must achieve a composite score of 58.7% on the TEAS examination to be allowed entrance into Nursing (NURS) core courses. Students who do not meet this requirement will not be allowed to register for NURS courses and will be dismissed from the university.
 3. Applicants with a composite score of 1 or below will be denied admissions to the university.
 4. Any applicant with an entrance examination score or Cumulative GPA requirement below the requirement noted in the tables below will be denied admissions.

Composite Score

8 +	Admitted
2 to 7	Admitted with Conditions
Less than 2	Denied Enrollment

A student scoring less than a 76 on the HESI or with a GPA of less than a 2.0 will be denied admissions to the University.

Entrance Exam Point Value:

ACT	SAT w/o Essay	SAT w/ Essay	TEAS	HESI	Point Value
35+	1500+	2300+	90.5+	96-100	20
35	1500+	2300+	90.5+	95	20
34	1465	2250	88	94	19
33	1430	2200	85.5	93	18
32	1395	2150	83	92	17
31	1360	2100	80.5	91	16
30	1325	2050	78	90	15
29	1290	2000	75.5	89	14
28	1255	1950	73	88	13
27	1220	1900	70.5	87	12
26	1185	1850	68	86	11

25	1150	1800	65.5	85	10
24	1115	1750	63	84	9
23	1080	1700	60.5	83	8
22	1045	1650	58	82	7
21	1010	1600	55.5	81	6
20	975	1550	53	80	5
19	940	1500	50.5	79	4
18	905	1450	48	78	3
17	870	1400	45.5	77	2
16	835	1350	43	76	1

Admissions Denied Below Point

15	800	1300	40.5	<76	0
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Cumulative GPA Point Value:

3.9+	20
3.8-3.89	19
3.7-3.79	18

3.6-3.69	17
3.5-3.59	16
3.4-3.49	15
3.3-3.39	14
3.2-3.29	13
3.1-3.19	12
3.0-3.09	11
2.9-2.99	10
2.8-2.89	9
2.7-2.79	8
2.6-2.69	7
2.5-2.59	6
2.4-2.49	5
2.3-2.39	4
2.2-2.29	3
2.1-2.19	2

2.0-2.09

1

Admissions Denied Below 2.0

30 Unit Option Admissions Requirements - California

An applicant to the 30 unit option LVN program does not have to take an admission test for entry into the program. The applicant must have an active unencumbered LVN license for admission. If the applicant decides to pursue the LVN-BSN option, admission criteria for the degree program must be met.

Postsecondary Transcripts

All applicants are required to submit all official postsecondary transcripts by the first day of the term in order to be admitted to the university.

If a student is concurrently enrolled and attending course(s) applicable to his or her declared WCU major at another college or university on the first day of the student's first WCU term, these credits in progress at the other institution may be considered for transfer into WCU once completed with a passing grade and official transcripts are received by the university.

Applicants who submit their unofficial transcripts prior to the first day of the term may be conditionally admitted and must submit all official transcripts by the end of the first term of instruction.

If official transcripts are not received by this stated deadline or if the official transcripts are submitted and it is found that the student did not meet the academic performance requirements as was demonstrated on the unofficial transcripts, the individual would be dismissed, all state and federal Title IV funds will be returned and the student would be financially responsible for all tuition charges incurred.

An applicant whose transcripts are unavailable (including foreign applicants without a grade point average, or individuals with a high school equivalency) will receive a 3-point value toward program admission, similar to an individual with a 2.25 cumulative grade point average.

Transfer credit will not be awarded based on unofficial transcripts and all students will be scheduled for their first semester of courses based on unofficial transfer credit review. Financial packaging will be estimated without transfer credit unless/until official transcripts are received and evaluated during the payment period or period of enrollment.

BSN and LPN-BSN Admissions Requirements-Florida and Texas, Effective August 18, 2016

Applicants to the Pre-licensure Bachelor of Science Degree in Nursing program must:

1. For regular admissions, a minimum summative score of 192.3 or a composite score of 58.7 on the TEAS Examination or score a minimum of 80 on the HESI Examination is required.
2. For conditional acceptance, a summative score of TEAS of 129 to 192.2, or a score on the HESI from 76 to 79.5 is required.

3. The conditions for admissions are outlined below, any students who do not continue to meet these conditions may be referred to the Student Conduct Committee and/or dismissed from the university.
 - a. Meet regularly with the Student Success Coordinator and assigned Tutor.
 - b. Are required to retake the TEAS prior to moving into the core Nursing curriculum, and must achieve a minimum TEAS Examination composite score of at least a 58.7.

Post Secondary Transcripts*

Students submitting postsecondary transcripts for transfer credit purposes must do so by the first day of the term of matriculation. Unofficial transcripts may be utilized for the purpose of estimating transfer credits. However, no credit will be awarded without the submission of official transcripts. Failure to submit official transcripts by the end of the first term of matriculation will result in the denial of transfer credit and students will be scheduled for the University's required, equivalent course.

Individuals who are concurrently enrolled at another institution at the time of their matriculation to West Coast University, may be allowed to request transfer credit for courses that are in-progress. In this situation, official transcripts must be received by the end of the first term of matriculation in order to receive transfer credit.

Please note all veteran students are required to submit all postsecondary transcripts. Please see the Veterans Educational Benefits policy in the Financial Policies and Information Section of the Catalog.

RN to BSN (Online) Admissions Requirements

Applicants to the program must meet the following standards:

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
 - a. Students awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.
3. Submit official transcripts from a Board of Nursing licensed Associate Degree or Diploma in Nursing program;
 - a. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period in order to be admitted in to the program.
 - b. Applicants with a valid license may be admitted with approved documentation of earned high school degree or equivalent pending receipt of official transcripts of nursing degree. Official transcripts must be submitted to document program completion.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Nursing (LVN/LPN to BSN), Bachelor of Science Degree

Program	Los Angeles Main Campus, Orange County Branch Campus, Ontario Branch
Location	Campus, Miami, Dallas

Program Credits	120 Credits
Program Length	7 Semesters, 140 Instructional Weeks or 8 Semesters, 160 Instructional Weeks*
Time to Complete	34 Months or 39 Months*

*Only available at the Miami Campus and Dallas campuses

The LVN/LPN to BSN track is a specialized program of study designed specifically for LVN/LPN Nurses. A total of 120 semester credits are required in this program to earn the Bachelor of Science degree in Nursing (BSN). This program requires the completion of general education courses, nursing courses, and specialized health care occupation courses. Courses may be taken online, on campus, or in combination.

The curriculum includes the same general education requirements, including the courses within the area of study, and core nursing courses as the pre-licensure track, except the LVN/LPN to BSN students are *not required* to complete NURS 100, 101L, 120, and 121L. Two transition courses are required: NURS 110 (p. 232) Introduction to Professional Nursing (2 units) and NURS 210L (p. 234) RN Skills Laboratory (1 unit). Upon satisfactory completion of the courses, LVN/LPN to BSN students will receive 9 units of Advanced Placement Credit (NURS 199 (p. 233)) for prior learning.

LVN/LPN TO BSN CURRICULUM

General Education within the Area of Study

PATH 370	Pathophysiology	3
PHIL 434	Medical Ethics and Issues	3

Subtotal: 6

General Education Redesign

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	ENGL 140 (3): Written Communication I ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication(2.5 Semester Credits Minimum)	SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.

A3. Critical Thinking(2.5 Semester Credits Minimum)	PHIL 341 (3): Critical Reasoning	Non-transferable
A4. Quantitative Reasoning(5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics IMATH 211 (p. 231) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition(8 Semester Credits and 3 Courses Minimum)	PSYC 160 (3): Psychology PSYC 290 (3): Life Span Psychology HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160 Equivalent to PSYC 290 Any equivalent courses that meet the General Education categorical requirements.
B2. Life and Physical Sciences(12 Semester Credits and 4 Courses, 2 with Labs Minimum)	ANAT 260 (4): Human Anatomy PHYS 261 (4): Human Physiology CHEM 280 (p. 220) (4): Chemistry MICR 290 (p. 231) (4): General Microbiology	Equivalent to ANAT 260 Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 220) Equivalent to MICR 290 (p. 231)
B3. General Education Capstone(3 Semester Credits)	CAPS 401 (3): General Education Capstone	Non-transferable

A minimum of 46 credits is required for graduation.

* The following course must have been taken in the last 5 years: ANAT 260, CHEM 280 (p. 220), MICR 290 (p. 231), and PHYS 261.

* The following courses are to be taken at WCU: FYS 001, CAPS 401, PATH 370 and PHIL 341 (petitions for exception may be considered).

Approved Credits

NURS 199D	Advanced Placement Credit (LVN)	9
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Core Nursing Courses

NURS 110	Introduction to Professional Nursing	2
NURS 180	Pharmacology	3
NURS 190	Physical Assessment	2
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 210L-AB	RN Skills Laboratory	2
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill C	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Pra	2
NURS 225	Nutrition in Health and Disease	3
NURS 306	Expanding Family and Community (OB)	2
NURS 307	Developing Family and Community (PEDS)	2
NURS 316L-A	Expanding and Developing Family and Community Practicum (OB)	1.5
NURS 317L-A	Developing Family and Community Practicum (PEDS)	1.5
NURS 340	Public Health Nursing	3
NURS 342L	Public Health Nursing Practicum	2
NURS 350	Research in Nursing	3
NURS 420	Principles of Leadership and Management	3
NURS 431	Disaster Management	2
NURS 440	Issues and Trends in Nursing	3

NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness in the Crit Pr	3
NURS 491L	Integration of Nursing Practices	2
NURS 492	Nursing Capstone	2
NURS 493	Integration of Nursing Concepts	3
<hr/>		
		Subtotal: 59.0

NURS 210L: (LVN/LPN to BSN students only)

Note: Upon satisfactory completion of the transition courses (NURS 110 (p. 232) and NURS 210L (p. 234)), the LVN/LPN to BSN student will receive 9 units of Advanced Placement Credit (NURS 199D (p. 233) or NURS 199E (p. 233)).

Program Credit Distribution (LVN/LPN-BSN)

Approved Credits from Previous Licensure	9.0
General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	59.0
Total Program Semester Credits	120.0

LVN to RN 30-Unit Option

For additional admissions information and requirements please reach out to the Nursing Department. Information regarding tuition and fees for this program can be found in the Undergraduate Tuition and Fees section of the catalog.

LVN TO RN 30-UNIT OPTION CURRICULUM

This curriculum applies to students who began their program before June 1, 2015.

LVN to RN 30-Unit Courses

MICR 290	Microbiology	4
PHYS 261	Human Physiology	4.0

NURS 110	Introduction to Professional Nursing	2
NURS 210L	RN Skills Laboratory	1
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill C	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Pra	2
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness in the Crit Pr	3
NURS 420	Principles of Leadership and Management	3

Subtotal: 30

Optional:

NURS 210L* - RN Skills Laboratory (optional) 1.0

Please note that NURS 210L RN Skills Laboratory is an optional skills validation course and does not count toward 30-unit total. Student may opt to take this course at an additional cost.

Nursing (BSN), Bachelor of Science Degree

Program Location Los Angeles Main Campus, Orange County Branch Campus, Ontario Branch Campus, Miami, and Dallas

Program Credits 120 Credits

Program Length 8 Semesters, 160 Instructional Weeks or 9 Semester, 180 Instructional Weeks*

Time to 39 Months or
Complete 44 Months*

*Only available at the Miami Campus and Dallas campuses

The purpose of the BSN program is to prepare students to develop nursing competencies while building upon a liberal arts education that expands their world view of the global community. This program focuses on the preparation of nurses who are life-long learners and critical thinkers, and upon completion of the program, will be eligible to take the NCLEX-RN licensing examination to become a Registered Nurse.

A total of 120 semester credits are required to earn the Bachelor of Science Degree in Nursing (BSN), including the completion of general education courses, lower and upper division didactic theory courses, and clinical experience.

BSN CURRICULUM

This curriculum applies to students matriculating or reentering after June 1, 2015.

General Education Requirements

All science courses must have been taken within the last five calendar years, unless the student possesses a degree or advanced degree in the specific field of study for which the student is seeking transfer credit. Additional information regarding transfer credit is located in the university's catalog under Transfer Credit policy or below.

Category and Requirements	WCU Course Requirements	Transferable / Options
A1- Written Communication (5 Semester Credits and 2 Courses Minimum)	ENGL 140 (3): Written Communication I ENGL 240 (3): Written Communication II	Any equivalent courses that meet the General Education categorical requirements.
A2. Oral Communication(2.5 Semester Credits Minimum)	SPCH 142 (3): Oral Communication	Any equivalent courses that meet the General Education categorical requirements.
A3. Critical Thinking(2.5 Semester Credits Minimum)	PHIL 341 (3): Critical Reasoning	Non-transferable

A4. Quantitative Reasoning(5 Semester Credits and 2 Courses Minimum)	MATH 108 (3): College Mathematics IMATH 211 (p. 231) (3): Statistics	Any equivalent courses that meet the General Education categorical requirements.
B1– Social and Behavioral Sciences / Cultural Diversity, Tradition(8 Semester Credits and 3 Courses Minimum)	PSYC 160 (3): PsychologyPSYC 290 (3): Life Span Psychology HUM 370 (3): Cultural Pluralism	Equivalent to PSYC 160Equivalent to PSYC 290 Any equivalent courses that meet the General Education categorical requirements.
B2. Life and Physical Sciences(12 Semester Credits and 4 Courses, 2 with Labs Minimum)	ANAT 260 (4): Human AnatomyPHYS 261 (4): Human Physiology CHEM 280 (p. 220) (4): Chemistry MICR 290 (p. 231) (4): General Microbiology	Equivalent to ANAT 260Equivalent to PHYS 261 Equivalent to CHEM 280 (p. 220) Equivalent to MICR 290 (p. 231)
B3. General Education Capstone(3 Semester Credits)	CAPS 401 (3): General Education Capstone	Non-transferable

A minimum of 46 credits is required for graduation.

General Education within the Area of Study

PATH 370	Pathophysiology	3
PHIL 434	Medical Ethics and Issues	3

Subtotal: 6

*The following courses are to be taken at WCU: FYS 001 (p. 228), CAPS 401 (p. 219), PATH 370 (p. 270) and PHIL 341 (p. 288).

Core Nursing Courses

NURS 100	Fundamentals of Nursing	3
NURS 101L	Fundamentals of Nursing Skills Lab	2
NURS 110	Introduction to Professional Nursing	2
NURS 120	Introduction to Medical Surgical Nursing	3
NURS 121L-A	Introduction to Medical Surgical Nursing Practicum	2
NURS 121L-B	Introduction to Medical Surgical Nursing Practicum - On-Campus	1
NURS 180	Pharmacology	3
NURS 190	Physical Assessment	2
NURS 201	Medical Surgical Nursing- Promoting Wellness	3
NURS 211L	Medical Surgical Nursing	3
NURS 222	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill C	3
NURS 223L	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Pra	2
NURS 225	Nutrition in Health and Disease	3
NURS 306	Expanding Family and Community (OB)	2
NURS 307	Developing Family and Community (PEDS)	2
NURS 316L-A	Expanding and Developing Family and Community Practicum (OB)	1.5
NURS 317L-A	Developing Family and Community Practicum (PEDS)	1.5
NURS 340	Public Health Nursing	3
NURS 342L	Public Health Nursing Practicum	2
NURS 350	Research in Nursing	3

NURS 420	Principles of Leadership and Management	3
NURS 431	Disaster Management	2
NURS 440	Issues and Trends in Nursing	3
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill	3
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness in the Crit Pr	3
NURS 491L	Integration of Nursing Practices	2
NURS 492	Nursing Capstone	2
NURS 493	Integration of Nursing Concepts	3

Subtotal: 68.0

NURS 100, NURS 101L: pre-licensure students only

Program Credit Distribution

General Education Semester Credits	46.0
General Education within the Area of Study	6.0
Core Nursing Courses	68.0
Total Program Semester Credits	120.0

BSN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing (RN – BSN) Bachelor of Science Degree

Program Location	Orange County Branch Campus
Program Credits	120 Credits

Program Length* 4 Semesters, 80 Instructional Weeks

Time to Complete 19 Months

**Program length may vary.*

This program requires the completion of general education courses, nursing courses, and specialized health care occupation courses. Courses are delivered online with a 135 hour practice experience required.

The RN to BSN track is a specialized program of study designed specifically for the Registered Nurse (RN) with an Associate Degree or Diploma in Nursing. A total of 120 semester credits are required to earn the Bachelor of Science degree in Nursing (BSN), which includes 42 credits of university General Education, 42 Credits from a RN licensure program, and 36 Nursing Core courses. No science recency is required.

RN TO BSN CURRICULUM

Credits from Previous Education Licensure Program

Credits granted on the basis of 42.0
nursing courses taken in a RN
program.

(Block Credit Grant | **NURS 198B** , "CR" grade will appear on transcript)

General Education Structure - 42 credits of transferrable GE

ANAT 260	Human Anatomy	4
ENGL 140	Written Communication I	3
ENGL 240	Written Communications II	3
HUM 370	Cultural Pluralism	3
MATH 108	College Mathematics I	3
PHIL 341	Critical Reasoning	3
PHYS 261	Human Physiology	4.0
PSYC 160	Introduction to Psychology	3
PSYC 290	Life Span Psychology	3
SPCH 142	Oral Communication	3
CHEM 280	Chemistry	4
MATH 211	Statistics	3
MICR 290	Microbiology	4

Subtotal: 42.0

Core Nursing Courses

NURS 225	Nutrition in Health and Disease	3	
NURS 340	Public Health Nursing	3	
NURS 350	Research in Nursing	3	
NURS 420	Principles of Leadership and Management	3	
NURS 440	Issues and Trends in Nursing	3	
NURS 490RN	Nursing Capstone for Post- Licensure Students	3	
			Subtotal: 18

Program Credit Distribution**RN to BSN**

Credits from Previous Licensure Program: **42.0**

(RN Licensure)

General Education Credits: **42.0**

Core Nursing Credits: **36.0**

Total Program Semester Credits: **120.0**

RN to BSN Program Costs

For program costs, please see the Undergraduate Tuition and Fees section.

Nursing RN to BSN Online Bachelor of Science

Program Location	Distance Education / Online
Program Credits	120 Credits
Program Length	3 Trimesters, 48 Instructional Weeks

Time to Complete 12 Months

Program length may vary.

This program requires the completion of general education courses, nursing courses, and specialized health care courses. Courses are delivered in an online format.

The RN to BSN track is a specialized program of study designed specifically for the Registered Nurse (RN) with an Associate Degree or Diploma in Nursing. A total of 120 semester credits are required to earn the Bachelor of Science degree in Nursing.

Mission Statement

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Program Learning Outcomes

Upon graduation, RN to BSN students will:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences.
2. Plan preventative and population focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence based practice.
4. Apply nursing process and critical thinking when providing holistic, patient centered nursing care to diverse populations.
5. Design health care education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership when providing safe, quality nursing care; coordinating the healthcare team; and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

RN TO BSN ONLINE AWARDED CREDIT

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 42 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB)	42.0

- * American Credit Evaluation (ACE)
- * National College Credit Recommendation Service (NCCRS)
- * Challenge exams

RN to BSN Online Curriculum

CAPS 401	General Education Capstone	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
NURS 340	Public Health Nursing	3
NURS 350	Research in Nursing	3
NURS 440	Issues and Trends in Nursing	3
NURS 490RN	Nursing Capstone for Post- Licensure Students	3
NURS 495L	Community Practice Experience	3
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 36

Credit Distribution

Required at WCU	36.0
Awarded for college-level, non-nursing courses	42.0
Awarded for Unobstructed RN Licensure	42.0
Degree Total	120.0

GRADUATE POLICIES AND DISCLOSURES

GRADUATE ACADEMIC AND FINANCIAL AID WARNING

Students will be placed on academic and financial aid warning when their cumulative grade point average (CGPA) falls below the program requirement or they fail to complete the minimum requirement of **all coursework** taken (rate of progress) in the program at the end of any evaluation period in which coursework was taken. A student will be notified of warning status in writing.

The financial aid warning period will last the duration of one semester/trimester, during which time the student will be given the opportunity to raise his or her CGPA to the minimum program requirement and/or meet the completion requirement (rate of progress). During the period on warning, the student remains eligible for Federal Student Financial Aid.

If, at the end of the period on warning, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from warning and returned to regular status. A determination of academic and financial aid warning status may not be appealed.

GRADUATE UNIVERSITY DISMISSAL APPEAL POLICY

A student who has been dismissed for the following reasons:

1. failure to maintain satisfactory academic progress according to the standards for their program,
2. conduct reasons,
3. failure to meet program specific grade requirements,

who then disputes the dismissal or who believes there were extenuating circumstances that affected his/her situation may submit a petition for appeal. Extenuating circumstances may include (but are not limited to), the death of a relative, an injury or illness of the student, or WCU policy or procedures were not followed by University officials. It is the responsibility of the student to ensure he or she meets the terms and conditions of the appeals process in order for the appeal to be reviewed. The process to submit an appeal is as follows:

1. Appeals must be submitted in writing within 30 days of notification to students of decision/situation to be appealed. The Petition to Appeal form must be filled out completely and all supporting documentation/evidence must be included at the time of submission. The written appeal and associated documents are submitted to the Director of Student Affairs, who will forward them to members of the Appeals Committee. The written appeal should include:
 - a. Details and description of the decision or situation being appealed
 - b. Reason or basis for appeal (for example, explain the type of circumstances that contributed to the failure to maintain satisfactory academic progress)
 - c. Documentation that supports the appeal (for example, documentation related to the extenuating event)
 - d. Requested remedy being sought
 - e. Viable student success action plan (using the Student Services Action Plan form completed by the student) showing how student will support education or behavioral situation if appeal is granted (what the student has done to eliminate those potential problems in the future)

Failure to document the circumstances or submit a completed Petition to Appeal or Student Success Action Plan may result in a denial.

2. The denial of an appeal by the Appeals Committee is final and may not be further appealed.

REQUEST FOR RECONSIDERATION

If the appellant believes the appeals committee decision or action is contrary to University policy or procedures, he/she may submit a request for reconsideration as long as the request meets the criteria listed below. Requests for reconsideration must be submitted within 10 (ten) days of notification of the Appeals Committee decision.

Requests for Reconsideration must meet one of the following criteria:

1. University policies were applied incorrectly.
2. University procedures were not followed.
3. The Appeals Committee decision is contrary to state or federal law, and/or regulations and/or guidelines.

Appellants must submit a written request for reconsideration to the Director of Student Affairs for review by the Campus Executive Director. Written requests must include all information and documentation submitted to the Appeals Committee. Only information submitted to the Appeals Committee will be considered. A letter citing the reason for the request for reconsideration must be included stating the criteria on which the reconsideration is based, and which aspect of the committee's decision meets the criteria.

The Director of Student Affairs will review the request to ensure the criteria for reconsideration are met. If the request is incomplete or does not meet the criteria, the Director of Student Affairs will notify the student. If there is uncertainty as to whether the criteria have been met, the request will be forwarded to the Campus Executive Director for review. If the request is complete, the Director of Student Affairs will forward the request to the Campus Executive Director for review.

If the Campus Executive Director does not find sufficient reason to grant the request for reconsideration, the request will be denied, the file closed, and the student will be notified. If the Campus Executive Director determines that the request should be reconsidered, he or she will notify the student and the Appeals Committee in writing within 5 (five) days. The written notification will include (when appropriate):

1. Reason for request for reconsideration.
2. If request for reconsideration is granted or denied (meaning whether or not the Executive Director found the evidence submitted warrants asking the Appeals Committee to re-review the appeal – NOT whether or not to overturn the decision).
3. Decision rationale.

The decision of the Campus Executive Director is final and may not be appealed further. If the request for reconsideration is granted, the Appeals Committee will re-review the appeal and rationale for reconsideration submitted by both the appellant and the Campus Executive Director. The Appeals Committee decision after reconsideration is final and may not be appealed or reconsidered further.

All referenced deadlines and timeframes may be adjusted if both the University and the Appellant are in agreement. Any adjustments must be in writing and signed by both parties.

REINSTATEMENT PROCESS FOR STUDENTS WITH APPROVED APPEALS

When the Appeals Committee approves a student's satisfactory academic progress appeal, the committee will recommend one of the following decisions:

1. Place the student on academic and satisfactory progress probation for one semester in which to raise the student's CGPA and rate (pace) of progress to return to satisfactory academic progress. Should a student who has been given one additional semester fail to return to satisfactory academic progress at the end of the additional semester, the student will be dismissed with no right to appeal.

2. Place the student on an academic plan in consultation with the Dean or Chair of the student's academic program that will enable the student to return to satisfactory academic progress status. The following requirements apply to Academic Plans:
 - a. The plan must be of definite duration that may not extend beyond the number of semesters remaining in the student's maximum time frame for the program.
 - b. A graduate student must be able to achieve a minimum 3.0 cumulative GPA by the end of the academic plan period.
 - c. Upon completion of the academic plan the student must still be able to complete the program within the maximum time frame.
 - d. The academic plan must detail courses to be taken, minimum grades expected and the GPA and rate of completion criteria for each semester for the plan.
 - e. The academic plan may also provide expectations related to attendance, remediation, conduct, and other measures intended to lead to academic success.
 - f. The program Dean/Chair shall be responsible for monitoring student progress for students on academic plans.
 - g. Should a student allowed to continue on an academic plan fail to meet any condition of the academic plan, the student will be dismissed without right to appeal.
 - h. Students on academic plans that require the student to audit classes will not be eligible for financial aid on the basis of the audited courses. Financial aid eligibility is based on courses taken for credit. Enrollment status is based on courses taken for credit. Students auditing all classes will be considered withdrawn.

Students given an additional semester(s) to return to satisfactory academic progress, or who are allowed to continue under an academic plan are placed on probation for the designated period.

GRADUATE ACADEMIC AND FINANCIAL AID PROBATION

MSN and MHA students placed on academic and financial aid probation must:

1. Achieve at least a term GPA of 3.0 (on a standard 4.0 scale),
2. Successfully complete the credits attempted during the probationary period, and
3. Increase their CGPA and rate (pace) of progress to the level required for satisfactory academic progress.

OTD/MSOT students placed on academic and financial aid probation must:

1. Achieve at least a trimester minimum grade point average as required (on a standard 4.0 scale).
2. Successfully complete the credits attempted during the probationary period
3. Increase their CGPA and rate of progress to the level required for satisfactory academic progress

During the academic and financial aid probationary period, the student will remain eligible for Federal Student Financial Aid. If by the end of any probationary period, a student raises his or her CGPA and rate of progress to or above the minimum standards for satisfactory academic progress, the student will be removed from probation and returned to regular status, and be eligible for financial aid. However, if at the end of the probationary period the student fails to meet the minimum CGPA or Academic Plan requirements, or rate of progress requirements, the student will be academically dismissed from the University.

REINSTATEMENT PROCESS FOR STUDENTS WITH NO APPEAL OR DENIED APPEALS

A student who has been academically dismissed for not making satisfactory academic progress (failing to meet the minimum CGPA or rate of progress requirements) may request reinstatement after a semester on dismissal from the program Dean/Chair. In order to qualify for reinstatement, the student must provide documentation that the issues that led to dismissal have been resolved, evidence of remediation, or both to the program Dean/Chair. The program Dean/Chair will consider factors such as grades, attendance, account balance, conduct, and the student's commitment to complete the degree program within the maximum timeframe allowed within the University's policy on Satisfactory Academic Progress in making a decision to reinstate a student.

Dismissed students who are reinstated will sign a new enrollment agreement, be charged tuition consistent with the existing published rate at the time they are reinstated, and be subject to the current policies in effect at the time of their reinstatement. Students who are reinstated under these circumstances will remain in reinstatement status and be ineligible to receive Federal Student Financial Aid until the semester following the semester in which the student's cumulative GPA is 3.0 or higher and the student's rate (pace) of progress is at or above 50%. At this point, the student will be returned to regular status and again become eligible for federal financial aid programs.

MAXIMUM PROGRAM COMPLETION TIMEFRAME FOR GRADUATE STUDENTS

Students are expected to complete their program within the defined maximum program completion time, which may not exceed 200% of the normal time frame. MSOT students may not exceed 150% of the normal time frame. The University measures program length based on semester/trimester credit units; therefore, a student is not allowed to attempt more than 200% (150% for MSOT program) of the number of semester/trimester credit units in their degree program of study.

In addition, if at any point a student cannot mathematically complete his/her program within the maximum timeframe, the student will be found to not be making satisfactory progress and will be dismissed. Students dismissed because they must exceed the maximum timeframe in order to complete the program, may appeal the dismissal. If the appeal is approved, the student must return on an academic plan with a specific new maximum timeframe completion rate. Failure to progress at a pace to complete at or prior to the specified date or with the required GPA will result in the student's dismissal without right of appeal.

The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame. All courses attempted and given a letter grade, including grades not successfully completed such as "D", "F", "I", or "W" will be included as credits attempted and completed in assessing student progress against the maximum allowable time frame. Please see the Grading Scale (p. 60) for grade classifications.

PROGRAM TRANSFERS OR ADDITIONAL DEGREES AND SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS

Students wishing to transfer to a different graduate program must apply to the program and meet that program's admissions criteria to be considered for admission into that program.

SCHOOL OF PHARMACY REMEDIATION POLICY

Remediation is defined as the correction of an academic fault or deficiency either during a course or at the completion of a course. Limits to eligibility for remediation are detailed below. Students whose academic status exceeds the specified limits will be referred to the Academic Standing Committee for consideration of appropriate course of action including recommendation for dismissal from the program.

[NOTE: This policy does not apply to course failure due to academic dishonesty, student conduct violation, or violation of any other University or School codes, regulations, or policies.]

Qualifications for Remediation

In order to qualify for proactive remediation or course remediation all of the below criteria must be met for the respective remediation type.

1. Proactive Remediation

- a. The student has earned less than 73% on a single exam, assignment, project, or other assessment worth at least 15% of the overall course grade.
 - i. Final exams and other major assessments due during the last week of classes or during finals week are not eligible for proactive remediation.
 - ii. Failed make-up exams, make-up assignments, or make-up projects are not eligible for proactive remediation.
 - iii. Exams missed due to an unexcused absence are not eligible for proactive remediation.
 - iiii. Assignments, projects, etc. that are not submitted on time are not eligible for proactive remediation.
- b. No more than one (1) assessment in a single course is eligible for proactive remediation.
- c. NOTE: There is no proactive remediation for IPPEs and APPEs.

2. Course Remediation

- a. The student has earned a grade of C- or lower (including WF or NP) in the course.
- b. The student must have no violation of any University or School of Pharmacy codes, regulations, or policies.
- c. The student has no more than four (4) total didactic credits (with specific exceptions noted below) that need course remediation.
 - i. Students may remediate up to six (6) didactic credits in a given academic semester for PHAR 622 (IPC 4 - Cardiology) and PHAR 625 (IPC 6 - Infectious Diseases) only.
 - ii. Students whose academic status exceeds the specified limits will be referred to the Academic Standing Committee for consideration of appropriate course of action including recommendation for dismissal from the program.
- d. The student has not more than one (1) APPE course in a single academic year that need course remediation. Process and Procedure for Remediation

1. Proactive Remediation Procedures

- a. Didactic courses: Within three (3) business days of posting of the grade for an exam, assignment, project, or other course assessment, the student shall identify him- or herself as being eligible for proactive remediation by sending an email to the course coordinator.
- b. Proactive remediation will include a make-up assessment, the format and timing of which is at the discretion of the course faculty.
- c. Satisfactory completion of the remediation assessment: The student must achieve a final remediation assessment score as determined by course coordinator. The minimum satisfactory score will be no less than 73%. [NOTE: Maximum grade attainable from satisfactory completion of a proactive remediation is a grade of 73% and will replace the original failing grade].
- d. Unsatisfactory completion of the remediation assessment: Should the student achieve a final score of less than 73% on the assessment, the original failing grade will stand.

2. Course Remediation Procedures

- Didactic courses: Within five (5) calendar days of the posting deadline for grades, the Academic Standing Committee, after communication and in agreement with the course coordinator, will communicate with student regarding his/her eligibility for course remediation and specific details of the Individual Academic Plan (IAP). The student will have until the deadline specified in the IAP to satisfactorily complete all of the requirements of the IAP.
- Experiential courses: Within fourteen (14) calendar days of the last day of Introductory Pharmacy Practice Experience (IPPE) or Advanced Pharmacy Practice Experience (APPE), the Academic Standing Committee, after communication and in agreement with the Experiential Education office, will communicate with student regarding his/her eligibility for course remediation and specific details of the Individual Academic Plan (IAP).
- The IAPs for all IPPEs take place prior to advancing to next professional year.
- In the case of APPE's:
 - If the IAP requires a repeat of an APPE, this will take place during the APPE remediation block
 - If the IAP does not require a repeat of APPE, the timeline for completion will be identified in the IAP.
- The Individual Action Plan (IAP) will be developed by the Academic Standing Committee to address and incorporate documented student deficiencies.
- Students may be required to attend meeting(s) with the Student Success Coordinator to address deficiencies as identified by the Academic Standing Committee in consultation with course coordinator.
- Timely completion of all assignments and meetings is required for successful completion of remediation.
- Other elements of IAP may include, but are not limited to:
 - A comprehensive or focused remediation examination: even if in the usual offering of the course there is no final exam.
 - A Repeat IPPE or APPE: this may occur at the same site or at an alternate site at the discretion of the ADEE after consultation with the site preceptor.
 - Signature assessments: This may include but is not limited to reflection paper, project, oral presentation, simulation exercises, Objective Structured Clinical Examinations (OSCEs).
 - Combinations of any and all of the above at the discretion of the Academic Standing Committee.
- Satisfactory completion of the IAP: The student must achieve a final score of 73% or higher in the IAP, as communicated to the student by Academic Standing Committee, in order to satisfactorily complete the course. A grade of "C" or "P" will be reported to the Registrar for the course for which the student satisfactorily completed the course remediation. The grade of "C" or "P" earned will replace the original course grade (C-, D+, D, D-, F, WF, or NP) and will be used in the calculation of the student's cumulative GPA. [NOTE: Maximum grade attainable from satisfactory completion of a course remediation is a grade of "C" or "P".]
- Failing to satisfactorily complete the course remediation: If the student achieves a final score less than 73% on the IAP, the original C- grade or lower (including WF and NP) will remain on the transcript and be used in the calculation of the student's cumulative GPA. In addition:
 - In the case of didactic courses:
 - Required didactic courses: the student must repeat the entire course at its next regular offering. This will delay progression by one (1) year.

- Elective didactic courses: the student must retake an elective course (either the same or a different course) towards fulfillment of the credit requirement for electives. This may result in a delay in the time of graduation.
- In the case of experiential courses:
 - If the IAP included repeat of the course (i.e. IPPE or APPE) and the student failed the repeat attempt, that student will be dismissed from the program.
 - If the original IAP did not include repeat of the course, the student must repeat the:
 - IPPE course at its next regular offering. This will delay progression by one (1) year.
 - APPE during the remediation block. This may result in re-assignment of other APPEs based on pre-requisite requirements or other factors impacting subsequent APPEs.
 - If a student earns a C- or lower (including WF or NP) in two (2) APPEs, in the same academic year, the student will be dismissed from the program.
 - [NOTE: Any student who earns a C- or lower (including WF or NP) in the same course being repeated will be dismissed from the program.] Remediation Resources

The following resources are available for students to assist in their successful completion of remediation:

1. *Student Success Coordinator*. The coordinator will provide support and resources to help students improve test-taking skills, note taking skills, copin with test-taking anxiety, and time management skills.
2. *Faculty mentoring session*. Consists of one-on-one or small group sessions with faculty to clarify points in the course material and reinforce knowledge and skills. The format of these sessions is at the discretion of faculty.
3. *Faculty advisors*. Advisors may provide additional support and guidance during the remediation process.

PHARMD CO-CURRICULAR REQUIREMENTS

I. Background

The West Coast University School of Pharmacy (WCU SOP) is committed to establishing excellence beyond the classroom through co-curricular experiences. The "co-curriculum" relates to activities that complement the academic learning experience; especially activities that engage students with opportunities to learn and refine technical and cognitive skills. The SOP requires all graduates to strive for the highest qualities of professional development, leadership, self-awareness, and innovation. These attributes foster responsibility, critical thinking, advocacy, and ethical behaviors that contribute to personal development, the School, citizenship and professional practice.

II. Co-Curricular Learning Outcomes

Pharmacists are educators and leaders, who work with patients and collaborate with other healthcare professionals to deliver quality patient-centered care. We endeavor to prepare pharmacists for the provision of pharmaceutical care to an increasingly diverse patient population in a variety of practice environments. The School strives to reinforce these professional attributes in our students through the completion of co-curricular learning outcomes.

The co-curricular learning outcomes delineated below are designed to instill knowledge, skills, and attitudes that contribute to the students' development and behaviors outside of the traditional classroom. The SOP places a high value on professional development, leadership skills, self-awareness, and innovation. Co-curricular activities and programs may be developed and led by students, faculty, preceptors, and/or interprofessional/student organizations, with goals and measurable outcomes.

The Co-Curricular Learning Outcomes (Co-CLOs) of the SOP include:

1. Engage in professional service learning. (PLO 1)
2. Develop leadership skills. (PLO 6)
3. Engage in entrepreneurial activities. (PLO 5)
4. Demonstrate self-awareness. (PLO 7)III. **Requirements**

Students are required to fulfill various activities in categories related to leadership, self-awareness, innovation/entrepreneurship, and professionalism.

List of Activities:

A sample list of example co-curricular activities will be provided to students. The list is continuously updated throughout the year as additional events are approved. Students may identify additional activities that qualify as co-curricular requirements. However, activities MUST be approved by the Co-Curricular Chair and/or Committee BEFORE THEY OCCUR in order to receive credit as completing a co-curricular requirement. Please be advised that some activities may need a campus activities request form filled out and approved from the School of Pharmacy and/or University. If the activity occurs after April 1st of any academic year, the activity in which the student participates may be counted toward the requirements for the next professional year. Student engagement for all events begins counting as co-curricular requirements as early as the beginning of Orientation Week of year 1.

Attendance:

Participation in co-curricular activities does not guarantee an automatic excused absence from any scheduled class. Any activity that coincides with scheduled class time requires prior authorization from the course coordinator(s). It is the student's responsibility to contact the course coordinator(s) at least four weeks in advance of the event to receive final approval and an excused absence. The decision of the course coordinator(s) is final and cannot be appealed. It should be noted that it is the responsibility of the student to obtain missed class materials or assignments or make-up any assessment that has resulted from being absent due to an approved co-curricular activity. To avoid any potential conflicts, students are recommended to participate in activities that occur outside of regularly scheduled class time.

IV. Documentation

Students are responsible for documenting their participation in co-curricular activities. In addition, any form of documentation, including a badge, registration form, picture, handout, CE certificate, etc. is required.

All assignments and documents must be uploaded into the RxPortfolio for your advisor to review by the end of the academic year for year 1 and year 2 students. For year 3 and 4 students, all assignments and documents must be uploaded onto RxPortfolio for your advisor by the end of the didactic fall semester. The student's faculty advisor will review each advisee's co-curricular activities to determine successful completion of the requirements on an annual basis.

V. Assessment

Students are ultimately responsible for completing and uploading any assessments related to co-curricular activity. Faculty Advisors are responsible to review such documents and assess student co-curricular performance based on the attached rubrics (Appendix I and II). Please note that a reflection must be completed for each of the categories of leadership, innovation/entrepreneurship and professionalism in both the year 1 and year 2 year. A reflection for each of the categories of leadership, self-awareness and innovation/entrepreneurship must be completed for year 3 to year 4 students. In the event that any student is attributed an "Incomplete" or "Does Not Meet Expectation" grade for any co-curricular assessment, a student must re-write the reflection entry and re-submit the reflection within 10 days of receiving feedback from their faculty advisor. The names of students who have NOT fulfilled the requirement will be forwarded to the Co-Curricular Committee. Please note that unsuccessful completion of any co-curricular requirements will delay progression in the program and graduation. Any act of false documentation will be reported to the Conduct Committee for possible sanction.

GRADUATION REQUIREMENTS FOR GRADUATE STUDENTS

West Coast University grants degrees to students who successfully complete the prescribed program credits and any related requirements. In order to be eligible for graduation, students must complete the program with a minimum cumulative grade point average of 3.0.

MSOT Graduation Requirements

Graduation from the MSOT program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 72 didactic/practical course credits before he/she can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

OTD Graduation Requirements

Graduation from the OTD program is predicated on student fulfillment of satisfactory grade point average, professional conduct, and completion of Fieldwork. Graduation requirements include:

- A student must complete all 79 didactic/practical course credits before he/she can enter Fieldwork Level II.
- The 24 credit Fieldwork Level II A and B must be completed prior to starting the OTD Culminating Project which must be completed in order to graduate.
- Students are allowed a maximum of 3 attempts to complete Fieldwork Level II.
- Students must complete the program within a maximum timeframe of 150% of the published length of the program.
- GPA of 3.0 or better

GRADUATE PROGRAMS OF STUDY

Nursing, Master of Science Degree

Mission Statement

The graduate program in nursing promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching health care environment. Both academic, practicum and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates are prepared to make a positive impact on society.

MSN Tracks:

1. Advanced Generalist
2. Family Nurse Practitioner
3. Informatics
4. Nurse Educator

Program Learning Outcomes

Upon graduation, MSN students will:

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health and organization sciences in the continued improvement of nursing across the continuum of health care settings.
2. Provide leadership in a variety of settings that promote high quality, safe patient care that also incorporates ethical decision making and effective inter-professional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and health care systems.
7. Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad-based aggregate populations.

9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations and/or systems.

ADMISSION REQUIREMENTS

Applicants for the Master of Science in Nursing Program (All tracks) must meet the following admissions requirements:

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Have a minimum of a Bachelor of Science degree in Nursing or closely related field from an accredited institution recognized by the United States Department of Education for admission to the MSN curriculum. Students with a Bachelor of Science degree in a field other than Nursing will be required to verify course work or experience in undergraduate research, leadership/management, and public/community health. If course work is required, the student may be admitted to the program, but must complete the additional course requirements before starting the MSN core courses.
3. Submit the required official Bachelor's degree transcript from institutions recognized prior to the end of the add/drop period of the first term. Nurses who have received a bachelor's degree from a U.S. institution in another discipline are eligible to apply.
4. An undergraduate cumulative grade-point average of 3.0 or higher is required.
5. Applicants with an undergraduate cumulative grade point average (CGPA) of 2.7 to 2.99 may be considered for admission on probation, but must achieve a B (3.0) or better in the first 9 credits in the program to be removed from probation.
6. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
7. Provide proof of current unobstructed professional licensure as a Registered Nurse (RN) in the United States.
 - a. Students awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.
8. Completion of an introductory Statistics course with a grade of "C" or better, equivalent to MATH 211 (p. 231) (Applied Statistics). Applicants who have not taken an introductory statistics course may take MATH 211 at WCU as part of their MSN program (must be taken prior to the Research class).
9. One year of direct patient care nursing experience within the past five years is preferred except for the FNP track which required one year of full-time experience in direct care prior to entering FNP core classes.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Admissions Requirements (MSN-FNP only)

In addition to meeting the admissions requirements above, applicants to the Master of Science in Nursing, Family Nurse Practitioner track must also meet the following admissions requirements:

1. Recommendation for admission following an interview with the Nursing Dean and admission committee members. This also includes a handwritten essay evaluation. Past academic performance and professional activity will be evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments. These qualifications will be evaluated using a rubric in order to determine the applicant's level of qualification.
2. At least one (1) year of RN experience in direct patient care before beginning FNP courses.
3. Three (3) letters of recommendation from health care professionals regarding their suitability for the FNP program.

4. Applications are expected to be complete and submitted 60 days prior to the first day of instruction. Applications received after the application deadline will be considered for admission on a space available basis.

West Coast University offers conditional admission to the MSN-Family Nurse Practitioner (FNP) track to applicants who are academically qualified but have not met all of the conditions for admission. Applicants unable to demonstrate sufficient professional experience may be admitted with conditions to the program by the Graduate Admissions Interview Committee. Students accepted with conditions will remain on this status until successfully completing all of the requirements for full admission. A follow-up interview will be scheduled during the term preceding the FNP core courses to determine if the conditions have been met. If the specified conditions are not met, the student will be transferred to the MSN Advanced Generalist Track (or equivalent) and all credits earned will be applied towards the completion of that track.

Prerequisite Progression Requirements

As a prerequisite, students in the Masters of Science Nursing (MSN and MSN-FNP) are required the following grades in order to progress in the program.

Course Number	Course Name	MSN Advanced Generalist - Grade Requirement	MSN-FNP Grade Requirement
NURS 500	Theoretical Foundations of Nursing Practice	C+	C+
NURS 510	Policy, Organization, & Financing of Healthcare	C+	C+
NURS 521	Ethics in Healthcare	C+	C+
NURS 530	Advanced Physiology and Pathophysiology	C+	B
NURS 540	Research Utilization	C+	C+
NURS 561	Health Promotion & Disease Prevention	C+	C+

NURS 570	Advanced Pharmacology	C+	B
NURS 580	Advanced Health/Physical Assessment	C+	B
NURS 592	Advanced Clinical Practice: Theory	C+	N/A
NURS 593L	Advanced Clinical Practice: Practicum	C+	N/A
NURS 600	Principles of Teaching and Learning	C+	C+
NURS 660	Roles in Advanced Practice Nursing	N/A	B
NURS 662	Primary Care Pediatric Patient: Theory	N/A	B
NURS 662L	Primary Care Pediatric Patient: Practicum	N/A	P/NP
NURS 663	Primary Care Adult and Geriatric Patient: Theory Pharmacology and Practice	N/A	B
NURS 663L	Primary Care Adult and Geriatric Patient: Practicum	N/A	P/NP
NURS 664	Primary Care Women's Health: Theory Pharmacology and Practice	N/A	B
NURS 664L	Primary Care Women's Health: Practicum	N/A	P/NP
NURS 665	Care Management and Coordination: Theory	N/A	B
NURS 668L	Advanced Healthcare Residency	N/A	P/NP

NURS 690A	Culminating Experience I	P/NP	P/NP
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NURS 690B	Culminating Experience II	P/NP	P/NP
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MSN Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required for all 500 and 600 level courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

MSN-FNP Progression Requirements

1. In the FNP track/certificate, students must receive a grade of "B" or better in all FNP-specific courses taken in order to progress. Students will be allowed one (1) opportunity to repeat a course for a higher grade. If unsuccessful, the student may move to another program track, if available or will be dismissed.
2. As an FNP track pre-requisite, the following courses (or their equivalents) must have been completed within the last three (3) years with a grade of "B" (3.0) or better:
 - a. NURS 530 Advanced Physiology and Pathophysiology
 - b. NURS 676 Advanced Pharmacology
 - c. NURS 680 Advanced Health/Physical Assessment

Paired Courses - If a student in the FNP track passes only one of the two required paired courses in a term, i.e., receives a B in theory and a C in clinical, or vice-versa, then the student must repeat the "failed" course (failure being defined as less than a B). The student who fails a sequenced theory and/or clinical course may not continue on to the next course in the sequence. (Example: a student must pass NURS 663 and NURS 663L in order to proceed to NURS 664 and NURS 664L).

Clinical Hours - Students must complete all required clinical hours in each of the clinical courses, or they will not progress into the next course; they will have a maximum of 10 days at the end of that term to complete the hours, consistent with the University incomplete policy. No further extension will be granted.

Students must demonstrate clinical competence prior to starting any of the FNP Track Clinical Practicum courses. Demonstration includes a focused history taking, physical examination and documentation of findings (OSCE). Clinical competence will be assessed by the faculty at a scheduled time prior to the first FNP track course.

Students who do not demonstrate clinical competence cannot be placed in a clinical practicum course. Unsuccessful students will be given the opportunity to repeat Advanced Health Assessment and demonstrate clinical competence prior to entering the FNP track courses. After an unsuccessful repeat attempt, they will have the choice of transferring into the Generalist Track if there is space available.

FNP theory or clinical practicum courses may be repeated only one time. Students who do not pass these courses with a minimum of B the second time will be withdrawn from the FNP track. A student who must repeat a class or clinical practicum will do so when the course is available and only if there is space available in the class. An FNP student who is required to repeat a clinical practicum cannot go back to the same clinical site or work with the same preceptor he/she had before.

Academic Warning - Students must maintain a cumulative GPA of at least 3.00. If a student's cGPA falls below 3.00 then the student will be placed on academic warning. The student can remain on warning for one semester only, at which time they must bring their cGPA up to a minimum of 3.00 or they will be dismissed. In the MSN program, they may be placed on academic warning only once. In the Family Nurse Practitioner track, students cannot be on academic warning at the time of entry into the FNP Track. They have the option to complete the Generalist track (6 units) and then apply to return as a post-master's FNP certificate student on a space-available basis.

MSN Program - FNP track: Recency Requirements for Advanced Practice core courses and competency exam.

Due to the importance of the content of the three Advanced Practice core courses in the MSN program, (NUR 530 (p. 239)) Advanced Physiology and Pathophysiology, (NUR 570 (p. 241)) Advanced Pharmacology and (NURS 580) Advanced Health Physical Assessment, in preparation for the Family Nurse Practitioner track, they must have been taken within three (3) years prior to starting the actual FNP courses. This would apply to the MSN students as well as the post-master's FNP Certificate students. If more than three years has elapsed since they have taken these courses, they will need to repeat them in the MSN program.

PROGRAM INFORMATION AND DISCLOSURES

RN Licensure Disclosure

RNs who are not licensed in California, will be required to apply for a California RN license if their clinical practicum is to be completed in California. RNs wishing to complete their clinical practicum in their state of residence must identify a clinical site in their state of residence with which the university can execute a clinical affiliation agreement. The RN license must be active and unobstructed.

Nursing (MSN), Master of Science Degree - Generalist Track

Program Location	Orange County Online (August 2015 Cohort and forward)
Program Credits	36 Credits
Program Length*	6 Trimesters, 96 Instructional Weeks
Time to Complete	24 Months

**Program length may vary.*

The generalist Master of Science in nursing degree builds upon prior clinical knowledge and experience and focuses on the core knowledge, skills and abilities that are essential to meet the complexities of health care. The generalist curriculum provides a foundation for an advanced nursing practice role.

MSN ADVANCED GENERALIST CURRICULUM - ONLINE

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the 2015-2016 West Coast University Catalog)

Graduate Nursing Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	APRN Advanced Physiology and Pathophysiology	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 570	Advanced Pharmacology	3
NURS 580	APRN Advanced Health/Physical Assessment	3
NURS 590A	Advanced Clinical Concepts	1.5
NURS 590B	Advanced Clinical Concepts	1.5
NURS 591L-A	Advanced Clinical Practice Practicum	1.5
NURS 591L-B	Advanced Clinical Practice Practicum	1.5
NURS 690A	Culminating Experience I	1.5
NURS 690B	Culminating Experience II	1.5

Subtotal: 36.0

MSN Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nursing (MSN-Informatics), Master of Science Degree - Nursing Informatics Track

Program Location: *Orange County - Online*

Program Semester Credits: *36*

Program Length: *6 Trimesters - 24 months*

West Coast University's Master of Science in Nursing with a focus in Nursing Informatics prepares students for an exciting career in the development and management of healthcare information technology, incorporating the tools and skills to design and improve the use of informatics into practice, education, administration and research. This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

The curriculum is in alignment with Technology Informatics Guiding Education Reform (TIGER) which is focused on education reform and interprofessional community development. The spirit of TIGER is to maximize the integration of technology and informatics into seamless practice, education and research resource development (<http://www.himss.org/professional-development/tiger-initiative>). Focusing on a multidisciplinary perspective, graduates will be prepared to take on the challenges of integrating science, computer science, and information science to manage and share data, information, and knowledge in nursing practice. As healthcare associations are utilizing technology at an increasing pace, nurse informatics will assume an essential role in the preservation of security and patient privacy while focusing on integrating information with evidence-based practice to enhance the provision of care.

MSN WITH NURSING INFORMATICS TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 656	Project Management in Healthcare Informatics	3
NURS 540	Research Utilization	3
NURS 677	Intro to Healthcare Informatics	3
NURS 655	Database Systems, Design and Informatics	3
NURS 658	Interoperability and Standards	3
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3
NURS 675L-A	Health Informatics Practicum I	1.5
NURS 693A	Culminating Experience I	1.5
NURS 675L-B	Health Informatics Practicum II	1.5
NURS 693B	Culminating Experience II	1.5

Subtotal: 36.0

MSN with Nursing Informatics Track Program Costs

For program costs, please see the Distance Education Tuition and Fees (p. 117) section.

Nursing (MSN-Ed.), Master of Science Degree - Educator Track

Program Location: *Orange County - Online*
Program Semester Credits: *36*
Program Length: *6 Trimesters - 24 months*

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis. Certified Nurse Educator (CNE certification) is available through the National League for Nursing.

MSN WITH EDUCATION TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 530	APRN Advanced Physiology and Pathophysiology	3
NURS 570	Advanced Pharmacology	3
NURS 642	Assessment and Evaluation in Nursing Education	3
NURS 640	Curriculum Design and Simulation	3.0
NURS 641LA	Education Teaching Practicum	1.5
NURS 692A	Culminating Experience I	1.5
NURS 641LB	Education Teaching Practicum	1.5
NURS 692B	Culminating Experience II	1.5

Subtotal: 36.0

MSN with Nurse Educator Track Program Costs

For program costs, please see the Distance Education Tuition and Fees (p. 117) section.

Nursing (MSN), Master of Science Degree - Nurse Leader Track

Program Location	Orange County - Online (August 2015 Cohort and forward)
Program Credits	36 Credits
Program Length*	6 Trimesters, 96 Instructional Weeks
Time to Complete	24 Months

**Program length may vary.*

The MSN Program Nurse Leader Track at West Coast University is designed to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

MSN NURSE LEADER TRACK CURRICULUM

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 561	Health Promotion and Disease Prevention	3
HA 550	Leadership Models for Health Care Managers	3.0
NURS 540	Research Utilization	3
HA 540	Strategic Planning in Health Care Organizations	3.0
NURS 677	Intro to Healthcare Informatics	3

HA 520	Financial Management for Health Care Managers	3.0
NURS 594	Advanced Practice Theory: Nursing Leadership	3
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5
NURS 694A	Culminating Experience I	1.5
NURS 595L-B	Advanced Practice: Nurse Leader Practicum II	1.5
NURS 694B	Culminating Experience II	1.5
		Subtotal: 36.0

MSN with Nurse Leader Track Program Costs

For program costs, please see the Distance Education Tuition and Fees (p. 117) section.

Nursing (MSN-FNP), Master of Science Degree - Family Nurse Practitioner Track

Program Location	Orange County Campus (Online)
Program Credits	53 Credits
Program Length	9 Trimesters, 144 Instructional Weeks
Time to Complete	36 Months

*Program length may vary.

The Institute of Medicine Future of Nursing recommendations are asking private and public funders, health care organizations, nursing education programs, and nursing associations to expand opportunities for nurses to lead and manage collaborative efforts with physicians and other members of the health care team to conduct research and to redesign and improve practice environments and health systems. These entities should also provide opportunities for nurses to diffuse successful practices. The family nurse practitioner (FNP) meets the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around family self-care. The FNP typically works collaboratively with primary care physicians and other professionals within the health care system. The demand for more Nurse Practitioners continues to grow as they present a viable solution to the growing trend of fewer physicians entering the field of family practice. FNP certification is through the State of California and nationally through the American Nurses Credentialing Center.

MSN-FNP CURRICULUM-ONLINE

A student in the MSN Family Nurse Practitioner online program at West Coast University participates in six on-site weekend intensives (OSI's). The OSI's bring students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

(August 1, 2015 and thereafter) (To locate curriculum for courses begun prior to August 1, 2015, please see the

2015-2016 West Coast University Catalog)

MSN Core

NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	APRN Advanced Physiology and Pathophysiology	3
NURS 535	Principles of Teaching and Learning	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3

Subtotal: 21

FNP Core

NURS 601	FNP Bridge Course	3
NURS 660	Advanced Practice Nursing Role	1
NURS 662A	Primary Care Pediatric Patient: Theory	1
NURS 662B	Primary Care Pediatric Patient: Theory	1
NURS 662L-A	Primary Care Pediatric Patient: Practicum	1
NURS 662L-B	Primary Care Pediatric Patient: Practicum	1
NURS 663A	Primary Care Adult and Geriatric Patient: Theory	1.5
NURS 663B	Primary Care Adult and Geriatric Patient: Theory	1.5

NURS 663L-A	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 663L-B	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 664A	Primary Care Women's Health Theory	1
NURS 664B	Primary Care Women's Health Theory	1
NURS 664L-A	Primary Care Women's Health: Practicum	1
NURS 664L-B	Primary Care Women's Health Practicum	1
NURS 665A	Care Management and Coordination - Theory	1
NURS 665B	Care Management and Coordination - Theory	1
NURS 668L-A	Advanced Health Care Residency	1.5
NURS 668L-B	Advanced Health Care Residency	1.5
NURS 676A	Advanced Pharmacology - FNP specific	1.5
NURS 676B	Advanced Pharmacology - FNP specific	1.5
NURS 680	Advanced Health/Physical Assessment - FNP	3
NURS 691A	Culminating Experience I	1.5
NURS 691B	Culminating Experience II	1.5

Subtotal: 32.0

Subtotal: 53.0

Program Credit Distribution

MSN with Family Nurse Practitioner Track

Core Nursing Semester Credits: 27.0

Family Nurse Practitioner Track Semester Credits: 26.0

Total Program Semester Credits: 53.0

MSN with Family Nurse Practitioner Track Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Total Credit Hours: 53.0

RN to MSN - Advanced Generalist, RN to MSN - Informatics Track, RN to MSN - Nurse Educator Track, RN to MSN - Family Nurse Practitioner Track, RN-MSN - Nurse Leader Track

Program Location	Orange County - Online
	<ul style="list-style-type: none"> - RN-MSN Advanced Generalist - RN-MSN Informatics - RN-MSN Nurse Educator - RN-MSN Nurse Leader - RN-MSN Family Nurse Practitioner
Program Credits	RN-MSN
	<ul style="list-style-type: none"> - Advanced Generalist - 141 Credits - Informatics - 141 Credits - Nurse Educator - 141 Credits - Nurse Leader - 141 Credits - Family Nurse Practitioner - 158 Credits
Program Length	RN-MSN
	<ul style="list-style-type: none"> - Advanced Generalist: 6 Trimesters, 96 Instructional Weeks - Informatics: 6 Trimesters, 96 Instructional Weeks - Nurse Educator: 6 Trimesters, 96 Instructional Weeks - Nurse Leader: 6 Trimesters, 96 Instructional Weeks - Family Nurse Practitioner: 10 Trimesters, 160 Instructional Weeks
Time to Complete	RN-MSN
	<ul style="list-style-type: none"> - Advanced Generalist: 24 Months - Informatics: 24 Months - Nurse Educator: 24 Months - Nurse Leader: 24 Months - Family Nurse Practitioner: 40 Months

Total program length may vary.

Mission Statement

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Program Learning Outcomes

Upon graduation, RN to MSN students will:

1. Integrate the various sciences from nursing and such other fields as physiology, statistics, psychosocial, political, financial, genetics, public health and the organizations sciences in the continued improvement of nursing across the continuum of various health care settings.
2. Provide leadership in a variety of settings that promote high quality safe patient care that also incorporates ethical decision making and effective working relationships across a variety of disciplines.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidenced based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate and integrate and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence health and health care.
7. Communicate and coordinate with a variety of health professionals in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidenced based practices of health promotion and disease prevention using client centered, culturally and age appropriate concepts in the nursing process of services to individuals, families and broad based aggregate populations.
9. Demonstrate an advanced level of nursing and relevant sciences and the ability to integrate that knowledge into nursing practice that influences health care outcomes for individual, families, populations or systems.

RN to MSN

The RN-MSN program promotes foundational competencies that are core to advanced nursing practice in a never-changing and globally reaching healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of all members. Standards of ethical behavior and decision-making are essential foundations of the education programs that guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest.

This RN-MSN degree programs build upon prior nursing clinical knowledge and experience and focuses on the core knowledge, skills and abilities that are essential to meet the complexities of today's healthcare environment. Academic, practice experience, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of all members.

The core courses and practice experience offer expanded study in the health care areas of advocacy, program management, education, clinical practice, research, and health policy formulation. Graduates will be able to formulate an inspirational perspective of nursing, incorporating a wide range of theories from nursing and other sciences. The Essentials of Master's Education in Nursing (AACN, 2011) provides a foundation for the theoretical and clinical emphasis of the RN- MSN program.

RN to MSN Nurse Informatics Track

The Informatics track focuses upon preparing students for an exciting career in the development and management of healthcare information technology, incorporating the tools and skills to design and improve the use of informatics into practice, education, administration and research. This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

RN to MSN Nurse Educator Track

The Nurse Educator track focuses on the development of the nursing professional who can integrate enhanced leadership skills with nursing education in the academic or service setting, to formulate a professional commitment to learning and to make a contribution to quality improvement. There is a critical shortage of nursing faculty in the United States and this program provides students with advanced content essential for today's contemporary nurse educator. The program integrates content related to adult learning, curriculum design, simulation and evaluation of nursing courses and programs in a variety of settings. The program also includes opportunities to explore contemporary educational modalities. The knowledge and expertise gained through this program are applicable in a variety of settings.

RN to MSN Family Nurse Practitioner Track

The Family Nurse Practitioner (FNP) track is designed to build on the experiences of the registered nurse and prepare the student to meet the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around family self-care. The FNP typically works collaboratively with family primary care physicians and other professionals within the health care system. FNPs work in a variety of health care settings, such as private practice, clinics, community health organizations, schools and hospice care. The demand for more Nurse Practitioners continue to grow as they present a viable solution to the growing trend of fewer family practice physicians entering practice. The program is aligned with standards set by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing. FNP certification is through the State of California and nationally through the American Nurses Credentialing Center.

RN to MSN Nurse Leader Track

The West Coast University RN to Master of Science in Nursing (MSN) program Nurse Leader track helps to prepare the graduate for the challenges of leading health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

This program meets the educational eligibility requirements for the ANCC Nurse Executive, Board Certified Credential (NE-BC).

RN TO MSN ADMISSIONS REQUIREMENTS

Applicants to the program must meet the following standards (RN-MSN All Track Options):

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.

- a. Applicants awaiting their licensure exam may be admitted if they meet all other admissions criteria but must show proof of licensure prior to entering the third trimester of the program.**
3. Submit official transcripts from a Board of Nursing licensed Associate Degree or Diploma in Nursing program;
 - a. Applicants can be conditionally admitted into the first week of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official transcripts which meet the requirements set forth must be received by the end of the add/drop period in order to be admitted into the program.
 - b. Applicants with a valid license may be admitted with approved documentation of earned high school degree or equivalent pending receipt of official transcripts of the nursing degree. Official transcripts must be submitted to document program completion.
4. Have achieved a minimum cumulative grade point average (CGPA) of 3.0 from the student's Associate Degree or Diploma in Nursing program.
 - a. Applicants with a CGPA of 2.7 to 2.99 may be admitted on probation, but must achieve a cumulative B (3.0) or better within their first trimester.
5. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
6. One year of direct patient care nursing experience within the past five years is preferred.

*All students must have a current and unobstructed license in the United States prior to entering the third trimester of the program; an unobstructed license is required for degree completion and will be verified again prior to entering the practicum course. Failure to present a valid RN license will result in dismissal from the university until such time license is current and unobstructed.

Admissions Requirements RN-MSN-FNP Track:

In addition to meeting the admissions requirements above, applicants to the Family Nurse Practitioner track must:

1. Receive a recommendation for admission from the Graduate Nursing Admissions Committee following an interview. As part of the process, applicants must submit an essay for evaluation. Past academic performance and professional activity will be evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments.
2. At least one (1) year of documented RN experience in direct patient care before beginning FNP courses.
3. Submission of three letters of recommendation from health care professionals or other non-family professionals who can address the applicant's clinical expertise and academic preparation for the program.

Nursing (RN to MSN) Transfer Credits

The RN to MSN program awards 42 transfer credits for an unobstructed current RN license issued in the United States and up to 48 credits of general education transfer credits (total of 90 transfer credits).

Students who are requesting transfer credit for courses in the core curriculum must submit official transcripts by the first day of the first term in which the student commences his or her education at West Coast University.

Nursing applicants requesting additional transfer credits for courses must provide official transcripts no later than six months after the start of the semester in which the student commences his or her

education at the University. Only college-level coursework will be considered for transfer credit. All coursework must have been taken at an institution accredited by an agency recognized by the United States Department of Education.

Note: Students enrolled in the RN-MSN program must have earned/transferred in 72 credits in order to be eligible for federal Title IV financial aid.

Progression Requirements (All MSN Tracks)

A cumulative grade point average (CGPA) of 3.0 is required in all 500 and 600 courses for graduation. Students are also required to meet all requirements under the Satisfactory Academic Progress policy.

NURS 496L A&B Language

Students who do not intend to earn a California Public Health Certificate should register for NURS 496L A & B as a substitute for NURS 495L. Please contact your program dean if you have any questions.

FNP Progression Requirement

In the FNP track/certificate, students must receive a grade of B or better in all FNP-specific courses taken in order to progress. Students will be allowed one opportunity to repeat a course for a higher grade. If unsuccessful, the student may move to another program track, if available or will be dismissed.

As a track prerequisite, the following courses must have been completed within the last three (3) years with a grade of B (3.0) or better:

1. NURS 530 Advanced Physiology and Pathophysiology
2. NURS 676 Advanced Pharmacology
3. NURS 680 Advanced Health/Physical Assessment

A student in the Family Nurse Practitioner RN to MSN online program at West Coast University participates in six on-site weekend intensives (OSI's). The OSI's bring students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

RN to MSN - Advanced Generalist Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0

LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 340B	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 510	Policy Organization and Financing Healthcare	3
NURS 521	Ethics in Healthcare	3
NURS 530	APRN Advanced Physiology and Pathophysiology	3
NURS 540	Research Utilization	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 570	Advanced Pharmacology	3
NURS 580	APRN Advanced Health/Physical Assessment	3
NURS 590A	Advanced Clinical Concepts	1.5
NURS 590B	Advanced Clinical Concepts	1.5
NURS 591L-A	Advanced Clinical Practice Practicum	1.5
NURS 591L-B	Advanced Clinical Practice Practicum	1.5
NURS 690A	Culminating Experience I	1.5
NURS 690B	Culminating Experience II	1.5
NURS 495L	Community Practice Experience	3
NURS 535	Principles of Teaching and Learning	3
		Subtotal: 51.0
Required at WCU		51.0
Awarded for College-Level Non-Nursing Courses		48.0

Awarded for Unobstructed RN Licensure	42.0
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Degree Total	141.0
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RN to MSN Informatics Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
PATH 370	Pathophysiology	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy Organization and Financing Healthcare	3
NURS 495L-A	Community Practice Experience	1.5
NURS 521	Ethics in Healthcare	3
NURS 495L-B	Community Practice Experience	1.5

NURS 656	Project Management in Healthcare Informatics	3	
NURS 561	Health Promotion and Disease Prevention	3	
NURS 540	Research Utilization	3	
NURS 677	Intro to Healthcare Informatics	3	
NURS 655	Database Systems, Design and Informatics	3	
NURS 658	Interoperability and Standards	3	
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3	
NURS 675L-A	Health Informatics Practicum I	1.5	
NURS 693A	Culminating Experience I	1.5	
NURS 675L-B	Health Informatics Practicum II	1.5	
NURS 693B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Nurse Leader Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES)	48.0

- * Advanced Placement (AP)
- * International Baccalaureate (IB)
- * American Credit Evaluation (ACE)
- * National College Credit Recommendation Service (NCCRS)
- * Challenge exams

LDR 432	Principles of Leadership for Healthcare Organizations	3
PATH 370	Pathophysiology	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy Organization and Financing Healthcare	3
NURS 495L-A	Community Practice Experience	1.5
NURS 521	Ethics in Healthcare	3
NURS 495L-B	Community Practice Experience	1.5
NURS 561	Health Promotion and Disease Prevention	3
HA 550	Leadership Models for Health Care Managers	3.0
NURS 540	Research Utilization	3
HA 540	Strategic Planning in Health Care Organizations	3.0
NURS 677	Intro to Healthcare Informatics	3
HA 520	Financial Management for Health Care Managers	3.0
NURS 594	Advanced Practice Theory: Nursing Leadership	3
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5
NURS 694A	Culminating Experience I	1.5

NURS	Advanced Practice: Nurse Leader	1.5	
595L-B	Practicum II		
NURS 694B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Nurse Educator Track Curriculum

Course Number	Course Name		Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams		48.0
PATH 370	Pathophysiology	3	
LDR 432	Principles of Leadership for Healthcare Organizations	3	
MATH 211	Statistics	3	
NURS 340A	Public Health Nursing	1.5	
NURS 500	Theoretical Foundations of Nursing Practice	3	
NURS 340B	Public Health Nursing	1.5	

NURS 510	Policy Organization and Financing Healthcare	3	
NURS 495L-A	Community Practice Experience	1.5	
NURS 521	Ethics in Healthcare	3	
NURS 495L-B	Community Practice Experience	1.5	
NURS 535	Principles of Teaching and Learning	3	
NURS 561	Health Promotion and Disease Prevention	3	
NURS 540	Research Utilization	3	
NURS 530	APRN Advanced Physiology and Pathophysiology	3	
NURS 570	Advanced Pharmacology	3	
NURS 642	Assessment and Evaluation in Nursing Education	3	
NURS 640	Curriculum Design and Simulation	3.0	
NURS 641LA	Education Teaching Practicum	1.5	
NURS 692A	Culminating Experience I	1.5	
NURS 641LB	Education Teaching Practicum	1.5	
NURS 692B	Culminating Experience II	1.5	
			Subtotal: 51.0
Required at WCU			51.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			141.0

RN to MSN Nurse Practitioner Track Curriculum

Course Number	Course Name	Total Credit Hours
ELECT 199	Awarded for College-Level Non-Nursing Coursework: Up to 48 credits of transfer coursework: * College Level Examination Program (CLEP) * Prometric DSST Exams (DANTES) * Advanced Placement (AP) * International Baccalaureate (IB) * American Credit Evaluation (ACE) * National College Credit Recommendation Service (NCCRS) * Challenge exams	48.0
PATH 370	Pathophysiology	3
LDR 432	Principles of Leadership for Healthcare Organizations	3
MATH 211	Statistics	3
NURS 340A	Public Health Nursing	1.5
NURS 500	Theoretical Foundations of Nursing Practice	3
NURS 340B	Public Health Nursing	1.5
NURS 510	Policy Organization and Financing Healthcare	3
NURS 495L-A	Community Practice Experience	1.5
NURS 521	Ethics in Healthcare	3
NURS 495L-B	Community Practice Experience	1.5
NURS 535	Principles of Teaching and Learning	3
NURS 561	Health Promotion and Disease Prevention	3
NURS 540	Research Utilization	3

NURS 530A	APRN Advanced Physiology and Pathophysiology	1.5
NURS 676A	Advanced Pharmacology - FNP specific	1.5
NURS 530B	APRN Advanced Physiology and Pathophysiology	1.5
NURS 676B	Advanced Pharmacology - FNP specific	1.5
NURS 680A	Advanced Health/Physical Assessment - FNP specific	1.5
NURS 601A	FNP Bridge course	1.5
NURS 680B	Advanced Health/Physical Assessment - FNP specific	1.5
NURS 601B	FNP Bridge course	1.5
NURS 663A	Primary Care Adult and Geriatric Patient: Theory	1.5
NURS 663L-A	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 663B	Primary Care Adult and Geriatric Patient: Theory	1.5
NURS 663L-B	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 660	Advanced Practice Nursing Role	1
NURS 664A	Primary Care Women's Health Theory	1
NURS 664L-A	Primary Care Women's Health: Practicum	1
NURS 664B	Primary Care Women's Health Theory	1
NURS 664L-B	Primary Care Women's Health Practicum	1
NURS 665A	Care Management and Coordination - Theory	1
NURS 662A	Primary Care Pediatric Patient: Theory	1
NURS 662L-A	Primary Care Pediatric Patient: Practicum	1

NURS 662B	Primary Care Pediatric Patient: Theory	1	
NURS 662L-B	Primary Care Pediatric Patient: Practicum	1	
NURS 665B	Care Management and Coordination - Theory	1	
NURS 668L-A	Advanced Health Care Residency	1.5	
NURS 691A	Culminating Experience I	1.5	
NURS 668L-B	Advanced Health Care Residency	1.5	
NURS 691B	Culminating Experience II	1.5	
			Subtotal: 68.0
Required at WCU			68.0
Awarded for College-Level Non-Nursing Courses			48.0
Awarded for Unobstructed RN Licensure			42.0
Degree Total			158.0

Family Nurse Practitioner Certificate (Post-Master's)

Program Location	Online Campus
Program Credits	32 Credits
Program Length	6 Semesters, 96 Instructional Weeks
Time to Complete	24 Months

Total program length may vary.

The Institute of Medicine Future of Nursing recommendations are asking private and public funders, health care organizations, nursing education programs, and nursing associations to expand

opportunities for nurses to lead and manage collaborative efforts with physicians and other members of the health care team to conduct research and to redesign and improve practice environments and health systems. These entities should also provide opportunities for nurses to diffuse successful practices. The family nurse practitioner (FNP) meets the health care needs of the family by providing health assessments, direct care, and guidance, teaching, or counseling as appropriate, particularly around family self-care. The FNP typically works collaboratively with family primary care physicians and other professionals within the health care system. The demand for more Nurse Practitioners continues to grow as they present a viable solution to the growing trend of fewer physicians entering the field of family practice. FNP certification is through the State of California and nationally through the American Nurses Credentialing Center.

ADMISSION REQUIREMENTS

Applicants for the Family Nurse Practitioner (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Have a cumulative graduate GPA of 3.0
 - a. Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be considered for admission on probation, but must achieve a "B" (3.0) or better in the first nine credits in the certificate program to be removed from probation. Students who do not achieve a "B" or better in the first nine credits will be dismissed from the certificate program.
3. Have a RN license in CA or be eligible for RN licensure prior to clinical practicum courses.
 - a. One year of full-time work experience as an RN. (*One year recent clinical experience recommended.*)
4. Pre-requisite coursework: **Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment** within the last three (3) years.

In addition to meeting the admissions requirements stipulated above, applicants to the Family Nurse Practitioner track must also:

1. Receive a recommendation for admission from the Graduate Nursing Admissions Committee following an interview. As part of the admissions process, applicants must submit an original essay for evaluation. Past academic performance and professional activity will be evaluated, e.g., community, organizational, and volunteer service, as well as creative professional accomplishments.
2. Have achieved at least one (1) year of documented RN experience in direct patient care before beginning FNP courses.
3. Submission of three (3) letters of recommendation from health care or other non-family professionals who can address the applicant's clinical expertise and academic preparation for the program.

Transfer Credits

- All students who have taken Advanced Physical Assessment within three years will also need to pass a written exam and an OSCE - Objective Structured Clinical Evaluation, on campus, performed in the presence of the FNP faculty, to assess their readiness to begin the clinical rotations in the FNP track.
- Students who have previously taken Advanced Pharmacology which was not approved by the BRN as a prescriptive authority will need to pass a 45-Hour Advanced Pharmacology Course to transfer in those credits.

PROGRAM INFORMATION AND DISCLOSURES

FNP Certificate Disclosure Regarding the CA Board of Registered Nursing (BRN)

After successful completion of the West Coast University Post-Master's Family Nurse Practitioner Certificate program, and passing a National Certification Exam, graduates will be able to apply for certification with the California Board of Registered Nursing (BRN) through "Method Two".

For more information about Certification application requirements, please visit the California Board of Registered Nursing (BRN) at, <http://www.rn.ca.gov/pdfs/applicants/np-app.pdf> .

FNP Accreditation & Approvals Disclosure

The Family Nurse Practitioner coursework is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 877-6791.

Approval Note: The FNP coursework is not required to be approved by the California Board of Registered Nursing (BRN). WCU's FNP coursework must be in operation for at least one year prior to seeking BRN approval. WCU plans to apply for BRN approval once eligible. Upon receiving the BRN approval, WCU graduates will be eligible to apply for an FNP Certification with the BRN through "Method One" or "Method Two".

A student in the Post-Master's Family Nurse Practitioner online program at West Coast University participates in six on-site weekend intensives (OSI's). The OSI's bring students to campus to learn, practice and demonstrate essential hands-on skills and competencies needed by nurse practitioners.

FAMILY NURSE PRACTITIONER (POST-MASTER'S) CURRICULUM

Family Nurse Practitioner (Post-Master's) Coursework

NURS 530A	APRN Advanced Physiology and Pathophysiology	1.5
NURS 676A	Advanced Pharmacology - FNP specific	1.5
NURS 530B	APRN Advanced Physiology and Pathophysiology	1.5
NURS 676B	Advanced Pharmacology - FNP specific	1.5
NURS 680A	Advanced Health/Physical Assessment - FNP specific	1.5
NURS 601A	FNP Bridge course	1.5
NURS 680B	Advanced Health/Physical Assessment - FNP specific	1.5
NURS 601B	FNP Bridge course	1.5
NURS 663A	Primary Care Adult and Geriatric Patient: Theory	1.5
NURS 663L-A	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 663B	Primary Care Adult and Geriatric Patient: Theory	1.5
NURS 663L-B	Primary Care Adult and Geriatric Patient: Practicum	1.5
NURS 660	Advanced Practice Nursing Role	1
NURS 664A	Primary Care Women's Health Theory	1

NURS 664L-A	Primary Care Women's Health: Practicum	1
NURS 664B	Primary Care Women's Health Theory	1
NURS 664L-B	Primary Care Women's Health Practicum	1
NURS 662A	Primary Care Pediatric Patient: Theory	1
NURS 662L-A	Primary Care Pediatric Patient: Practicum	1
NURS 665A	Care Management and Coordination - Theory	1
NURS 662B	Primary Care Pediatric Patient: Theory	1
NURS 662L-B	Primary Care Pediatric Patient: Practicum	1
NURS 665B	Care Management and Coordination - Theory	1
NURS 668L-A	Advanced Health Care Residency	1.5
NURS 668L-B	Advanced Health Care Residency	1.5

Subtotal: 32.0

Family Nurse Practitioner (Post-Master's) Certificate Program Costs

For program costs, please see the Graduate Tuition and Fees section.

Nurse Educator Certificate (Post-Master's)

Program Location	Orange County - Online
Program Credits	12 Credits
Program Length	2 Semesters
Time to Complete	8 Months

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis. Certified Nurse Educator (CNE certification) is available through the National League for Nursing.

ADMISSION REQUIREMENTS

Applicants for the Nursing Educator Certificate (Post-Master's) Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit a non-refundable application fee to cover administrative cost of processing application.
4. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
5. Have a cumulative graduate GPA of 3.0.
6. One year of direct patient care nursing experience within the past five years is preferred.
7. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

Note: Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be considered for admission on probation, but must achieve a "B" (3.0) or better in the first 6 credits in the certificate program to be removed from probation. Students who do not achieve a "B" or better in the first 6 credits will be dismissed from the certificate program.

NURSE EDUCATOR CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Educator Certificate (Post-Master's) Coursework

NURS 535	Principles of Teaching and Learning	3
NURS 642	Assessment and Evaluation in Nursing Education	3
NURS 640	Curriculum Design and Simulation	3.0
NURS 641LA	Education Teaching Practicum	1.5
NURS 641LB	Education Teaching Practicum	1.5

Subtotal: 12.0

Nurse Educator (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nurse Leader Certificate (Post-Master's)

Program Location	Orange County - Online (August 2015 Cohort and forward)
Program Credits	18 Credits
Program Length	3 Trimesters, 48 Instructional Weeks
Time to Complete	12 Months

The West Coast University accredited online Post-Master's Nurse Leader Certificate prepares students to take a leadership role in health care organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, strategic planning and financial management, and will have opportunities to collaborate with other health care disciplines. The program prepares the nurse leader to lead processes and teams, and apply analytical and problem-solving skills on a daily basis to enhance the quality of patient care outcomes in a variety of settings.

Completion of this program would support eligibility requirements necessary to apply for certification with the American Nurses Credentialing Center (ANCC) as a Nurse Executive (NE-BC).

ADMISSION REQUIREMENTS

Applicants for the Nurse Leader (Post-Master's) Certificate Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit a non-refundable application fee to cover administrative cost of processing application.
4. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
5. Have a cumulative graduate GPA of 3.0.
6. One year of direct patient care nursing experience within the past five years is preferred.
7. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

Note: Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be considered for admission on probation, but must achieve a "B" (3.0) or better in the first 6 credits in the certificate program to be removed from probation. Students who do not achieve a "B" or better in the first 6 credits will be dismissed from the certificate program.

NURSE LEADER CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Leader Certificate (Post-Master's) Coursework

HA 550	Leadership Models for Health Care Managers	3.0
HA 540	Strategic Planning in Health Care Organizations	3.0
NURS 677	Intro to Healthcare Informatics	3
HA 520	Financial Management for Health Care Managers	3.0
NURS 594	Advanced Practice Theory: Nursing Leadership	3
NURS 595L-A	Advanced Practice: Nurse Leader Practicum I	1.5
NURS 595L-B	Advanced Practice: Nurse Leader Practicum II	1.5

Subtotal: 18.0

Nurse Leader (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Nurse Informatics Certificate (Post-Master's)

Program Location	Orange County - Online (August 2015 Cohort and forward)
Program Credits	18 Credits
Program Length*	3 Trimesters, 48 Instructional Weeks
Time to Complete	12 Months

*Total program length may vary.

The West Coast University accredited online Post-Master's Nursing Informatics program prepares students for the various roles and responsibilities of the nurse informaticist, including user involvement in information systems, electronic health records, system implementation and liability issues, and incorporation of the tools and skills to design and improve the use of informatics in practice, education, administration and research.

Program Objective: This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as

well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

The curriculum is in alignment with Technology Informatics Guiding Education Reform (TIGER) which is focused on education reform and meets the educational requirements for certification through ANCC.

ADMISSION REQUIREMENTS

Applicants for the Nursing Informatics (Post-Master's) Certificate Program must:

1. Have graduated from an accredited master's or doctoral program in nursing.
2. Provide proof of a current unobstructed Registered Nurse (RN) license from the United States.
3. Submit a non-refundable application fee to cover administrative cost of processing the application.
4. Submit official transcripts from all post-secondary institutions recognized by the United States Department of Education. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog.
5. Have a cumulative graduate GPA of 3.0.
6. One year of direct patient care nursing experience within the past five years is preferred.
7. English proficiency for all applicants whose first language is not English will be required. Consult with Nursing and Student Affairs for any questions.

Note: Applicants with a cumulative graduate GPA of 2.7 to 2.99 may be considered for admission on probation, but must achieve a "B" (3.0) or better in the first 6 credits in the certificate program to be removed from probation. Students who do not achieve a "B" or better in the first 6 credits will be dismissed from the certificate program.

NURSE INFORMATICS CERTIFICATE (POST-MASTER'S) CURRICULUM

Nurse Informatics Certificate (Post-Master's) Coursework

NURS 677	Intro to Healthcare Informatics	3
NURS 655	Database Systems, Design and Informatics	3
NURS 656	Project Management in Healthcare Informatics	3
NURS 658	Interoperability and Standards	3
NURS 659	Implementation, Management, and Evaluation of Healthcare Systems	3
NURS 675L-A	Health Informatics Practicum I	1.5
NURS 675L-B	Health Informatics Practicum II	1.5

Subtotal: 18.0

Nurse Informatics (Post-Master's) Certificate Program Costs

For program costs, please see the Distance Education Tuition and Fees section.

Occupational Therapy (MSOT), Master of Science Degree

Program Location	Center for Graduate Studies
Program Credits	96 Credits
Program Length	6 Trimesters, 90 Weeks
Time to Complete	24 Months

**Program length may vary.*

Program Mission: Our mission is to develop caring and competent entry-level generalists who are lifelong learners and who can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and inter-professional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Objective: West Coast University's Occupational Therapy Program is based on the belief that all humans are occupational beings in nature, and in the healing power of occupation whereby humans can influence their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Program Learning Outcomes:

Upon successful completion of the program the Master of Science in Occupational Therapy students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Support all clinical decision making with evidence based knowledge.
4. Design interventions with a central focus on occupation as the means and end of therapeutic processes, in line with the profession's philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to a graduate program at West Coast University must:

1. Submit a completed application for admission and pay \$75 application fee through WCU and OTCAS and submit transcripts by the deadline.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by a University Admissions Advisor.
5. Complete an enrollment agreement if accepted into the program.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. Overall last 60 unit requirement must meet a 3.0 minimum GPA.
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. *Note: In order to be considered for admissions all course work must be completed and final documentation must be submitted by the deadline posted on OTCAS.*
3. Medical terminology course required. (1-2 credits)
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - a. An IELTS of 6.5 with no less than 6 on each band score.
 - b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
6. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years.
 - a. **Required prerequisite courses:**
 - Two (2) courses in the humanities or social sciences (Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group Dynamics - 3 credits earned from each).
 - One (1) Statistics course. (3 credits)
 - One (1) course in Human Anatomy plus Lab (3 credits).
 - One (1) course in Physiology plus Lab (3 credits).
 - One (1) course in Human Development or Lifespan (3 credits).
 - One (1) course in Abnormal or Behavioral Psychology (3 credits).
 - b. Student should have:
 - Basic computer skills in Microsoft Word and PowerPoint.
 - Three (3) references: Two (2) occupational therapists; one (1) faculty member/advisor.

- A minimum of 40 volunteer or observation hours obtained from an occupational therapy setting of choice.
 - c. Full-time devotion to this program is highly recommended; any employment can interfere with the successful completion of this program.
 - d. In order to be considered, all program specific admissions requirements and prerequisites must be met by the deadline posted on OTCAS:
- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Candidates - Once the applicant becomes an eligible candidate, a \$500 deposit (*Cashier's Check or Money Order only*) is required as part of the acceptance to the MSOT program offered at WCU. This requirement will also be mentioned in the acceptance letter from the Occupational Therapy Department.

Health Insurance Requirement - Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

MSOT Candidate Deposit

Applicants that are conditionally accepted to the MSOT program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. The seat deposit is fully refundable if you are not admitted as a result of your background check. Deposits may be paid by money order or cashier's check made out to West Coast University.

For specific graduation requirements, please see the MSOT Graduation Requirements (p. 160).

PROGRAM INFORMATION AND DISCLOSURES

Master of Science in Occupational Therapy Program Accreditation Disclosure

The entry-level MSOT Program at WCU received accreditation in December 11, 2014 from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301-652-2682, and their web address is acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the MSOT program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

MSOT CURRICULUM

The Master of Science in Occupational Therapy program is offered on a Trimester system, with 3 trimesters a year. Students may complete the MSOT program in a total of 6 trimesters over 2 years (24 months). These trimesters are labeled as follows:

MSOT Trimester 1 | *2nd week of January each year*

MSOT Trimester 2 | *Last week of April each year*

MSOT Trimester 3 | *1st week of September each year*

**Note:* New students will be enrolled in Trimesters 1 *only*.

Core Occupational Therapy Courses

OCC 510	Foundations of Occupation and Occupational Therapy	2.0
OCC 511	Occupations Across the Lifespan	2.0
OCC 512	Introduction to Fieldwork I	1.0
OCC 513	OT Evaluation and Screening I	3.0
OCC 514	Introduction to Research	2.0
OCC 515	Basic Patient Care Skills	2.0
OCC 516	Integrated Physiology and Anatomy	5.0
OCC 520A	Occupational Performance in the Older Adult	4.0
OCC 520B	Skills Lab: Older Adults	2.0
OCC 521	Fieldwork I- Older Adults	1.0
OCC 522	OT Evaluation and Screening II	2.0
OCC 523	Brain, Behavior and Occupation	3.0
OCC 524	Movement Analysis in Occupation	3.0
OCC 525	Evidence-based Practice I	2.0
OCC 526	Occupations in Practice	2.0
OCC 531A	Occupational Performance in the Adult	4.0
OCC 531B	Skills Lab: Adult	2.0
OCC 532	Fieldwork I – Adults	1.0
OCC 533	Evidence-Based Practice II	2.0
OCC 534	Preparatory Methods I	3.0
OCC 535	Assistive Technology	4.0
OCC 541A	Occupational Performance in Children and Adolescents	4.0

their own health status. Occupational engagement and thus occupation-based interventions are therefore the central theme of the curriculum.

Our mission is to provide doctoral-level education to develop caring and competent Occupational Therapy practitioners through the integration of theory, research and practice. These scholars of practice will be lifelong learners and can develop into advocates and leaders for the Occupational Therapy profession in diverse local and global communities. Through a student-centric and interprofessional curriculum, the students will be prepared to be reflective practitioners by applying principles of evidence-based practice, research, and critical thinking to facilitate the well-being of consumers through engagement in valued occupations and as it relates to health promotion, prevention, and wellness.

Program Learning Outcomes:

Upon successful completion of the program the Occupational Therapy Doctorate students will be able to:

1. Develop and implement client centered care that is inclusive of cultural values, beliefs and needs.
2. Demonstrate effective communication skills to function effectively as a member of an inter-professional health care team.
3. Apply critical analysis of evidence during the occupational therapy process and participate to increase the body of knowledge of the profession through the preparation and dissemination of scholarship.
4. Design and implement interventions with a central focus on occupation as the means and end of therapeutic process, in line with the professions philosophy.
5. Integrate health promotion and wellness in interventions with individuals, communities and populations.
6. Model leadership and advocacy for occupational therapy in the full range of service areas.

ADMISSION REQUIREMENTS

A student applying for admission to the OTD program at West Coast University must:

1. Submit a completed application for admission and pay application fee through WCU and OTCAS and submit transcripts by the deadline.
2. Meet the program admissions requirements.
3. Submit a copy of official transcripts through OTCAS.
4. Participate in a qualitative admissions interview arranged by a University Admissions Advisor.
5. Complete an enrollment agreement if accepted into the program.

Program specific application requirements and prerequisites:

1. Have obtained a bachelor's degree from a regionally accredited institution. Overall Last 60 unit requirement must meet a 3.0 minimum GPA
2. Application can be submitted during enrollment in an undergraduate degree program or during completion of prerequisite course work. *Note: In order to be considered for admissions all course*

work must be completed and final documentation must be submitted by the deadline posted on OTCAS.

3. Medical terminology course required. (1-2 credits)
4. Applicants who earned a bachelor's degree in a non-English speaking country must have verification of the following scores within two years of intended enrollment:
5. An Internet Based TOEFL (iBT) score of 90 with no less than 20 on each sub-score; or
 - a. An IELTS of 6.5 with no less than 6 on each band score.
 - b. Students whose native language is English and/or students with a bachelor's degree from a U.S. college or university are exempted from this examination.
1. Applicants must have obtained an overall 3.0 Grade Point Average (GPA) of program prerequisite courses (from accredited universities) within the last ten years.
 1. Required prerequisite courses:
 - Two (2) courses in the humanities or social sciences (Anthropology; Philosophy; Religion; Ethics; Cultural studies; Group dynamics) (3 credits each)
 - One (1) Statistics course (3 credits)
 - One (1) courses in Human Anatomy plus lab (3 credits)
 - One (1) course in Physiology plus lab (3 credits)
 - One (1) course in Human Development or Lifespan (3 credits)
 - One (1) course in Abnormal or Behavioral Psychology (3 credits)
 1. Student should have:
 - a. Basic computer skills in Microsoft Word and PowerPoint
 - b. Three (3) references: Two (2) occupational therapists; 1 faculty member/advisor
 - c. A minimum of 40 volunteer or observation hours obtained from an occupational setting of choice

In order to be considered, all program specific admissions requirements and prerequisites must be met by deadlines posted on OTCAS.

Fulltime devotion to this program is highly recommended; any employment can interfere with the successful completion of this program

- The University reserves the right to deny admission to applicants if the admissions requirements are not successfully met. The denial of admissions is final and may not be appealed.
- Candidates - Once the applicant becomes an eligible candidate, a \$500 deposit (*Cashier's Check or Money Order only*) is required as part of the acceptance to the OTD program offered at WCU. This requirement will also be mentioned in the acceptance letter from the Occupational Therapy Department.

Health Insurance Requirement - Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

OTD Candidate Deposit

Applicants that are conditionally accepted to the OTD program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. The seat deposit is fully refundable if you are not admitted as a result of

your background check. Deposits may be paid by money order or cashier's check made out to West Coast University.

For specific graduation requirements, please see the OTD Graduation Requirements.

PROGRAM INFORMATION AND DISCLOSURES

Program Information and Disclosure

West Coast University's Occupational Therapy Doctorate program has been granted Candidacy Status by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. Upon receiving full accreditation, this program's graduates will be eligible to sit for the national certification examination for the occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT), Inc. An individual will be considered an Occupational Therapist, Registered (OTR) following successful completion of the abovementioned exam. Though most states require licensure in order to practice, the state licenses are usually contingent on successful passage of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination as well as eligibility to obtain state licensure. For further questions, one may reach ACOTE by phone c/o AOTA, at (301) 652-AOTA. The National Board for Certification in Occupational Therapy (NBCOT) can be reached at www.nbcot.org.

More information about the NBCOT examination process is available at: www.nbcot.org.

California Board of Occupational Therapy (CBOT) Disclosure

Graduates who wish to practice in California must apply with the California Board of Occupational Therapy to be issued licensure to practice in the state of California.

For more information about OTR license application requirements, please visit the California Board of Occupational Therapy at www.bot.ca.gov/.

Health Insurance Requirement

Students enrolled in the OTD program will be required to provide evidence of health insurance prior to participation in fieldwork. Participation in fieldwork is required to complete the program.

OTD CURRICULUM

The Occupational Therapy Doctorate program is offered on a Trimester system, with 3 trimesters a year. Students may complete the OTD program in a total of 8 trimesters over 32 months.

Core Occupational Therapy Courses

OCC 710	Foundations of Occupational Therapy Practice	3
OCC 711	Occupations Across the Lifespan	2
OCC 712	Introduction to Fieldwork I	1
OCC 713	OT Evaluation and Screening I	3
OCC 714	Introduction to Scholarship and Research	2
OCC 715	Basic Patient Care Skills	2

OCC 716	Integrated Physiology and Anatomy	5
OCC 720A	Occupational Performance in the Older Adult Population	5
OCC 720B	Skills Lab: Older Adult	2
OCC 721	Fieldwork I – Older Adult	1
OCC 722	OT Evaluation and Screening II	2
OCC 723	Brain, Behavior and Occupation	3
OCC 724	Movement Analysis in Occupation	3
OCC 725	Scholarship and Evidence-Based Practice I	3
OCC 726	Occupations in Practice	2
OCC 729	Introduction to Doctoral Studies	1
OCC 731A	Occupational Performance in the Adult Population	5
OCC 731B	Skills Lab: Adult	2
OCC 732	Fieldwork I – Adults	1
OCC 733	Scholarship and Evidence-Based Practice II	3
OCC 734	Preparatory Methods I	3
OCC 735	Assistive Technology	4
OCC 741A	Occupational Performance in the Child and Adolescent Population	5
OCC 741B	Skills Lab: Children and Adolescents	2
OCC 742	Fieldwork I-Children and Adolescents	1
OCC 743	Introduction to Fieldwork II	1
OCC 744	Preparatory Methods II	4
OCC 745	Occupational Wellness	4
OCC 746	Leadership and Advancement in Occupational Therapy Practice	4
OCC 751	Preparation for Doctoral Professional Practice	1
OCC 752	Fieldwork II-A	12
OCC 761	Preparation for Capstone I	1

OCC 762	Fieldwork IIB	12
OCC 771	Preparation for Capstone II	2
OCC 772	Doctoral Experiential Internship I	5
OCC 781	Doctoral Experiential Internship II	6
OCC 782	Capstone	2

Subtotal: 120.0

OTD Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF HEALTH ADMINISTRATION (MHA)

Master of Health Administration (MHA)

Program Location	Online
Program Credits	36 Credits
Program Length	3 Trimesters, 48 Instructional Weeks
Time to Complete	12 Months

A total of 36 semester credits are required to earn the Master of Health Administration (MHA) degree.

Program Mission: The mission of the Master of Health Administration program at West Coast University is to provide recent graduates, early to mid-careerists, and working professionals from diverse educational and cultural backgrounds with the qualities of leadership and managerial tools required to become leaders who effect change within health care provider organizations and firms.

The MHA program provides a strong foundation in the core functional areas of Business Management with a focus on the health care industry and interprofessional education. The program prepares graduates with multidisciplinary skills required for entry-level managerial positions in hospitals, long term care facilities, medical group practices, and other health care facilities.

We deliver our program through highly qualified faculty who work within the health care field and who engage in scholarship and research, professional development, and service. The MHA program strives for student success through a community of learning enriched by professional development experiences, leveraging our relationships with local organizations, international internship partners and our alumni network.

Program Objective: The Master of Health Administration degree provides students with a strong foundation in the core functional areas of Management with a focus on the Health Care industry. The program prepares students with the multidisciplinary skills required for the supervisory and managerial positions to meet the challenges facing the health care industry and the significant social impact it has on the economy.

Program Learning Outcomes

Upon graduation students will be able to:

1. Evaluate the culturally diverse health care environment.
2. Develop plans within the health care environment.
3. Analyze ethical and legal practices within a health care setting.
4. Analyze the inter-professional relationships within a health care setting.
5. Demonstrate core business knowledge to develop viable health management solutions.
6. Assess leadership models and apply selected applications to health care management practices.
7. Promote innovation and entrepreneurship within a health care setting.

ADMISSION REQUIREMENTS

Applicants for the Master of Health Administration Program must:

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Have a baccalaureate degree from an accredited institution with a 2.7 cumulative GPA or higher.
3. Provide an official transcript of the baccalaureate degree prior to the end of the add/drop period of the first term.
4. Students with an undergraduate GPA of 2.69-2.30 may be considered for admission.
 - a. The applicant must provide a letter of intent.
 - b. The applicant must be approved through an interview.
 - c. The applicant must satisfy program prerequisites and achieve a grade of B (3.0) or better on all first semester (two terms) of coursework attempted. The probationary status will be removed after earning a "B" or higher in all coursework.
5. Health Administration Transfer Credit Evaluation: Only graduate level courses in which a grade of B (3.0) or better was received, taken in a program similar to the Master of Health Administration will be evaluated for transfer credit. A maximum of six (6) credit hours will be considered for transfer, and must reflect the same content and course credit as the course for which transfer credit is requested.

HEALTH ADMINISTRATION CURRICULUM

Health Administration Core Courses

A minimum grade of a "C" will be required to receive course credit in the MHA Program. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the MHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

Subtotal: 36.0

Health Administration Core Courses beginning Summer II 2016

A minimum grade of a "C" will be required to receive course credit in the MHA Program. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the MHA program and the student will be required to retake the course. The earned grade will be counted into the student's CGPA and will be replaced once the course is repeated with a passing grade. The student will be placed on an academic action plan to repeat the course and meet with the program Chair.

HA 500	Legal and Ethical Issues in Health Care Management	3.0
HA 505	Information Systems for Health Care Programs	3.0
HA 520	Financial Management for Health Care Managers	3.0
HA 525	Marketing Management for Health Care Professionals	3.0
HA 530	Managerial Epidemiology	3.0
HA 535	Health Research Methods	3.0
HA 540	Strategic Planning in Health Care Organizations	3.0
HA 545	Hospital Administration and Management	3.0
HA 550	Leadership Models for Health Care Managers	3.0
HA 555	Project Management	3.0
HA 560	Entrepreneurial Opportunities in Health Care Industry	3.0
HA 565	Capstone Course: Cases in Health Care Management	3.0

Subtotal: 36.0

MHA Program Costs

For program costs, please see the Graduate Tuition and Fees section.

MASTER OF PUBLIC HEALTH (MPH)

Master of Public Health (MPH)

Program Location	Online
Program Credits	42 Credits
Program Length	3 Trimesters, 48 Instructional Weeks

Time to Complete

12 Months

A total of 42 trimester credits are required to earn the Master of Public Health (MPH) degree.

Program Mission: We seek to cultivate academic and healthcare leaders who create and apply evidence-based knowledge through learning, discovery, and communication to enhance the health of individuals and communities.

Program Philosophy: The Public Health program intends to prepare graduates who will protect and improve the health and well-being of communities as an important part of building a safer and healthier world. This program is designed to provide a broad perspective on the science and practice of community-based approaches to promoting health and preventing diseases. Courses focus on health promotion, environmental health, epidemiologic research methods, health leadership, and health policy, culminating in a capstone project intended to integrate essential concepts, attitudes, and behaviors.

Program Learning Outcomes

Upon graduation, MPH graduates will possess the knowledge, skills and aptitude to:

1. Assess the elements to improve health outcomes and systems through planning, implementation and evaluation of health programs for individuals and populations.
2. Analyze essential services that public health programs provide to protect and improve the health of populations.
3. Apply research tools and analytical methods to critically analyze, monitor and assess the health status of populations, utilizing qualitative and quantitative research methodology.
4. Determine the impact of policies and legislation on individual and population health; while navigating the legal, regulatory and organizational impact they have on the health care system.
5. Construct public health, cross-cultural community-based programs, using behavioral science and health promotion methods.
6. Create communication approaches for lay and interprofessional audiences using epidemiologic methods to analyze patterns of disease and injury.
7. Justify the relationship between environmental factors and community health; and plan solutions for environmental health problems.
8. Assemble a network of professional alliances to address social determinants of health and health disparities.

ADMISSION REQUIREMENTS

Applicants for the Master of Public Health Program must:

1. Submit a non-refundable application fee to cover administrative cost of processing application.
2. Have a baccalaureate degree from an institution that is accredited by an agency recognized by the United States Department of Education with a 2.7 cumulative GPA or higher.
3. Students with an undergraduate cumulative GPA of 2.5-2.69 may be admitted on a conditional basis. Individuals admitted under this clause are required to maintain a 3.0 GPA in their coursework for the first trimester in order to be moved to a regular status. If the student does not achieve the expected 3.0 GPA, he or she will be dismissed from the program.
4. Provide official transcripts verifying baccalaureate degree, prior to the end of the add/drop period of the first term.
5. Applicants submitting non-U.S. or non-English transcripts should refer to the International Admissions section of the catalog. **Master of Public Health Transfer Credit Evaluation**

Only graduate level courses in which a grade of "B" (3.0) or better was received, taken in a

program similar to West Coast University's Master's in Public Health will be evaluated for transfer credit. A maximum of 6 credit hours will be considered for transfer, and must reflect the same content and course credit as the course for which transfer credit is being requested.

PUBLIC HEALTH CURRICULUM

Master of Public Health Curriculum

PH 500	Foundations of Public Health	3
HA 530	Managerial Epidemiology	3.0
HA 500	Legal and Ethical Issues in Health Care Management	3.0
PH 510	Health Promotion and Social & Behavioral Health Sciences	4
PH 515	Cultural Diversity & Health Disparities in Public Health	3
PH 520	Biostatistics	4
HA 535	Health Research Methods	3.0
PH 535	Environmental and Occupational Health	4
PH 545	Leadership Principles and Policies in Public Health	4
PH 550	Global Family Health	4
PH 560	Infectious Diseases	3
PH 565	Public Health Capstone	4

Subtotal: 42.0

MPH Program Costs

For program costs, please see the Graduate Tuition and Fees section.

PHYSICAL THERAPY

Doctor of Physical Therapy Program Information

Program Location	Center for Graduate Studies
Program Credits	133 credits
Program Length	9 Trimesters, 135 Instructional Weeks

Time to Complete

36 Months

Program Mission: The mission of West Coast University's Doctor of Physical Therapy Program is to provide a student-centric education that prepares graduates for caring, innovative, interdisciplinary, evidence-based approaches to patient-centered care.

Program Learning Outcomes:

Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide physical therapy services in a professional, analytical, and caring manner.
2. Synthesize and demonstrate autonomous entry-level skills in providing physical therapy services.
3. Develop effective communication, consultation, and collaboration skills in the provision of services as a part of the health care team.
4. Evaluate current evidence into clinical reasoning processes and incorporate into physical therapy practice.
5. Adhere to ethical standards of practice and legal/regulatory policies.

Doctor of Physical Therapy Transfer Credit

The Doctor of Physical Therapy program does not allow transfer credit.

Doctor of Physical Therapy Candidate Seat Deposit

Applicants that are conditionally accepted to the Doctor of Physical Therapy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Health Insurance Requirement

Students enrolled in the DPT program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

For accreditation information please see the Accreditation and Approvals (p. 11) section.

ADMISSIONS REQUIREMENTS

Applicants for the Doctor of Physical Therapy (DPT) Program must:

1. Have obtained a bachelor's degree and specific prerequisite courses from a regionally accredited institution.
2. Applicants must have achieved a minimum 3.0 Cumulative Grade Point Average (CGPA) at the undergraduate level, and a minimum 3.0 GPA in program prerequisite courses.
3. Required prerequisite courses:
 - One (1) course in Statistics (three semester credit hours).
 - One (1) course in Human Anatomy (four semester credit hours including a lab, for science majors).
 - One (1) course in Human physiology (four semester credit hours including a lab, for science majors).
 - Two (2) courses in Physics (four semester credit hours each including labs, for science majors).

- Two (2) courses in Chemistry (four semester credit hours each including labs, for science majors).
 - One (1) course in biology (at least three semester credit hours).
 - Six semester credit hours in the behavioral sciences (Life span development is one of the preferred courses).
4. Applicants must take the GRE and provide evidence of completion.
 5. Applicants must provide signed proof of having achieved 40 hours of clinical observation in a clinical setting.
 6. Applicants must submit 2 letters of recommendation (one from a faculty member and one from a physical therapist).
 7. Applicants must have an interview with the Admissions Committee.

Additional Requirement
 One (1) course in Medical Terminology (certificate acceptable as well) - this is a requirement based upon acceptance into the program, not a prerequisite.

Tuition and Fees

Please see the Graduate Tuition and Fees section for cost information.

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Doctor of Physical Therapy Curriculum

PT 700	Physical Therapy Professionalism	2
PT 701	Foundation Sciences I: Human Anatomy	4
PT 704	Clinical Skills I: Foundations of Physical Therapy Practice	4
PT 705	Critical Inquiry I: Introduction to Research Methods	2
PT 713	Foundation Sciences II: Neuroscience I	3
PT 714	Clinical Skills II: Physical Therapy Examination	3
PT 715	Critical Inquiry II: Biostatistics	2
PT 721	Foundation Sciences III: Kinesiology/Pathomechanics	5
PT 706	Ethicolegal Issues in Healthcare and IPE Collaboration	3
PT 731	Foundation Sciences IV: Physiology/Histology	4
PT 724	Clinical Skills III: Therapeutic Exercise and Physical Agents	4
PT 725	Evidence-Based Practice I	2

PT 707	Musculoskeletal Physical Therapy I	5
PT 708	Cardiopulmonary and Vascular Physical Therapy	3
PT 751	Foundation Sciences V: Pathophysiology	3
PT 743	Foundation Sciences VI: Neuroscience II	3
PT 717	Musculoskeletal Physical Therapy II	5
PT 712	Neuromuscular Physical Therapy I	5
PT 710	The Socio-Cultural Aspects of Human Interaction	2
PT 734	Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance	3
PT 722	Neuromuscular Physical Therapy II	5
PT 718	Evidence-Based Concepts of Musculoskeletal Imaging	1
PT 719	Physical Therapy Experience	5
PT 730	Introduction to Management, Advocacy and Health Promotion	2
PT 735	Evidence-Based Practice II	2
PT 740	Prosthetics and Orthotics	2
PT 744	Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation	3
PT 732	Pharmacotherapy	3
PT 745	Evidence-Based Practice III	1
PT 729	Clinical Internship I	13
PT 739	Clinical Internship II	13
PT 723	Interprofessional Healthcare	1
PT 749	Clinical Internship III	13

Doctor of Physical Therapy Curriculum-Electives

Students in the Doctor of Physical Therapy program must choose one (1) elective.

PT 772E	Pediatric Physical Therapy	2
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PT 773E	Geriatric Physical Therapy	2
PT 774E	Research	2
PT 775E	Clinical Electrophysiology in Physical Therapy	2

Subtotal: 133

Subtotal: 133

Total Credit Hours: 133

PHARMACY

Doctor of Pharmacy

Program Location	Center for Graduate Studies
Program Credits	144 Credits
Program Length	9 Semesters, 132 Instructional Weeks
Time to Complete*	45 Months

**Program Length may vary. This program allots a maximum of 6 calendar years to complete.*

Program Mission: The School of Pharmacy is a learning community that delivers a dynamic curriculum emphasizing evidence-based practice, prepares students to serve patients as a member of an interprofessional team, engages in scholarship, and serves the community through outreach.

Program Learning Outcomes:

Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. Provide optimal patient-centered care.
 - Identify and respect patient differences, values, preferences, and expressed needs.
 - Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy.
 - Listen to and educate patients and/or caregivers to optimize health outcomes.
2. Collaborate as a member of interprofessional healthcare teams.
 - Collaborate with other members of the healthcare team to achieve quality patient outcomes.
3. Employ evidence-based practice.
 - Integrate basic science knowledge into clinical practice.
 - Evaluate and assimilate scientific evidence and patient specific information to continuously improve patient care.

4. Utilize medication-use-systems, drug and health information, and other technologies.
 - Utilize resources of the health care system to provide safe, accurate, and timely medication distribution, and improve therapeutic outcomes.
 - Utilize human, physical, fiscal, informational, medical, and technological resources in compliance with state and federal regulations to optimize the delivery of health care and medication safety.
5. Engage in the promotion of public health through pharmacy services
 - Engage patients and communities in promoting health improvement, literacy, wellness, and disease prevention.
 - Employ concepts of disease prevention and public health promotion into their practice and utilize available resources at the local, state, and federal levels to address public health issues.
6. Demonstrate Effective Communication Skills
 - Communicate effectively in verbal and written formats.
 - Discuss ideas and concepts in audience-appropriate language and relay information in a logical and concise manner.
 - Accurately and persuasively convey proposals and recommendations.
7. Demonstrate Positive Personal and Professional Aptitude
 - Demonstrate self-awareness, accountability, and responsibility.
 - Identify characteristics that reflect leadership versus management.
 - Demonstrate creative decision making when confronted with novel problems or challenges.
 - Draw from professional values to make informed, rational, and ethical decisions.

Transfer Credit

The Doctor of Pharmacy program does not accept transfer credits.

Candidate Seat Deposit

Applicants that are conditionally accepted to the Doctor of Pharmacy program will be required to submit a \$500.00 good faith payment for a Seat Deposit. The Seat Deposit will be credited to your program costs. The University will retain a maximum of \$175.00 of this deposit should you cancel your enrollment within seven calendar days (excluding holidays) of enrollment or by the seventh calendar day of the first term, whichever is later. Deposits may be paid by money order or cashier's check made out to West Coast University.

Health Insurance Requirement

Students enrolled in the PharmD program will be required to provide evidence of health insurance during their education at West Coast University. Students are required to carry and maintain personal health insurance during their entire tenure.

Laptop Requirement

Students enrolled in the PharmD program are required to have a laptop. West Coast University does not provide laptops for rent or for sale.

ADMISSIONS REQUIREMENTS

Doctor of Pharmacy Admissions Requirements

Applicants for the Doctor of Pharmacy program must:

1. Have completed specific prerequisite coursework (63 semester credit hours or 94.5 quarter credit hour equivalents) from a regionally accredited institution in the United States.
2. Required prerequisite courses:
 - Two (2) courses in General Chemistry (four semester credit hours each, including a lab).
 - Two (2) courses in Organic Chemistry (four semester credit hours each including a lab)
 - Two (2) course in General Biology (with Cell Biology) (four semester credit hours each).
 - One (1) course in Physics (four semester credit hours including lab).
 - Two (2) courses in Human/Mammalian Physiology (three semester credit hours each including lab).
 - One (1) course in Economics (Micro, Macro, or General) (three semester credit hours).
 - One (1) course in Calculus (with Analytical Geometry) (three semester credit hours).
 - One (1) course in Statistics (three semester credit hours).
 - One (1) course in Speech Communication/Public Speaking/Interpersonal Communication or Debate (four semester credit hours).
 - Two (2) courses in English Composition (three semester credit hours each).
 - One (1) course in Psychology or Sociology (four semester credit hours).
 - Two (2) courses Humanities and Social/Behavioral Sciences (three semester credit hours each)
3. Achieve a minimum 2.50 Cumulative Grade Point Average (cGPA), and a minimum Math/Science GPA in program prerequisite courses.
4. Submit 3 letters of recommendation (two from a math/science professor and a third letter from a pharmacist (supervisor), math/science professor, employer (supervisor), healthcare professional (supervisor), liberal arts professor).
5. Submit a complete PharmCAS application (containing items 1-3 above).
6. Complete an on-site interview and extemporaneous essay.
7. Successfully complete a criminal background check.

Admissions Waitlist

Based on the Admissions Committee recommendations, the School of Pharmacy may offer candidates to be placed on a Waitlist status. A Waitlist decision is neither an offer of admission nor a decision to deny admission. The School of Pharmacy will notify Waitlisted students of their final status no later than July 30th. Changes in Wait List status will take place in order of interview session attendance.

PHARMACY CURRICULUM

Doctor of Pharmacy Curriculum

Integrated Patient Care (IPC) courses are designed as an integrated course drawing from pharmacology, medicinal chemistry, and therapeutics concepts.

Explanation of Variable Credits

In the second and third professional year of the curriculum, students will be divided into two groups each semester. In Fall semester half of the group will be engaged in introductory pharmacy practice experiences (IPPE) [IPPE2 in second year and IPPE 3 in third year] and the other half will be engaged in interprofessional patient simulation exercises. Also starting the Fall semester of the second year, students may start their professional elective courses and are required to complete a total of 6 semester units of professional electives by the end of the Spring semester of the third year. These factors will result in variable credit units each semester during the second and third year of the curriculum.

**Please note that the curriculum of the program is subject to change. Students should refer to the program handbook and/or syllabus for updated information.*

PHAR 601	Pharmaceutics I	4.0
PHAR 602	Biochemistry	4.0
PHAR 603	Evidence Based Practice I	1.0
PHAR 604	Communication and Professionalism in Healthcare	2
PHAR 605	Pharmacy Law & Ethics	3
PHAR 606	My First Patient	2
PHAR 607	Pharmaceutics II	4
PHAR 608	Microbiology and Immunology	3
PHAR 609	Patient Self-Care	2
PHAR 610	Evidence Based Practice II	3
PHAR 611	Principles of Drug Action	3
PHAR 612	My First Colleague	1
PHAR 613	IPC I- Fluids and Electrolytes	2
PHAR 614	Health Promotion and Disease Prevention	2
PHAR 615	IPC II - Renal/Respiratory	3
PHAR 616	IPC III - Endocrine	3
PHAR 617	Pharmacokinetics	4
PHAR 618	Institutional Pharmacy Practice	2
PHAR 619	US Healthcare Systems	2
PHAR 620	Pharmacogenomics and Contemporary Biotechnology	2
PHAR 621	Patient-Centered Care	2
PHAR 622	IPC IV - Cardiology	6
PHAR 623	IPC V - Gastrointestinal/Nutrition	3
PHAR 624	Bio-Informatics	1
PHAR 625	IPC VI - Infectious Disease	6
PHAR 626	IPC VII - Neurology/Psychiatry	4
PHAR 627	Pharmacy Practice Management	3

PHAR 628	Capstone Course	4
PHAR 629	IPC VIII - Hematology/Oncology	4
PHAR 630	IPC IX - Special Topics	3
PHAR 631	Pharmoeconomics and Outcomes Science	3
PHAR 751	IPPE I- Community Practice	3
PHAR 752	Interprofessional Education (Simulation) I	1
PHAR 753	IPPE II - Institutional Practice	3
PHAR 754	Interprofessional Education (Simulation) II	1
PHAR 755	IPPE III - Selective Elective	3
PHAR 700	Professional Electives	6.0
PHAR 756	Acute Care Pharmacy Practice	6
PHAR 757	Hospital Pharmacy Practice	6
PHAR 758	Community Pharmacy Practice	6
PHAR 759	Ambulatory Care Pharmacy Practice	6
PHAR 760	APPE Elective I	6
PHAR 761	APPE Elective II	6

Subtotal: 144.0

Graduation Requirements

To fulfill requirements for graduation, beyond successful completion of coursework, all students are required to successfully complete all programmatic co-curricular and non-credit requirements (e.g., outreach activities, course reflections, PCOA, and up-to-date e-Portfolio). In the event of an excused or unexcused absence, students are required to contact the course or event coordinator to determine how missed co-curricular activities will be made up. The format and completion date of any missed co-curricular activity (e.g., project work, evaluations, and assignments) is at the discretion of the course or event coordinator. Failure to successfully complete any required co-curricular work may compromise a student's ability to graduate.

COURSE NUMBERING

West Coast University's course numbering scheme essentially follows the logic of "Bloom's Taxonomy" whereby lower order thinking skills required in foundation-laying courses is reflected at the beginning of an academic programs and denoted by course numbers start with "100". Courses which are built upon the foundational sequence of courses require higher level thinking as expressed by the course learning outcomes and associated higher level numbering system. Such courses require application and analysis skills.

Graduate level programs utilize higher level course numbers reflective of the expectation that students largely engage in evaluative, integrative and synthesis reasoning and thinking skills.

Letter Codes

ANAT	Anatomy
CAPS	Capstone
CHEM	Chemistry
DHYG	Dental Hygiene
ENGL	English
EPI	Epidemiology
FYS	First Year Seminar
HA	Health Administration
HUM	Humanities
LDR	Leadership
MATH	Mathematics
MICR	Microbiology
NURS	Nursing¹
OCC	Occupational Therapy²
PATH	Pathophysiology
PH	Public Health
PHAR	Pharmacy
PHIL	Philosophy

PHYS	Physiology
PSYC	Psychology
PT	Physical Therapy
SOC	Sociology
SPCH	Oral Communication

¹ **NURS XXXL:** Clinical courses which must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

² **OCC XXXA (Theory) & OCC XXXB (Skills Lab):** Skills Lab courses must be taken simultaneously with corresponding theory courses, unless the corresponding theory course has been successfully completed.

Numbering Definitions

100 - 199: Initial or Introductory Courses

200 - 299: Second-Year courses in a sequence of development in a field of study

300 - 499: Third-Year and Fourth-Year courses in a sequence of courses - Upper Division Bachelor's courses

500 - 799: Graduate-level courses

Please Note: Courses acceptable for general education credit, and core courses in a program are indicated in the program-specific information section.

West Coast University offers the following types of course delivery modalities. Please see an Admissions Representative or Registrar for a current listing of courses and delivery methods.

FACE-TO-FACE WEB ENHANCED COURSE

Course that is delivered entirely face-to-face and uses the institution's Learning Management System to augment the course.

BLENDED COURSE

Course that a portion is delivered face-to-face and a portion is delivered online through the institution's Learning Management System.

FULLY ONLINE COURSE

Course that is delivered entirely online through the institution's Learning Management System. A proctored in-person exam may be required.

COURSES

ANAT - ANATOMY

ANAT 260 - Human Anatomy (4)

Includes a logical analysis of body tissues, organs and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems. The laboratory work includes study of the developmental, microscopic and gross anatomy of preserved specimens and models.

Prerequisite: None. Offered: 81.

ANAT 260L - Human Anatomy Lab (1)

This laboratory course includes study of the developmental, microscopic, and gross anatomy of preserved specimens and models that reinforces concepts covered in ANAT 260D lecture.

Prerequisite: ANAT 260 or the equivalent . Offered: 30.

ANAT 260D - Human Anatomy (3)

Includes a logical analysis of body tissues, organs and organ systems. Stresses the microscopic, developmental and gross anatomy of mammals, with special emphasis on human anatomy. Major topics include cell structure and function, tissues, organization of the human body, and all body systems.

Prerequisite: ANAT 260L or the equivalent. Offered: 90.

CAPS - CAPSTONE

CAPS 400 - General Education Capstone (2)

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue in health care and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: Prerequisites: FYS-001 must be completed prior to enrollment in CAPS 400; CAPS 400 must be taken at WCU and concurrent with the last term of General Education, prior to entering the chosen academic core. Offered: 30.

CAPS 401 - General Education Capstone (3)

The capstone seminar is a culminating in-depth experience whereby students formulate their integrated General Education learning experiences into a final oral and written research based project, which comprehensively addresses a pressing issue in health care and advances a proposed defensible solution. The application of learned methods, concepts, and theories into the construction of this project serves as the culminating summative evaluation of General Education Program Learning Outcomes achievement following completion of the General Education courses.

Prerequisite: Prerequisites: FYS 001 must be completed prior to enrollment in CAPS 401; CAPS 401 must be taken at WCU and concurrent with the last term of General Education, prior to entering the chosen academic core. Offered: 45.

CHEM - CHEMISTRY

CHEM 280 - Chemistry (4)

Introduction to the principles of chemistry with an emphasis on measurements, atomic and molecular structure, classification of matter, nomenclature, stoichiometry, chemical equations, energetics, solutions and acid-base chemistry. Students will also be introduced to organic and biochemical principles. Laboratory activities emphasize proper techniques, safety procedures, and experimental exercises in support of the lecture content.

Prerequisite: ANAT 260, PHYS 261, MATH 108 or the equivalent. Offered: 81.

CHEM 280D - Chemistry (3)

Introduction to the principles of chemistry with an emphasis on measurements, atomic and molecular structure, classification of matter, nomenclature, stoichiometry, chemical equations, energetics, solutions and acid-base chemistry. Students will also be introduced to organic and biochemical principles.

Prerequisite: ANAT 260D, PHYS 261D, CHEM 280L, and MATH 108 or the equivalent. Corequisite: CHEM 280L. Offered: 90.

CHEM 280L - Chemistry (1)

This laboratory course will familiarize students with laboratory techniques used in identifying and analyzing the strength and reactions surrounding acids and bases that reinforces concepts covered in CHEM280 lecture.

Prerequisite: ANAT 260, PHYS 261, MATH 108 or the equivalent. Offered: 30.

DHYG - DENTAL HYGIENE

DHYG 302 - Introduction to Dental Hygiene Practice w/Lab (4)

Provides the student with basic concepts and theories related to practice of clinical dental hygiene as well as an introduction to the WCU patient care system. Emphasis is placed on didactic knowledge of clinic protocol, patient assessment, treatment interventions, and recognition of abuse. Provides the dental health care worker with the principles and practical application concepts of infection control in dentistry with discussion and application of the governmental agency standards. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: Successful completion of all Dental Hygiene Program General Education and Core Health care courses. Offered: 90.

DHYG 303 - Infection Control Lab (1)

Provides a practical application of dental infection control, decontamination, disinfection and sterilization procedures. Students will learn the protocols and basic requirements for bloodborne pathogens, hazard communication and general safety standards in a dental environment.

Offered: 30.

DHYG 305 - General Pathology Immunology and Medical Terminology (2)

Focuses on the basic pathologic mechanisms in human disease with an understanding of immunology and related medical terminology. Major diseases and disorders encountered in practice are discussed, with emphasis on the clinical aspects of the diseases. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education and Core Health care courses. Offered: 30.

DHYG 312 - Pre-Clinical Dental Hygiene I w/Lab (4)

Provides beginning dental hygiene students with the scientific knowledge and understanding of the basic principles of dental hygiene techniques and procedures for applying comprehensive dental hygiene services. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 341, DHYG 351, DHYG 302, and DHYG 305. Offered: 90.

DHYG 315 - Oral Pathology (3)

Interpretations of oral pathological conditions are presented with an emphasis on clinical signs and symptoms. Emphasis is placed on the clinical recognition, differential diagnosis, and treatment of oral pathologic conditions and associated systemic disorders. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 341, DHYG 351, DHYG 302, and DHYG 305. This is a blended course. Offered: 45.

DHYG 322 - Pre-Clinical Dental Hygiene II w/Lab and Clinic (4.5)

Develops the skills and techniques required for performing dental hygiene services, and to orient the student to the role of the clinical dental hygienist through direct patient care. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 120.

DHYG 322C - Pre-Clinical Dental Hygiene II (4.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Offered: 121.5.

DHYG 324 - Cultural Competency in Healthcare (1)

Provides awareness regarding the dimensions and complexities involved in caring for people from diverse cultural backgrounds. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices.

Offered: 15.

DHYG 325 - Medically Compromised Care & Emergencies (3)

Focuses on an understanding of the physiological, psychological, and sociological aspects of treating patients with special needs. Provides the student with the background and skill to recognize and manage any medical emergency situation. Emphasis will be placed on prevention, prompt recognition, and effective treatment of life-threatening emergency situations that can occur in the practice of dentistry. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 345, DHYG 322, DHYG 360, and DHYG 365. Offered: 45.

DHYG 332 - Pre-Clinical Dental Hygiene III w/Lab and Clinic (4)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 345, DHYG 322, DHYG 360, and DHYG 365. Offered: 120.

DHYG 332C - Pre-Clinical Dental Hygiene III (3.5)

Provides a continuation of preclinical learning with a transfer to clinical knowledge, skills, and values related to direct dental hygiene care. Emphasis will be placed on the dental hygiene process of care - assess, diagnose, plan, implement, and evaluate.

Offered: 123.

DHYG 335 - Dental Radiology Science w/Lab (2)

Provides the student with a basic understanding of theories and principles in dental radiology, including a study of the dental x-ray, the characteristics and methods of controlling x-radiation, types of film used, methods of processing, identifying, and mounting radiographs, radiation safety procedures, and interpretation of radiographs for preliminary evaluation. It includes techniques of intra-oral and extra-oral radiography with laboratory experience and analysis of technique errors. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 341, DHYG 351, DHYG 302, and DHYG 305. Offered: 45.

DHYG 341 - Dental Embryology Histology and Anatomy w/ Lab (3)

Introduction to orofacial structures and the study of orofacial embryology, oral histology, and dental anatomy. Clinical considerations relevant to dental hygiene practice and root morphology to enhance instrumentation are included. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: Successful completion of all Dental Hygiene Program General Education and Core Health care courses. Offered: 60.

DHYG 345 - Dental Radiology Interpretation w/Clinic (1.5)

Analyzes the clinical discipline of radiographic interpretation of oral and maxillofacial disease is presented for the dental hygienist. Techniques in extra-oral and specialized radiography are discussed. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 45.

DHYG 351 - Preventive Dentistry and Risk Assessment (2)

Provides the fundamentals for the clinical application of primary preventive dentistry and risk assessment procedures, based on epidemiology and critical evaluation of scientific literature. Content centers on the strategies to prevent plaque diseases and the skills required for effective patient education and motivation. Prepares students to assess, develop, plan, implement and evaluate preventive dental services for individual patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: Successful completion of all Dental Hygiene Program General Education and Core Health care courses. Offered: 30.

DHYG 355 - Head & Neck Anatomy (2)

Detailed study of the anatomy and physiology of the human head and neck. Emphasis is placed on the correlation of structure and function especially where applicable to clinical dental hygiene. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 341, DHYG 351, DHYG 302, and DHYG 305. Offered: 30.

DHYG 360 - Pain Management w/Lab (3)

Management of pain control through the use of local anesthetics and nitrous oxide and oxygen sedation is studied and applied. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 60.

DHYG 362 - Dental Materials w/Lab (2.0)

Reviews the properties, composition and manipulation of materials used in dentistry. The study of dental materials enables the dental hygienist to understand the behavior of these materials, and provides a scientific rationale for selecting, using and understanding the varied relationships of dental bio-materials.

Offered: 2.0 Semester Credits.

DHYG 365 - Dental Materials w/Lab (3)

Reviews the properties, composition and manipulation of materials used in dentistry. The study of dental materials enables the dental hygienist to understand the behavior of these materials, and provides a scientific rationale for selecting, using and understanding the varied relationships of dental bio-materials. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 335, DHYG 312, DHYG 315, and DHYG 355. Offered: 60.

DHYG 370 - Basic and Applied Pharmacology (3)

Presentation of general principles of pharmacology, including the pharmacodynamics, pharmacokinetic adverse reactions, and contraindications of drugs. Emphasis will be placed on those drug groups especially relevant to dental practice including the general anesthetics, local anesthetics, sedatives, analgesics, antiseptics, autonomic drugs, anti-inflammatory drugs and antibiotics. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 345, DHYG 322, DHYG 360, and DHYG 365. Offered: 45.

DHYG 375 - Introduction to Periodontology (2)

Introduction to the anatomy and histology of the periodontium and changes that occur in the presence of the disease processes. Pathogenesis and etiology of periodontal diseases and mechanisms of tissue destruction are emphasized as well as clinical management of periodontal patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 345, DHYG 322, DHYG 360, and DHYG 365. Offered: 30.

DHYG 400 - Clinical Seminar I (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. Offered: 15.

DHYG 402 - Clinical Seminar (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Offered: 15.

DHYG 405 - Clinical Practice I w/Lab and Clinic (4)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. Offered: 150.

DHYG 405C - Clinical Practice I (2.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Offered: 138.

DHYG 410 - Clinical Seminar II (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 15.

DHYG 412 - Clinic Seminar II (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Offered: 15.

DHYG 415 - Clinical Practices II w Lab and Clinic (4)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 150.

DHYG 415C - Clinical Practice II (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Offered: 165.

DHYG 420 - Clinical Seminar III (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 15.

DHYG 422 - Clinic Seminar III (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Offered: 15.

DHYG 425 - Clinical Practice III w/Lab and Clinic (5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure. Methods of instruction include clinical experience and guided demonstrations.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 180.

DHYG 425C - Clinical Practice III (3)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Offered: 192.

DHYG 430 - Biochemistry and Nutrition (2)

Covers the relationship of diet and nutrition to various diseases such as periodontal disease, cancer, diabetes, and obesity will be considered, as will the nutritional considerations of patients with special needs. Each major nutrient group will be covered along with its biological role. The biochemical or physiological role of required dietary nutrients and the relevance of nutrition to preventive dentistry will be emphasized. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. This is a blended course. . Offered: 30.

DHYG 432 - Clinical Seminar IV (1)

Analysis of the dental hygiene process of care through seminar discussions. Provides the student with continued instruction in advanced clinical skills and experience synthesizing knowledge and

values from all segments of the profession of dental hygiene. This course will also assist students in preparing for examinations and other procedures required for obtaining a dental hygiene license.

Offered: 15.

DHYG 435C - Clinical Practice IV (3.5)

Provides advanced clinical practice in whole patient care services following the dental hygiene process of care. Emphasis will be on treating the patient with moderate-advanced active periodontal involvement. Clinical experiences at higher levels of skill are required to prepare the student for licensure.

Offered: 219.

DHYG 440 - Research Methodology (2)

Overview of the role and scope of research as it relates to the formation of dental hygiene knowledge and the application to dental hygiene practice. Focus is on basic strategies, methodologies, and the types of research design. Provides students with the opportunity to design an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

Offered: 30.

DHYG 442 - Applied Research Lab (1)

Provides students with the opportunity to conduct and present an original research project that enriches existing knowledge and contributes to the profession of dental hygiene.

Offered: 30.

DHYG 450 - Ethics Seminar (1)

Explores in a seminar/discussion format the ethical behavior in clinical dental practice and includes clinical decision making models, practitioner-patient relationship, obligations of trust and confidentiality, and dealing honestly with patients. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 332, DHYG 370, DHYG 375, and DHYG 325. Offered: 15.

DHYG 455 - Dental Public Health (2)

Provides an overview of dental public health, oral epidemiology, and prevention and control of oral disease through community interventions.

Offered: 30.

DHYG 460 - Community Dental Health Education (2)

Covers the concepts and methods of community-based oral health programs with health promotion and disease prevention activities. Issues central to community dental health such as access to care, supply and demand, quality assurance, health financing, as it is described in health policies are discussed. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 45.

DHYG 465 - Community Dental Health Project (1)

Principles of community oral health are applied through practical experience. Programming phases of assessment, planning, implementation, and evaluation are studied in detail.

Offered: 30.

DHYG 470 - Practice Management and Jurisprudence (2)

Evaluation of the legal aspects of dental practice, covering negligence, informed consent, risk management and quality assurance. Discussion of peer view, regulatory agencies, and the California Dental Practice Act. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 30.

DHYG 475 - Applied Periodontology (2)

Provides the dental hygiene student with an advanced understanding of periodontics. The development of a periodontal treatment philosophy will be accomplished through reading in the classical and current scientific literature. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

This is a blended course.

Prerequisite: DHYG 400, DHYG 405, DHYG 430, DHYG 440, and DHYG 450. Offered: 30.

DHYG 482 - Advanced Dental Hygiene Topics (1)

Analysis of advanced dental hygiene topics to improve clinical skills related to dental hygiene care specifically focused on technology to enhance and improve patient care.

Offered: 15.

DHYG 485 - Advanced Dental Hygiene Topics (2)

Analysis of advanced dental hygiene topics to improve clinical skills related to dental hygiene care specifically focused on technology to enhance and improve patient care. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 30.

DHYG 490 - Professional Development Project (2)

Assists the student in exploring areas of interest related the many professional roles of a dental hygienist specifically focused on opportunities for a BSDH graduate. Emphasis will be placed on employment preparation such as interviewing, resume writing, and completion of individual professional portfolio. Methods of instruction include guided facilitation, demonstration, case studies, and classroom activities.

Prerequisite: DHYG 410, DHYG 415, DHYG 475, DHYG 460, and DHYG 470. Offered: 45.

DHYG 492 - Professional Development Project (1.5)

Assists the student in exploring areas of interest related the many professional roles of a dental hygienist specifically focused on opportunities for a BSDH graduate. Emphasis will be placed on dental hygiene leadership and employment preparation.

Offered: 30.

DHYG 499 - Directed Study in Dental Hygiene (1-3)

Directed individual study to integrate theory and clinical practice to develop intellectual and practice problem solving skills through information assessment, critical thinking, and demonstration of skills and competencies. Specific content arranged between faculty and student. May be repeated.

Prerequisite: Enrollment in dental hygiene core curriculum; approval of Dean.

ENGL - ENGLISH

ENGL 140 - Written Communication I (3)

The student will develop competency in effective written communication for creative, academic, and professional written communication. The course focuses on four basic areas of effective writing: unity, specifics, coherence and grammar. Utilizes reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. APA style and library usage/research is required.

Prerequisite: None. Offered: 45.

ENGL 240 - Written Communications II (3)

This course involves the intensive study and practice of advanced writing principles for research papers. Detailed review of APA style format and library research. Focus on development of critical thinking skills to analyze and critique written communication. Review of writing principles include developing thesis statements, providing support, proper citation and reference pages, and creating clear organization of main points. APA style and library usage/research is required.

Prerequisite: ENGL 140 or the equivalent. Offered: 45.

EPI - EPIDEMIOLOGY

EPI 306 - Epidemiology in Public Health Practice (3)

Covers principles and the practice of epidemiology, including surveillance, descriptive epidemiology, outbreak investigation, and analytic methods, with emphasis on field epidemiology. Focuses on the use of sound epidemiologic judgment, particularly when epidemiologic theory and practical considerations conflict. Students will be able to apply these principles to address public health problems in the community.

Prerequisite: None. Offered: 45.

FYS - FIRST YEAR SEMINAR

FYS 001 - First Year Seminar (0)

This course is designed to familiarize, acclimate, and relate students to the West Coast University environment, professionalism, and the broader community. The course will entail in-depth discussions, specialized topics, and activities connected to a collective First Year Experience while helping students to formulate and achieve personal, professional, and academic goals and successes.

Prerequisite: None. Offered: 0.

HA - HEALTH ADMINISTRATION

HA 500 - Legal and Ethical Issues in Health Care Management (3.0)

In this course students will examine the legal and ethical issues involved in the use of health related information. Topics include ethical theories and dilemmas, contemporary ethical issues, tort law, contracts, corporate responsibilities, ethical and legal responsibilities of the health care professionals, and the regulatory environment.

HA 505 - Information Systems for Health Care Programs (3.0)

With the ever increasing costs of health care and the demand for quality of care, information systems are expected to play an important role in managing health care organizations. Topics include the analysis, design, selection, implementation, and evaluation of information systems in a variety of health care settings.

HA 520 - Financial Management for Health Care Managers (3.0)

This course focuses on the application of financial concepts to managing cost and profitability in health care organizations.

HA 525 - Marketing Management for Health Care Professionals (3.0)

This course examines how managers make decisions in a complex and competitive environment. The student is introduced to the application of the marketing concepts and practices as they relate to the management of the marketing strategy development and implementation in health care organizations. As part of the course requirements students will be required to develop a marketing plan on a health care related opportunity and make a presentation to the class.

HA 530 - Managerial Epidemiology (3.0)

This course takes a managerial approach to the prevention and control of diseases in the public and private arena. Basic concepts of epidemiology are applied to the policy, marketing, management, and geography of disease prevention and control.

HA 535 - Health Research Methods (3.0)

This course will focus on the application of univariate and multivariate research methods and computer analysis of data using statistical packages. During the term, students are required to identify a health care related problem, design the data collection instrument, collect the data, analyze and interpret the data, and make recommendations to the management team.

Prerequisite: MATH 210 or equivalent.

HA 540 - Strategic Planning in Health Care Organizations (3.0)

Successful managers understand the importance of strategic planning for achieving long-term growth, profitability, and competitive advantage for the organization. Topics include strategy development, evaluating the environment, conducting SWOT analysis, implementing and monitoring the strategy.

HA 545 - Hospital Administration and Management (3.0)

This course focuses on the operation, administration, and management of health care organizations. Topics include planning, organizing, recruiting, training, motivating and directing the employees of the organization, Additional topics include conflict resolution, workplace diversity, patient privacy and confidentiality issues.

HA 550 - Leadership Models for Health Care Managers (3.0)

This course explores a broad range of leadership issues. Topics include leadership theories, models, styles, competencies, ethics in health leadership, change management, mentoring and succession planning.

HA 555 - Project Management (3.0)

This course introduces the student to the use of computer based project management to plan and implement complex projects in a health care organization. Topics include the selection and role of the project manager, organization and planning, budgeting and cost estimation, scheduling and resource allocation, monitoring, controlling, and auditing the project. Students will use the MS project to plan and organize a health care related project.

HA 560 - Entrepreneurial Opportunities in Health Care Industry (3.0)

This course is intended primarily for students who are interested in creating businesses related to the health care industry both within the organization and outside the organization. Topics include conceptualization of the product/service, planning, raising capital, hiring the team, launching, growing, and successfully exiting the business. During the term students will be required to develop an investment grade business plan and make a presentation to the class.

HA 565 - Capstone Course: Cases in Health Care Management (3.0)

This course will bring to bear on the student's ability to integrate the various concepts, models, theories, and topics relating to the health care industry that were discussed throughout the program by participating in a series of case analysis exercises.

Prerequisite: HA 520, HA 525, HA 540, HA 545.

HUM - HUMANITIES

HUM 370 - Cultural Pluralism (3)

Compares varied cultural traditions among groups of people in a given society who are simultaneously interdependent and autonomous. Emphasis on shared socioeconomic and political systems of people in a society and an appreciation of the distinct cultural practices among groups who coexist within that society. Diversity of: race, ethnicity, gender, socioeconomic status, disability, religion, and sexual preference are emphasized. Effective communication and conflict resolution are a focus throughout the course.

Prerequisite: None. Offered: 45.

LDR - LEADERSHIP

LDR 432 - Principles of Leadership for Healthcare Organizations (3)

Explores critiques and analyzes leadership principles and theories and their application of these principles to the health care industry. Reviews the essential attributes required of a leader in today's health care organization, making a distinction between managers and leaders. Students evaluate their own leadership styles utilizing a leadership assessment questionnaire.

Prerequisite: None. Offered: 45.

MATH - MATHEMATICS

MATH 108 - College Mathematics I (3)

Students are introduced to algebra topics such as properties of real numbers including basic operations, solving and graphing linear equations and inequalities, polynomials and their properties, factoring polynomials, simplifying rational expressions, radical expressions, complex numbers, solving and graphing quadratic equations, solving system of two linear equations, logarithmic functions and their properties, and exponential functions.

Prerequisite: None. Offered: 45.

MATH 210 - Statistics (3)

Covers descriptive and inferential statistics, including survey and research, sampling, organizing and analyzing data, estimating mean and proportion, and hypothesis testing. Linear correlation, regression analysis, and basic probability concepts are also covered.

Prerequisite: None. Offered: 45.

MATH 211 - Statistics (3)

This course covers descriptive and inferential statistics with emphasis on real world applications related to the healthcare industry. Course topics include collecting and organizing data, visualizing data using graphs, summarizing data using sample statistics, estimating population parameters using confidence intervals, and hypothesis testing on population parameters. Linear correlation, regression analysis, and basic probability concepts are also covered.

Offered: 45.

MICR - MICROBIOLOGY

MICR 140 - General Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation. Laboratory activities include aseptic techniques, staining, identification, and antibiotic sensitivity assays.

Prerequisite: ANAT 260 and PHYS 261 or the equivalent. Offered: 90.

MICR 290 - Microbiology (4)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of

classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation. Laboratory activities include aseptic techniques, staining, identification, and antibiotic sensitivity assays.

Prerequisite: ANAT 260, PHYS 261, CHEM 280, or the equivalent. Offered: 81.

MICR 290D - General Microbiology (3)

Representative examples of bacteria, viruses, fungi, protozoa, and multi-cellular parasites are studied, with special concentration given to micro-organisms that are significant to human health. Aspects of classification, metabolism, genetics, control mechanisms, chemotherapy, and antibiotic/resistance are considered. Topics covered include principles of infectious disease transmission, immunology, biotechnology, bioterrorism, and environmental remediation.

Prerequisite: ANAT 260D, PHYS 261D, MATH 108, and CHEM 280D, or the equivalent. Offered: 90.

MICR 290L - General Microbiology Lab (1)

This laboratory course includes aseptic techniques, staining, identification, and antibiotic sensitivity assays that reinforce concepts covered in MICR 290D.

Prerequisite: ANAT 260, PHYS 261, MATH 108, CHEM 280, MICR 290D or the equivalent. Offered: 30.

NURS - NURSING

NURS 100 - Fundamentals of Nursing (3)

This course offers the basic aspects of professional nursing and of nursing care. Included are: the nature of nursing, contemporary health care, the nursing process, research process, principles of teaching and communication, therapeutic care, and role development.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 101L. Offered: 45.

NURS 101L - Fundamentals of Nursing Skills Lab (2)

This is a clinical skills laboratory course designed to teach the basic nursing skills for delivery of nursing care. This includes performing basic skills in assessment, patient care across the admission discharge continuum, documentation, teaching, basic life support, fire safety and infection control. Nursing process is utilized in the management of care.

Prerequisite: Approval for progression into core nursing. Corequisite: NURS 100. Offered: 90.

NURS 110 - Introduction to Professional Nursing (2)

This course introduces the student to a theoretical foundation for professional nursing practice. The course focuses on nursing as a caring profession, nurse's roles and functions, ethics, standards, legal aspects, health care delivery, communication, teaching/learning, critical thinking, and the nursing process. The Essentials of Baccalaureate Education are introduced and the philosophy of the WCU nursing program.

Offered: 30.

NURS 120 - Introduction to Medical Surgical Nursing (3)

This is the first medical surgical nursing course, in a series of three, devoted to learning the professional aspects of therapeutic nursing care. The focus will be on key concepts in the care of patients with medical and surgical conditions utilizing the nursing process. Included also will be the role of patient advocate and manager of care utilizing principles of therapeutic communication, research and teaching learning concepts.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 121L. Offered: 45.

NURS 121L-A - Introduction to Medical Surgical Nursing Practicum (2)

This is the first clinical practicum for a medical surgical nursing course in a series of three, going from simple to complex, devoted to learning the professional aspects of nursing in terms of the complex acute health problems of the adult. This course will focus on the application of concepts involved in maintaining or restoring health of clients/patients with medical and surgical conditions in the acute care/hospital setting.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-B. Offered: 90.

NURS 121L-B - Introduction to Medical Surgical Nursing Practicum - On-Campus (1)

This course is an on-campus skills laboratory taken concurrently with NURS 121L-A and focuses on the development of the technical skills needed to provide nursing care for clients/patients with medical and surgical conditions.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 120 and 121L-A. Offered: 45.

NURS 180 - Pharmacology (3)

This course provides fundamental understanding of the different classifications of drugs, their physiologic and chemical basis of operation within the human body. The course also presents the methods of delivery of drugs, how to properly administer complex pharmacologic treatments and the interactions different drugs may have with each other, foods, other therapies, and the environment.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 190 - Physical Assessment (2)

This course provides a more in depth view of patient assessment building from fundamental skills including interviewing, history taking, physical exam, and recording, analysis, and use of assessment data in planning patient care.

Prerequisite: NURS 100 and NURS 101L. Offered: 30.

NURS 199 - LVN Credit (11)

LVN/LPN Advanced Placement Credits 10.0

Offered: 0.

NURS 199D - Advanced Placement Credit (LVN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 199E - Advanced Placement Credit (LPN) (9)

LVN/LPN Advanced Placement Credits 9.0

Offered: 0.

NURS 201 - Medical Surgical Nursing-Promoting Wellness (3)

This course is the second in the series of courses focusing on the concepts of medical-surgical nursing. This course provides knowledge for nursing of older adults with complex acute health problems focusing on maintaining or restoring health of acutely ill clients. The needs of older adults returning to the community and community health care issues will be addressed.

Prerequisite: Pre-requisites for LVN to BSN: NURS 110 and 210LB, for BSN students: NURS 120, 121L-A, and NURS 121L-B. Corequisite: NURS 211L. Offered: 45.

NURS 210L - RN Skills Laboratory (1)

This course is a laboratory experience to assess skill level from LVN experience and includes skills discussed in NURS 101L/121L-A/121L-B. Basic nursing skills for the delivery of nursing care includes assessment, documentation, teaching, and infection control. This course addresses the role of patient advocate and manager of care utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: Admission to LVN to BSN program. Corequisite: NURS 110. Offered: 45.

NURS 210L-AB - RN Skills Laboratory (2)

This course is a laboratory experience to assess skill level from LVN experience and includes skills discussed in NURS 101L/121L-A/121L-B. Basic nursing skills for the delivery of nursing care includes assessment, documentation, teaching, and infection control. This course addresses the role of patient advocate and manager of care utilizing principles of therapeutic communication, research, and teaching learning concepts.

Prerequisite: Admission to LVN to BSN program. Corequisite: NURS 110. Offered: 90.

NURS 211L - Medical Surgical Nursing (3)

This course is the second practicum which focuses on the nursing care of older adults with complex acute and chronic health problems in the acute care setting.

Prerequisite: BSN students: NURS 120, 121L-A, and NURS 121L-B; LVN to BSN students: NURS 110 and 210LB. Corequisite: NURS 201. Offered: 135.

NURS 222 - Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill C (3)

This course provides knowledge necessary to meet the nursing care needs of adults with mental-health/psychiatric health problems. Application of key concepts and the nursing process with adults and groups within a self-care framework is the focus.

Prerequisite: NURS 100 and NURS 101L. Corequisite: NURS 223L. Offered: 45.

NURS 223L - Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill Pra (2)

This course provides the opportunity to apply the nursing process in the direct nursing care of adolescents, adults, and older adults with psychiatric health problems. Practice experience include public and private clinical agencies and in community settings.

Prerequisite: NURS 100 and 101L. Corequisite: NURS 222. Offered: 90.

NURS 225 - Nutrition in Health and Disease (3)

Food is the basis of human life so what, how and when a person ingests food or other substances affects human life and potentially brings on disease or helps cure it. Culturally and geographically different types of foods are available and ingested by people. A nurse needs to have an understanding of how food and special diets fit with the lifestyle, culture, and the therapeutic plan of care for each person under his/her care.

Prerequisite: None. Offered: 45.

NURS 306 - Expanding Family and Community (OB) (2)

This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the care of women, infants and children and families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 316L-A. Offered: 30.

NURS 307 - Developing Family and Community (PEDS) (2)

This course focuses on nursing concepts in the therapeutic care of children, adolescents and their families. Concepts include major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 317L-A. Offered: 30.

NURS 316L-A - Expanding and Developing Family and Community Practicum (OB) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of women, mothers, and infants.

Prerequisite: BSN only: NURS 120, NURS 121L-A, and NURS 121L-B; LVN-BSN only: NURS 210L. Corequisite: NURS 306 . Offered: 67.5.

NURS 317L-A - Developing Family and Community Practicum (PEDS) (1.5)

This practicum course focuses on the application of nursing concepts in the therapeutic care of children, adolescents, and their families.

Prerequisite: NURS 120, NURS 121L-A, and NURS 121L-B. Corequisite: NURS 307. Offered: 67.5.

NURS 340 - Public Health Nursing (3)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Prerequisite: RN licensure or NURS 306, NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 342L. Offered: 45.

NURS 340A - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 340B - Public Health Nursing (1.5)

This course provides the theoretical framework to incorporate public health principles with nursing knowledge and skills to offer preventative, health promoting, and protective services that benefit aggregate populations.

Offered: 22.5.

NURS 342L - Public Health Nursing Practicum (2)

This course prepares RN students for population-focused practice in public health and community health nursing by applying public health theories, prevention and health promoting and protective nursing care to the individual, family, and community. Practicum meets the requirements for PHN certification in CA.

Prerequisite: RN licensure or NURS 307, NURS 316L-A, and NURS 317L-A. Corequisite: NURS 340. Offered: 90.

NURS 350 - Research in Nursing (3)

This course introduces the basics of research in nursing and health care including survey, descriptive, quantitative, and qualitative and outcomes research. It teaches the ability to read and understand

nursing research and adequately critique and understand it for the purpose of developing evidence based practice.

Prerequisite: None. Corequisite: None. Offered: 45.

NURS 420 - Principles of Leadership and Management (3)

This course teaches concepts of leadership, what makes a leader, what are the principles of good leadership and how that blends with the role of a manager. Understanding the role of nurse manager in a complex health care system and how regulatory, union, and leadership issues interact with those role responsibilities.

Prerequisite: RN licensure or NURS 201 and NURS 211L. Offered: 45.

NURS 431 - Disaster Management (2)

In an era of homeland security and devastating natural disasters, it is the responsibility of each nurse to understand what they must do in the event of a natural disaster or terrorist event. This course will identify appropriate actions given multiple scenarios.

Prerequisite: NURS 201 and 211L or consent of Campus Dean. Offered: 30.

NURS 440 - Issues and Trends in Nursing (3)

Nursing is a dynamic profession undergoing dramatic changes during a time of healthcare reform. There are many factors affecting nursing recruitment, education, regulatory issues, practice, retention, and scope of practice.

Prerequisite: NURS 201 and 211L; Prerequisites for this course are waived for students who participate in the Oxford Nursing Honors Colloquium. Corequisite: None. Offered: 45.

NURS 480 - Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill (3)

This course is the third in the series of medical-surgical nursing courses and provides the theoretical perspective on care of acute and critically ill persons across the life span and promoting wellness in culturally diverse populations.

Prerequisite: NURS 201 and 211L. Corequisite: NURS 481L. Offered: 45.

NURS 481L - Advanced Medical Surgical Nursing: Promoting Wellness in the Crit Pr (3)

This course provides the opportunity to apply theory to practice in the care of acute and critically ill persons. Clinical practice in the direct care of complex medical-surgical and critical care patients occurs in a variety of settings.

Prerequisite: NURS 201 and NURS 211L. Offered: 135.

NURS 490RN - Nursing Capstone for Post-Licensure Students (3)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: Admission to the RN-BSN program. Offered: 45.

NURS 491L - Integration of Nursing Practices (2)

This is the culminating nursing practicum course, designed to prepare the student for the real work environment of an RN. During this practicum the student provides therapeutic care using evidenced based practice, the nursing process, therapeutic communication, teaching/learning principles within the role of a RN. The student will work with a pre-approved preceptor RN in a pre-approved clinical

setting following the same clinical schedule as the preceptor RN. The student will work side by side with the preceptor in the clinical setting with the same caseload and responsibilities of the preceptor RN.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 493. Offered: 90.

NURS 492 - Nursing Capstone (2)

This capstone course will focus on student achievement of the program learning outcomes and the Essentials of Baccalaureate Education for Professional Nursing Practice. A portfolio will be used to highlight the professional endeavors of the student's past and present academic and work achievements that show evidence of meeting the Essentials competencies. The portfolio will also include a summary of the issues that relate to current nursing practice, as well as the projection of the student's long-term and short-term professional goals.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 491L and NURS 493 or consent from campus Dean of Nursing. Offered: 30.

NURS 493 - Integration of Nursing Concepts (3)

This course integrates the knowledge base from each of the different core specialties in nursing by reviewing material in a case study format. The course follows each subject area with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. To pass this course, students must demonstrate a knowledge base in each subject area necessary to successfully pass the NCLEX-RN exam.

Prerequisite: NURS 480 and NURS 481L. Corequisite: NURS 491L. Offered: 45.

NURS 495H - Global Perspectives in Nursing & Healthcare Delivery (2)

This course examines core concepts of international service, poverty and disparity in a health continuum; including diversity, foreign aid, alternative healthcare delivery systems and strategies for providing nursing care through a world view. Determinants of health in an alternative healthcare system will be experienced. Students will develop an expanded knowledge base of the core concepts in order to become engaged leaders in the healthcare profession while practicing within a global context. This is a Pass/No Pass course.

Prerequisite: Students are required to apply to enter the course. Please contact the program director or dean for additional information. . Corequisite: None. Offered: 30.

NURS 495L - Community Practice Experience (3)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 135.

NURS 495L-A - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 67.5.

NURS 495L-B - Community Practice Experience (1.5)

The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge

and skills in a community setting where health care is delivered or the health of aggregate populations is influenced.

Offered: 1.5 Semester Credits.

NURS 495T - Transition into Practice (2)

This course will provide senior nursing students with additional education, mentoring/coaching, and clinical experiences to enhance professional confidence and competence while continuing to develop a practice grounded in safety and quality. Students will integrate theory and clinical practice through the review of concepts and completion of learning activities, simulation education and direct care. The student will develop intellectual and practical problem solving skills through information assessment, and critical thinking.

Prerequisite: NURS 480/481L and Approval of Campus Dean of Nursing. Offered: 90.

NURS 496L-A - Community Practice Experience - Non-PHN (1.5)

First of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 561. Corequisite: NURS 340-A. Offered: 67.5.

NURS 496L-B - Community Practice Experience - Non-PHN (1.5)

Second of a two course sequence that provides a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where health care is delivered or the health of aggregate populations is influenced. This course does not meet the requirement for Public Health Certification in California.

Prerequisite: NURS 340-A. Corequisite: NURS 340-B. Offered: 67.5.

NURS 499 - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 499A - Independent Study in Nursing (0)

This independent study provides an opportunity for a student to integrate theory and clinical practice through the review of concepts and the use of simulation education. The student will develop intellectual and practical problem solving skills through information assessment, critical thinking, and demonstration of skills competencies.

Prerequisite: Enrollment in the core nursing curriculum; Consent of Campus Dean; approval of selected faculty and advisor. Offered: 45.

NURS 500 - Theoretical Foundations of Nursing Practice (3)

This course focuses on critical analyses of theory and its use for advanced nursing practice. The text presents historical perspectives on the development of nursing theory, assessments of concept and theory development and theory evaluation, middle-range theories, and shared theories from other disciplines in the sociologic, behavioral, and biomedical sciences, focusing on the application of theory. Students synthesize theory development with strategies for testing theoretical statements. The

student critically evaluates, compares, and contrasts the major theory development strategies used in nursing. This knowledge will be used to construct theoretical statements at a specific theory level, as well as design nursing research in which the theoretical statements will be examined.

Prerequisite: None. Offered: 45.

NURS 510 - Policy Organization and Financing Healthcare (3)

This course focuses on health policy formation and evaluation in politics enhancing the student's political knowledge and skills in preparing for leadership roles in policy-making and public health. Topics include history, trends, and issues in health care systems; legal issues; legislation and regulation; funding, planning, delivery systems, and evaluation of health care services to individuals and populations. Methods of fostering creative and positive change in nursing roles, both as participants in policy processes and as professionals affected by policy changes, are included in this course. The student will analyze the complex dynamics of organizational process, structure, culture, and outcomes in state and national public sector policy making that affects nursing.

Prerequisite: None. Offered: 45.

NURS 521 - Ethics in Healthcare (3)

Nursing and Health Care Ethics explores the work of nurse scholars in ethics, and creatively looks back to assess previous accomplishments and forward to find new directions and strengthen future scholarly contributions in nursing ethics. The content of each class is focused on weekly critical thinking discussion groups based on the reading assignment which gives the student an opportunity to examine and evaluate information regarding the unique contributions of nurses to ethics and health care. Critical thinking activities, organized by the book's themes are examples of applying these scholarly insights into practice.

Prerequisite: None. Offered: 45.

NURS 530 - APRN Advanced Physiology and Pathophysiology (3)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health problems, the student can differentiate between normal and abnormal underlying mechanisms of changes in physiology by comparing and contrasting differential diagnosis within physiological systems of cellular and sub-cellular origin, biochemical alterations and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to recommend clinical and pharmacological interventions and to support decisions for restoring and maintaining health.

Prerequisite: None. Offered: 45.

NURS 530A - APRN Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 530B - APRN Advanced Physiology and Pathophysiology (1.5)

This course provides the foundation for clinical decision making processes and diagnostic reasoning in advanced practice nursing, focusing on pathophysiological processes in major organ systems in individuals. By applying advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems, students should be able to understand the relation between the symptoms and the disease, which might be helpful in differential diagnosis. The aim of this course is to teach students the pathogenesis of various symptoms and diseases within physiological systems of cellular and sub-cellular origin, biochemical, and anatomical changes across the life span. Thus students gain knowledge needed to assess acute and chronic health problems, to understand the mechanisms of disease essential to the role of the professional nurse in determining the appropriate nursing management of the patient.

Prerequisite: None. Offered: 22.5.

NURS 535 - Principles of Teaching and Learning (3)

This course is designed to provide an opportunity to explore the role of educator in both academic and clinical settings as advanced practice nurses. Understanding how people learn and the various theories about learning is fundamental to being able to develop solid educational plans. Faculty roles are changing to meet the needs of learners in a world experiencing explosive technological advances. The educator role now synthesizes a broader range of scholarship which emphasizes discovery, integration, application, and the scholarship of teaching. A variety of both traditional and innovative teaching and evaluation methodologies will be explored as well as appraising the four major components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs.

Offered: 45.

NURS 540 - Research Utilization (3)

This course promotes an evidence-based approach to advanced nursing practice. Evidenced-based research findings for nursing practice will be evaluated in terms of racial, ethnic, and socioeconomic relevance. An understanding of the research process, applicable theories, organizational dynamics, and leadership functions are applied to design and process of implementing research in health care settings. This course presents methods and tools for generating and assessing data for nursing practice, emphasizing the link between research and evidence-based practice, and providing guidance on evaluating and critiquing research evidence. Other topics include more in-depth coverage of both qualitative and quantitative research and the basics on developing and testing new instruments.

Prerequisite: NURS 500 and MATH 211 or equivalent. Offered: 45.

NURS 550 - Advanced Practice Role Development (3)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously, in collaboration with health care provider, and as a facilitator of the interdisciplinary health care team. The advanced practice nurse serves as educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to undertake and explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and explore the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Prerequisite: None. Offered: 45.

NURS 561 - Health Promotion and Disease Prevention (3)

This course of study provides comprehensive analysis of major concepts of health promotion and disease prevention. All population groups are addressed with separate emphases for individuals,

families, and communities, conveying multicultural perspectives important to care planning. Extensive coverage of growth and development throughout the life span emphasizes the unique problems and health promotion needs during each stage of development. The student will be able to present a realistic clinical scenario, discuss current research efforts in health promotion, and explore significant issues, trends, and controversies in health promotion to spark critical discussion and debate.

Prerequisite: None. Offered: 45.

NURS 570 - Advanced Pharmacology (3)

Featuring a unique clinical reasoning format, this course provides both the content knowledge and the clinical reasoning the student will need to become proficient in pharmacology. This in-depth course builds on students' knowledge of normal developmental physiology and provides important information on principles of pharmacokinetics and pharmacodynamics, and the pharmacotherapeutic management of a variety of common minor and acute illnesses. The most current National Institute of Health (NIH) mortality and morbidity statistics for adolescents and adults are used as a basis for medical management.

Prerequisite: NURS 530 or consent of the program Dean/Chair. Offered: 45.

NURS 580 - APRN Advanced Health/Physical Assessment (3)

This course is designed to prepare the student to complete an accurate patient history, physical examination and utilize the diagnostic reasoning process to develop diagnoses as a foundation for advanced practice in primary and/or acute care settings. The course focus on physical examination and history taking contains foundational content to guide students' approaches to history taking, interviewing, and other core assessment concepts, as well as fully illustrated, step-by-step techniques that outline correct performance in conducting physical examinations. Physical assessment is accomplished with the progression of critical thinking from data analysis through the routine head to toe examination to the progression of a targeted system work up leading to differential diagnosis.

Prerequisite: NURS 530 or consent of the program Dean. Offered: 60.

NURS 590A - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 590B - Advanced Clinical Concepts (1.5)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L. Offered: 22.5.

NURS 591L-A - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Masters level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 591L-B - Advanced Clinical Practice Practicum (1.5)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Masters level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Offered: 67.5.

NURS 592 - Advanced Clinical Practice: Theory (1)

This course is a seminar that employs the concept of synchronization of learning to prepare the student for the Advanced Clinical Practice Practicum. Utilizing diverse learning activities the theory topics include informatics and microsystem management for improvement of clinical outcomes and how to utilize them in their clinical area of interest. This is designed to help the student bring together knowledge from the master's level courses and applying that to a broader view of delivering nursing care at an advanced and broader scope of practice to the chosen vulnerable population. Special topics and assignments focus on issues and learning needs that will likely present themselves in the clinical area in order to prepare the student for the situations that will be encountered in the advanced practicum.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 593L is taken along with NURS 592. Offered: 45.

NURS 593L - Advanced Clinical Practice: Practicum (2)

In this clinical practicum, the student provides in depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only Masters level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical.

Prerequisite: Completion of NURS 500 - NURS 580. Corequisite: NURS 592. May be taken before or with NURS 592. Offered: 30.

NURS 594 - Advanced Practice Theory: Nursing Leadership (3)

In this course, students will refine their leadership skills and examine a broad range of nursing leadership issues and trends. Students will call upon their previous courses and knowledge about leadership theories, models, and behaviors as they enhance their leadership competencies and pave the way to advance their own leadership position. Students will also focus on ways to advocate for the benefit of the nursing profession and to lead change and innovative efforts for the promotion of healthcare in society.

Offered: 45.

NURS 595L-A - Advanced Practice: Nurse Leader Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in a health care setting under the supervision of a nurse leader. The goal is to prepare students for leadership opportunities where they will observe experts in their field and apply their previous course learnings and skills obtained to address complex microsystem issues within selected healthcare organizations, promote quality patient outcomes, and utilize advanced communication skills in collaboration with other healthcare disciplines.

Offered: 70.

NURS 595L-B - Advanced Practice: Nurse Leader Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in nursing leadership. Upon completion of this practicum course, the student will be able to demonstrate evidence of their knowledge and understanding of the role of the nurse leader.

Offered: 65.

NURS 669L - FNP Residency II (3)

Offered: 105.

NURS 601 - FNP Bridge Course (3)

This course is a bridge course for the RN who is seeking a degree in the Masters of Science in Nursing program, Family Nurse Practitioner track. This course is designed to provide an in-depth introduction to information systems and technologies that support practice and improve patient care and outcomes. Students develop an understanding of relationships between patient care and information/data issues involved in clinical practice, in addition to examining informatics issues within complex healthcare systems. This course requires synthesis of information gathered from previous core courses with application to actual case studies from a healthcare practitioner perspective. The students will review family theory, and professional and legal issues related to advanced practice nursing, including nurse practitioner scope of practice, outpatient documentation, and billing.

Offered: 45.

NURS 601A - FNP Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Family Nurse Practitioner track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling, and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 601B - FNP Bridge course (1.5)

This course is a bridge course for the RN who is seeking a degree in Master of Science in Nursing specific to the Family Nurse Practitioner track. The course is designed to provide an in-depth introduction and better understanding of family theory as it relates to genetics, counseling, and health promotion across the lifespan. The course also introduces the graduate nurse to information systems and technologies that support practice and improve patient care and outcomes. Students will develop an understanding of relationships between patient care, information and data issues involved in clinical practice within complex healthcare systems. Students will analyze and critique case studies relevant to the needs of families as well as review outpatient documentation, and billing relevant to the practice of the nurse practitioner.

Offered: 22.5.

NURS 610 - Curriculum Design (3)

This course is designed to provide an opportunity to explore how people learn and the various theories about learning which are fundamental to being able to develop effective educational plans. A variety of both traditional and non-traditional teaching and evaluation methodologies will be explored as well as appraising the four major components of the educator role: teaching, curriculum, information technology, and evaluation of students and programs. Covered in the class are the steps involved in test construction, with guidelines on how to develop test length, test difficulty, item formats, and scoring procedures. Also included are guidelines for assembling and administering a test and strategies for writing multiple-choice and multiple-response items. The educator role now synthesizes a broader range of scholarship which emphasizes discovery, integration, application, and the scholarship of teaching.

Offered: 45.

NURS 620 - Educational Administration (2)

This course addresses the administrative responsibilities associated with a nursing education program. Educational Administrators are responsible for coordinating administrative activities, approving faculty hiring, evaluating faculty performance, directing budget plans, creating academic policies and programs. Educational Administrators in Nursing assess programs and develop partnerships with internal and external organizations regarding compliance with state regulatory and accrediting agencies in terms of program data, licensure, curriculum compliance, accreditation approvals. They determine course scheduling and recommend implementation of additional courses to meet the needs of the students and the institution.

Offered: 30.

NURS 631 - Simulation & Clinical Nursing Education (3)

This course is designed to meet the unique requirements of faculty working in health professions education using simulation as an educational modality. The course enables participants to develop their teaching, curriculum design, and program evaluation skills and addresses the psychosocial, technical and organizational elements unique to simulation education. This course will equip graduates with the simulation-specific skills and experiences required to design, deliver and evaluate simulation based educational activities.

Offered: 45.

NURS 640 - Curriculum Design and Simulation (3.0)

This course is designed to prepare participants to meet the unique requirements necessary to teach didactic, supervised clinical instruction, and simulation-based education to nursing professionals. Participants will utilize a variety of traditional and innovative learning theories, teaching, and evaluation methodologies to develop instructional strategies and create curriculum plans for use with a variety of students. Through interactive activities, participants will develop skills

related to teaching, curriculum design, the use of simulation in the clinical training environment, and program evaluation, while exploring the psychosocial, technical, and organizational elements unique to nursing education.

Offered: 3.0 Semester Credits.

NURS 641L - Education-Teaching Practicum (3)

Teaching Practicum students are placed in schools of nursing, staff development or client education settings that are not a regular part of their current job. Practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN. Students initiate contact with a mentor in an educational setting who will work with the student to help meet their course objectives. Students develop personal learning objectives for the teaching practicum. Students are required to prepare for and teach in at least one theory and clinical class and participate in clinical and simulation as well as administration in at least one educational setting.

Prerequisite: Completion of NURS 535 - NURS 631. Offered: 135.

NURS 641LA - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 70.

NURS 641LB - Education Teaching Practicum (1.5)

This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of a MSN degree.

Offered: 65.

NURS 642 - Assessment and Evaluation in Nursing Education (3)

This course provides students both formative and summative assessment strategies that can be implemented to evaluate learners, programs, and performance in a variety of settings, such as classroom, laboratories and clinical areas. Evidence-based approaches to determine the effectiveness of instruction will be presented, along with methods for interpreting and analyzing data for measurement of student learning outcomes. This course will also add to the nurse educator's competencies in the use of various strategies to recommend changes based on the results of the assessments made to achieve the highest standards of excellence.

Prerequisite: Admissions into the Nurse Educator Track. Offered: 45.

NURS 650 - Healthcare Outcomes (3)

This course focuses on a review and critical analysis of the evidence concerning nursing-sensitive outcomes and approaches to their measurement. It presents a review of the conceptual and empirical

literature on selected outcomes as they provide evidence for accountability in the healthcare system. Outcomes are identified that demonstrate the impact of nursing on patient care.

Offered: 45.

NURS 651 - Leadership Development (3)

This course addresses the complex role of the leader in terms of behavioral, relational, interactional and structural activities associated with the healthcare profession. As the healthcare environment continually changes, so must nursing leaders, so they can develop new ideas of how to meet the challenges facing them. Nursing leaders need to develop and refine how to reconceptualize work and priorities, and learn how to incorporate the ideas associated with the changing landscape of global reality, health reform and technological advances. This course will focus on leadership development issues most representative of today's healthcare environment realities, incorporating theories and practices from other disciplines, change strategies, conflict resolution, and intellectual as well as emotional competencies.

Offered: 45.

NURS 652 - Organization Behavior (3)

This course is designed to provide key concepts essential to meeting the challenges of the changes the healthcare industry has experienced over the past few years, and appreciate the complexity associated with the pressures to redesign the U.S. healthcare system, pay-for-performance measures, and demands for increasing the quality and accessibility of healthcare services. Students will be exposed to the theories and practices or organizational behavior and theory, workflow designs and change theory as they relate to healthcare, which is the nation's largest industry. Since healthcare is so complex with numerous interrelated and interdependent segments, healthcare leaders and managers need to learn how to balance competing interests, provide quality care while dealing with labor shortages, and integrate the information from a number of perspectives. This understanding of behaviors of both individuals and group dynamics is critical so healthcare leaders can diagnose and understand the real causes of organizational problems and be better able to guide organization toward greater success.

Offered: 45.

NURS 655 - Database Systems, Design and Informatics (3)

The usage and design of database management systems and models will be explored and their significance in decision-making emphasized. Learning will be facilitated through designing a database in MS Access or equivalent. Database concepts such as table designs, data queries, writing simple macros, data mining, big data, meaningful use, visualization and analysis will be presented.

Offered: 45.

NURS 656 - Project Management in Healthcare Informatics (3)

This course introduces theoretical and practice components of project management in healthcare informatics for the graduate nurse. Students will be exposed to specific concepts related to electronic health records, health data, standards, sourcing, and information technology investments within the framework of the system life cycle. Students will evaluate informatics as it applies to patient safety, legal and ethical issues, complex decision-making, consumer use, and outcomes measurement. Through project management activities, students will explain the key information requirements for effective health information management and decision support, plan and develop the governance and oversight requirements of healthcare informatic projects, understand the specification in the selection process of healthcare projects, and apply these competencies to real-world healthcare problems.

Offered: 45.

NURS 658 - Interoperability and Standards (3)

Challenges in health information exchange, interoperability and data standards will be introduced. Different terminologies and classification systems such as Logical Observation Identifiers Names and Codes (LOINC), Systematized Nomenclature of Medicine-Clinical Terms (SNOMED-CT), as well as data exchange models and standards such as Fast Healthcare Interoperability Resources (FHIR) and eXtensible Markup Language (XML) documents will be presented.

Offered: 45.

NURS 659 - Implementation, Management, and Evaluation of Healthcare Systems (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 660 - Advanced Practice Nursing Role (1)

This course focuses on the multiple professional roles of the Advanced Practice Nurse who functions autonomously and in collaboration with health care providers as a practitioner, educator, consultant, researcher and manager. Expansion of the nurses' role permits the student to explore the influence and responsibility as health promoter, teacher-learner, leader-manager, research consumer, advocate, colleague, and collaborator. The student will gain knowledge of the historical, theoretical, ethical, and legal foundations of professional nursing, and investigate the changing health care system especially related to health care economics, nursing in a culture of violence, and nursing in a culturally and spiritually diverse world. Health care system demands are continuously transforming the nurse's emerging role and function of promoting change within the health care delivery system.

Offered: 15.

NURS 662 - Primary Care Pediatric Patient: Theory, Pharmacology and Practice (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 30.

NURS 662A - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs

commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662B - Primary Care Pediatric Patient: Theory (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory instruction in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. Case studies and seminar weekends will be utilized to enhance and support student learning. This course will also build upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 15.

NURS 662L - Primary Care Pediatric Patient: Practicum (2)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 130.

NURS 662L-A - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 662L-B - Primary Care Pediatric Patient: Practicum (1)

This course focuses on management of health care of children (from birth through adolescence) and their families. The clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner.

Offered: 65.

NURS 663 - Primary Care Adult and Geriatric Patient: Theory, Pharmacology & Practice (3)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 45.

NURS 663A - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663B - Primary Care Adult and Geriatric Patient: Theory (1.5)

This theory course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. Discussion will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care issues will be addressed. Case studies and seminar weekends will be utilized to enhance and support student learning. The pharmacological component this course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Offered: 22.5.

NURS 663L - Primary Care Adult and Geriatric Patient: Practicum (3)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 195.

NURS 663L-A - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 100.

NURS 663L-B - Primary Care Adult and Geriatric Patient: Practicum (1.5)

This clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female health care. Students are required to participate in a 2 day seminar for common procedures in preparation for course requirements.

Offered: 95.

NURS 664 - Primary Care Women's Health: Theory, Pharmacology and Practice (2)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 30.

NURS 664A - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent

illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664B - Primary Care Women's Health Theory (1)

This theory course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. This course will also prepares students in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Case studies and seminar weekends will be utilized to enhance and support student learning. This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for client systems across the lifespan. Mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications and routes of administration will be emphasized in acute and chronic conditions.

Offered: 15.

NURS 664L - Primary Care Women's Health: Practicum (2)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 130.

NURS 664L-A - Primary Care Women's Health: Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 664L-B - Primary Care Women's Health Practicum (1)

This clinical course focuses on Women's Health Care and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's health care management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. Students are required to participate in a 1 day seminar of pelvic and breast exam instructions.

Offered: 65.

NURS 665 - Care Management and Coordination - Theory (2)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 30.

NURS 665A - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 665B - Care Management and Coordination - Theory (1)

This course focuses on principles and models of care management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of management approaches. Integral to care management is the promotion of consumer education, involvement, and advocacy. Students will also be exposed to clinic management, billing and coding practices related to care management. The professional, social, political, legal, ethical, economic, and financial factors that affect health care practice are analyzed.

Offered: 15.

NURS 668L - Advanced Health Care Residency (3)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 195.

NURS 668L-A - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or

rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 100.

NURS 668L-B - Advanced Health Care Residency (1.5)

This course provides the final comprehensive clinical management experience, allowing FNP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical and financial content related to prescribing is addressed in this course as required by the California Board of Nursing.

Offered: 95.

NURS 670 - Innovation in Nursing and Healthcare Systems (3)

This course addresses the improvement of the delivery of healthcare services through leadership and innovation implementation in the workplace. The overarching framework is leadership development within the context of applied change. Students will be exposed to a strong foundation in administration, technology/nursing informatics, leadership development, advanced nursing perspectives, innovative change processes, and issues of health disparities. Students will be challenged to think more deeply about the foundation of the innovation process and some of its applications to the nursing profession. The key to the future of nursing is becoming familiar with emerging insights and embracing successful innovation processes.

Offered: 45.

NURS 671 - Global Health (3)

Health care systems are extremely complex and resource-intensive networks of organizations and people. Each country responds to their healthcare challenges and opportunities in a variety of ways, and although there have been great successes, it is obvious that health systems exist where rapid, unpredictable changes occur requiring new ideas and creative practices. In this course, students will be exposed to models and theories that emphasize the economic, sociological, psychological and anthropological aspects of health issues and health care practices. Students will examine how our interdependent world affects healthcare decisions and processes, and how different countries have created their own systems to respond to the particular health issues present in their society. Students will also have the option of spending two weeks in Oxford, England, which offers an unparalleled opportunity to study the latest developments in health care on a global scale - expanding their knowledge base, and broadening their personal perspective about global health. This course may include an international study experience.

Offered: 45.

NURS 672 - Data Management in Healthcare (3)

This course focuses on the management of data, focusing on the ever expanding amount of data, the applications and databases that use data, as well as the regulations governing how that data is shared. The healthcare industry faces a unique set of challenges in modernizing its infrastructure as operating solutions are needed that integrate data from a range of patient, clinical, and back office systems to healthcare providers, patients, payers, technology and pharmaceutical companies. Federal regulations mandate that data and systems are interoperable and can be used for electronic health records (EHR) and health information exchanges (HIE) while meeting the requirements of ICD-10 and HIPAA 5010. Students will learn about the importance of a systematic approach to identify the types of metrics that are needed to evaluate a project or program, developing metrics that support projects and programs and types of data management plans. Includes an overview of privacy issues, legislation, regulations, and accreditation standards unique to health care.

Offered: 45.

NURS 673 - Legal and Social Issues in Health Informatics (3)

In this course, students will explore the lifecycle of Electronic Health Record (EHR) – implementation, upgrades, changes, analysis, workflow modeling and training. Students will also learn legal and ethical issues surrounding healthcare informatics, as well as other key topics such as healthcare policy-driven practices.

Offered: 45.

NURS 674 - Creation and Application of Health Knowledge (3)

This course reviews the creation, use, reuse, and dissemination of health knowledge which not only supports decision making, but also leads to new discoveries. Students will learn about the emerging capabilities that allow for numerous data inputs to be analyzed and shared, and they will explore the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

Offered: 45.

NURS 675L-A - Health Informatics Practicum I (1.5)

This is the first part of a two-part course which provides field-based activities in an informatics setting under the supervision of an informatics specialist. The goal is to prepare students for real-world experiences they may encounter in the informatics field. Students will observe and apply their previous course learnings and skills obtained in such activities as identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care which generate the maximum return on investment for healthcare organizations.

Offered: 100.

NURS 675L-B - Health Informatics Practicum II (1.5)

In this second part of the course, students will continue to work on their field-based activities in informatics focusing on the evaluation of health-care technology systems to improve the quality and efficiency of the health care systems. They will complete their field-work which demonstrates evidence of the student's understanding of informatics technology and the role of the nurse informaticist.

Offered: 100.

NURS 675L - Health Systems Lab (3)

This course provides for an in-depth small-group project in the process of identifying, evaluating, and selecting health-care technology systems to improve the quality and efficiency of health care and generate the maximum return on investment for healthcare organizations. The course hours are equivalent to 135 hours.

Offered: 90.

NURS 676 - Advanced Pharmacology - FNP (3)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients with chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 45.

NURS 676A - Advanced Pharmacology - FNP specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients with chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 676B - Advanced Pharmacology - FNP specific (1.5)

Featuring a unique clinical reasoning format, the student will develop both the content knowledge and the clinical reasoning needed to become proficient in pharmacology specific to the role of the advanced practice nurse. The student will analyze and evaluate pharmacological mechanisms and concepts including pharmacogenomics, pharmacokinetics, and pharmacodynamics of commonly used drugs, drug interactions, side effects, and contraindications as the basis for clinical judgment and management of patients with chronic diseases and self-limiting acute conditions in the primary care setting. Emphasis will be given on assuring safe, efficacious, and ethical aspects of prescribing and furnishing drugs. The student will have in-depth understanding of drug legislation and regulation for prescribing drugs and apply critical appraisal skills in determining best evidence for prescriptive intervention.

Offered: 22.5.

NURS 677 - Intro to Healthcare Informatics (3)

This course provides an overview of the field of health informatics by giving students the fundamental knowledge of the concepts of health informatics and how technology can be used in the delivery of health care. The student will gain an understanding of the challenges for a Healthcare Informatics professional to analyze and deliver usable and accurate systems and solutions.

Offered: 45.

NURS 680 - Advanced Health/Physical Assessment - FNP (3)

This course expands the principles and techniques of physical assessment specific to the role of the advanced practice nurse. The course provides a foundation for the student to evaluate the health of individuals and families across the lifespan. Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings. Emphasis is placed on the utilization of assessment findings in clinical decision making from a targeted system work up leading to differential diagnosis/diagnoses. Analysis of assessment data based on developmental and cultural variation is included.

Offered: 45.

NURS 680A - Advanced Health/Physical Assessment - FNP specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expand upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 680B - Advanced Health/Physical Assessment - FNP specific (1.5)

The 680 A and B course is designed to prepare the graduate nursing student to expand upon the principles and techniques of physical assessment and provides a foundation for the student to evaluate the health of individuals and families across the lifespan. The complete course has two sections 680A (8 weeks) and 680B (8 weeks). Theory and research-based methodologies and skills will be incorporated to assist the student in the comprehensive assessment of individuals, including advanced communication skills, such as clinical interviewing and focused history taking, review of systems, psychosocial and physical assessment, critical diagnostic reasoning, clinical decision making, and documentation of findings.

Offered: 22.5.

NURS 690A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course, and in this first term of the course, students will begin work on their final project which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant nursing problem, and to illustrate how students have applied the theories and principles of their previous courses to the assessment of a healthcare related problem and the development of a proposed evidence-based approach to address that problem. Examples might include: (1) integration of research findings into practice with evaluation of client system outcomes; (2) evaluation of current nursing practice through examination of relevant client system clinical outcomes; or (3) description of new knowledge with potential for enhancing nursing practice.

Offered: 22.5.

NURS 690B - Culminating Experience II (1.5)

In this second term, students will complete their evidence-based graduate project. The student will submit the final written project which provides evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, a comprehensive review of the

literature, and capacity to reflect meaningfully on the student's professional development. A presentation will also be required.

Offered: 22.5.

NURS 691A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the Family Nurse Practitioner program. It is a two-term course. In the first term of the course, students will begin work on their final Clinical Change Project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant clinical problem, develop a proposed approach, and discuss implications relevant for clinical practice. The Clinical Change Project strongly emphasizes collaboration between the FNP and clinical agency to provide answers to the needs of clinicians for improvement of practices under the supervision of a faculty member.

Offered: 1.5 Semester Credits.

NURS 691B - Culminating Experience II (1.5)

In the second part of this two-part course, students will complete their Clinical Change Project which will provide evidence of competency in critical thinking and writing, ability to integrate field-based and academic learning, and produce useful conclusions and recommendations for clinical practice improvement.

Offered: 1.5 Semester Credits.

NURS 692A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their nurse educator coursework in the analysis and resolution of a significant topic or issue in the area of nursing education. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 692B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 693A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their informatics coursework in the analysis and resolution of a significant topic or issue. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 693B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

NURS 694A - Culminating Experience I (1.5)

The culminating experience is the final academic experience in the master's program. It is a two-term course. In the first term of the course (Part A), students will begin work on their final culminating project, which provides students an opportunity to illustrate how they have synthesized and integrated knowledge acquired throughout their coursework in the analysis and resolution of a significant topic or issue in the area of nursing leadership. The final project, which will be due at the end of Part B, should illustrate how students have applied the theories and principles of their previous courses to the development of a proposed evidence-based approach to address that topic.

Offered: 22.5.

NURS 694B - Culminating Experience II (1.5)

In the second part of this two-part course, students will continue to work on and complete their evidence-based graduate project. Students will submit their final written project which provides evidence of competency in critical thinking and writing, demonstrates proficiency in the required competencies and shows the student's ability to synthesize evidence-based research, as well as improve outcomes in the field of nursing leadership.

Offered: 22.5.

OCC - OCCUPATIONAL THERAPY

OCC 510 - Foundations of Occupation and Occupational Therapy (2.0)

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice, areas of practice, and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF).

OCC 511 - Occupations Across the Lifespan (2.0)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 512 - Introduction to Fieldwork I (1.0)

This I course is designed to prepare students for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas. Communication skills in both therapeutic use of self along with written documentation are introduced.

OCC 513 - OT Evaluation and Screening I (3.0)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

OCC 514 - Introduction to Research (2.0)

This course will focus on understanding the basic premise of research in health care. It will develop the student's skill in performing online and library searches as well as how to read and understand research as part of evidence-based practice. Learning activities will include how to develop and conduct a research project.

OCC 515 - Basic Patient Care Skills (2.0)

This course is an introduction to basic patient care skills as required by occupational therapy practitioners. An overview of how to address various disorders of the bodily systems and typical medical management will be reviewed. This will include how to interact with clients and their families in a professional manner as well as safe physical handling techniques.

OCC 516 - Integrated Physiology and Anatomy (5.0)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

OCC 520A - Occupational Performance in the Older Adult (4.0)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 511; OCC 513; OCC 515 .

OCC 520B - Skills Lab: Older Adults (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Prerequisite: OCC 511; OCC 513; OCC 515. Offered: 60.

OCC 521 - Fieldwork I- Older Adults (1.0)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with older adults. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimester two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar. This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week older adult Level I fieldwork experience. Students will be able to observe

evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings.

Prerequisite: OCC 512; OCC 520B. Offered: 45.

OCC 522 - OT Evaluation and Screening II (2.0)

Continuing a top-down, occupation-based approach to evaluation and screening, this course focuses on standardized assessments, assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. Students will have the opportunity to develop their ability to screen and assess psychosocial, visual, perceptual, cognitive and motor skills.

Prerequisite: OCC 513. Offered: 45.

OCC 523 - Brain, Behavior and Occupation (3.0)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition, each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations.

Prerequisite: OCC 516.

OCC 524 - Movement Analysis in Occupation (3.0)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Prerequisite: OCC 516.

OCC 525 - Evidence-based Practice I (2.0)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 514 course and further develop professional writing skills. Students will be introduced to evidence-based practice, as well as how to identify and interpret levels of evidence-based knowledge. In finding the evidence, students will learn to develop a focused clinical question and investigate the research literature comparing different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Students will learn how to incorporate outcome-measures into evidence-based practice and research as well as understand how to interpret the findings from intervention studies.

Prerequisite: OCC 514.

OCC 526 - Occupations in Practice (2.0)

This foundational and application-based course presents an in-depth analysis of daily occupations, to be analyzed for therapeutic value. Students will engage in a variety of occupations form across the lifespan and from a variety of cultures. Each will be analyzed in regard to the client factors challenged, performance skills required, and how to grade aspects of the activity. Evidence supporting the use of occupations as a mechanism for change will be examined and discussed. Students will learn and apply teaching and learning principles.

Prerequisite: OCC 510.

OCC 531A - Occupational Performance in the Adult (4.0)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing

engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 520 A&B; OCC 522.

OCC 531B - Skills Lab: Adult (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the adult.

Prerequisite: OCC 520 A&B; OCC 521.

OCC 532 - Fieldwork I – Adults (1.0)

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week adult Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on adults with a variety of different diagnosis in a variety of settings.

Prerequisite: OCC 521B.

OCC 533 - Evidence-Based Practice II (2.0)

This course is a continuation of OCC 525 and will focus on assessing, evaluating and systematically reviewing evidence. Students will learn to investigate a focused clinical question using a critical appraisal process as well as develop a research proposal. Students will learn to compare different forms of evidence inclusive of systematic reviews and clinical practice guidelines. Strategies to build evidence in occupational therapy practice will be discussed.

Prerequisite: OCC 525. Offered: 60.

OCC 534 - Preparatory Methods I (3.0)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as physical agent modalities, wound care, managing edema, and tissue remodeling/scar management.

Prerequisite: OCC 524.

OCC 535 - Assistive Technology (4.0)

This course focuses on assistive technology, adaptive equipment, and environmental modifications used by occupational therapist to achieve optimal occupational performance. It includes visits to vendors and community settings to explore how assistive technology is used for different populations, as well as to determine what is available to clients. Students will learn how to use clinical reasoning to design interventions that include recommending and fitting appropriate assistive technologies and devices which promote clients' engagement and participation. Students will have the opportunity to design assistive technology device/equipment for a client.

OCC 541A - Occupational Performance in Children and Adolescents (4.0)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and applies both theoretical and empirical evidence to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 531A & B.

OCC 541B - Skills Lab: Children and Adolescents (2.0)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents.

Prerequisite: OCC 531 A & B.

OCC 542 - Fieldwork I – Children and Adolescents (1.0)

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week children and adolescents Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on children and adolescents with different diagnosis a variety of settings.

Prerequisite: OCC 532; OCC 541B.

OCC 543 - Introduction to Fieldwork II (1.0)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Prerequisite: OCC 512.

OCC 544 - Preparatory Methods II (4.0)

This course is a continuation of OCC 534 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as splinting, therapeutic exercise, and sensory re-education.

Prerequisite: OCC 534.

OCC 545 - Occupational Wellness (4.0)

This course examines the relationship and dynamics interactions between clients, their environments, and the activities they need to accomplish through the perspective of health and well-being. The students will develop critical thinking skills related to the lifestyle factors influencing occupational engagement and wellness in occupational therapy practice. Students will have the opportunity to create health-promoting activities, develop injury prevention programs, and offer client-centered solutions to challenges associated with changing health status, habits, and routines.

Prerequisite: OCC 526.

OCC 546 - Professional Management and Leadership (3.0)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; managing a business/department/program; leadership; maintaining licensing, accreditation and standards; use evidence; create and apply policy; and prepare net-generation leaders.

Offered: 45.

OCC 551 - Preparation for Professional Practice (1.0)

This course will integrate knowledge from courses such as Management & Leadership, Introduction to Fieldwork, and Occupational Performances and apply it to the fieldwork experiences. Students will gain knowledge about payment systems in different settings; admission criteria; documentation

requirements, and billing. The course will also revisit Models and Theoretic Frameworks that support fieldwork education.

Prerequisite: OCC 541; OCC 542; OCC 543; OCC 545; OCC 546. Offered: 30.

OCC 552 - Fieldwork II-A (12.0)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Prerequisite: OCC 551.

OCC 562 - Fieldwork II-B (12.0)

The second fieldwork experience is under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Prerequisite: OCC 552.

OCC 710 - Foundations of Occupational Therapy Practice (3)

This course is an introduction to the field of occupational therapy, including the history, philosophical beliefs, areas of practice, leadership, professional development, and roles of practitioners. The focus of the course is on developing an awareness of professional organizations, ethics and values with an emphasis on the Occupational Therapy Practice Framework (OTPF2).

Offered: 45.

OCC 711 - Occupations Across the Lifespan (2)

This course will analyze human development across the lifespan to form the basis for understanding what occurs when the process is interrupted or changed. Emphasis will be placed on perceiving relationships between developmental stages and modifications in the individual's occupations, along with the impact of culture on development.

Offered: 45.

OCC 712 - Introduction to Fieldwork I (1)

This didactical course Introduction to Fieldwork I is designed to prepare the student for their first fieldwork experience and to introduce the student to a variety of traditional and emerging practice areas.

Offered: 30.

OCC 713 - OT Evaluation and Screening I (3)

This course will provide an introduction to standardized and non-standardized assessment methods relevant to the practice of occupational therapy across the lifespan. Topics covered include assessment selection and implementation at various stages of intervention, statistical methods, and interpretation of data. This course will provide instruction in screening and assessment of visual, perceptual and cognitive skills as well as standard physical assessments for range of motion and strength.

Offered: 75.

OCC 714 - Introduction to Scholarship and Research (2)

This course starts the development of the "practice scholar" and will focus on building skills by gaining an understanding of research in health care, utilizing logical and critical thinking skills to navigate research data, asking evidence-based questions, applying theory to research, and performing literature searches. Additionally, students will gain knowledge about research design, quantitative and qualitative methods, data collection and analysis, and professional scholarly writing. Students will ask a clinical research question, design quantitative and qualitative data collection tools, collect data, analyze with theory, and write up findings.

Offered: 30.

OCC 715 - Basic Patient Care Skills (2)

This course is an introduction to basic patient care skills as required by rehabilitation workers. It will offer an understanding of various bodily systems, conditions and, typical medical management and how they impact occupational performance.

Offered: 45.

OCC 716 - Integrated Physiology and Anatomy (5)

This course provides an integrated, as well as theoretical and practical approach to studying anatomy and physiology. As all functions are performed by specific structures, anatomical information provides clues about structure and physiological mechanisms/processes explain function. Knowledge of the anatomy and physiology of the healthy human body will enable the student to understand important mechanisms of disease.

Offered: 105.

OCC 720A - Occupational Performance in the Older Adult Population (5)

This course is an introduction to occupational therapy with older adults. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in older adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Offered: 75.

OCC 720B - Skills Lab: Older Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Older Adult course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the older adult.

Offered: 60.

OCC 721 - Fieldwork I – Older Adult (1)

Students will complete three (3) Level I fieldwork experiences throughout the educational program: One with children and adolescents; one with adults; and one with the older adult. Students must complete a Level I fieldwork experience in a mental health setting and one in a physical rehabilitation setting. One week (30 hours) each trimester in trimesters two (2), three (3), and four (4) is designated as the Level I fieldwork week on the academic calendar. This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week older adult Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on the older adult with a variety of diagnosis in medical or educational settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

Prerequisite: OCC 712, OCC 720 A&B. Offered: 45.

OCC 722 - OT Evaluation and Screening II (2)

This course provides an in-depth analysis of the occupational therapy assessment process over the lifespan. It focuses on standardized and occupation-based methods of gathering information about these developmental groups. Students will have the opportunity to develop their observation and analysis skills.

Prerequisite: OCC 713. Offered: 45.

OCC 723 - Brain, Behavior and Occupation (3)

This foundational neuroscience course will present topics including histology the ascending sensory pathways, descending motor pathways, cranial nerves: location, fibers course and function, vasculature of the brain, brainstem, and spinal cord, visual system, vestibular system, auditory system, cerebellum, basal ganglia, cerebral cortical structure and function, limbic system: learning and memory, and development and normal aging of the nervous system. In addition each topic will have an applied component in which students will investigate the impact of these systems and structures on occupations.

Offered: 60.

OCC 724 - Movement Analysis in Occupation (3)

This course applies information learned in gross anatomy to mechanical and physiological principles of movement. It includes analysis of body alignment, joint structure, and muscle action and their relationship to functional activities. Students will complete assessments of normal and abnormal alignment and movement and analyze their importance for life tasks.

Offered: 60.

OCC 725 - Scholarship and Evidence-Based Practice I (3)

This course will provide the students an opportunity to apply basic research skills gained in the OCC 714 course. This course introduces students to evidence-based practice and knowledge development and how to create focused clinical questions, investigate and interpret research literature, and incorporate outcome-measures into practice. It is designed to foster professional writing skills as to become evidence-based practitioners in occupational therapy.

Prerequisite: OCC 714. Offered: 75.

OCC 726 - Occupations in Practice (2)

This course provides an in-depth analysis of the therapeutic benefits of occupations, in all areas of ADL, IADL, Play, Leisure, Work and Social Participation. Students will analyze and apply occupation – based media as they relate to client – centered intervention. Occupation-based activity analysis techniques are utilized to allow student to recognize the possible influences of activity demands, social, cultural, personal and temporal contexts on occupational performance. Students will learn how to implement the teaching-learning process as they train others to engage in occupations. Students will develop resources, teaching skills, observation techniques, and the therapeutic use of self.

Prerequisite: OCC 510. Offered: 45.

OCC 729 - Introduction to Doctoral Studies (1)

This course will inspire the student's growth in doctoral level thinking and professional curiosity. Providing an overview of the culminating project, students are prepared to proactively explore areas of interest throughout the occupational therapy program as potential topics for the experiential internship and capstone. Additionally, students gain dialectical and critical analysis skills relating to occupational therapy history, literature, and theory in application to the profession today and in the future. Students will be in class 30 hours for didactic instruction and seminar-style discussion. The course culminates with a critical analysis paper exploring a potential capstone topic.

Offered: 15.

OCC 731A - Occupational Performance in the Adult Population (5)

This course is an introduction to occupational therapy with adults. It focuses on occupational behavior, explore developmental theories, occupational therapy frames of reference, and apply it to physical and psycho-social conditions typically seen in adults. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 720 A&B. Offered: 75.

OCC 731B - Skills Lab: Adult (2)

This lab course incorporates hands-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in the Adult course. Students will explore application of occupational therapy theory used in the process of evaluation and intervention, models of practice, and frames of reference towards the conditions typically seen in the older adult.

Prerequisite: OCC 720 A&B. Offered: 60.

OCC 732 - Fieldwork I – Adults (1)

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week adult Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on adults with a variety of diagnosis in a variety of settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

Prerequisite: OCC 720 A&B. Offered: 45.

OCC 733 - Scholarship and Evidence-Based Practice II (3)

This course is a continuation of OCC 725 and will focus building capabilities in assessing and systematically reviewing evidence, utilizing a critical appraisal process in investigating a clinical question, and developing a research proposal. Students will compare forms of evidence with specific

reference to systematic reviews versus clinical practice guidelines. The doctoral student can use course assignments to explore potential topics for the culminating capstone project.

Prerequisite: OCC 725. Offered: 60.

OCC 734 - Preparatory Methods I (3)

This course focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance such as therapeutic exercise, managing edema and scars, wound care, and sensory training.

Offered: 75.

OCC 735 - Assistive Technology (4)

This course focuses on assistive technology, adaptive equipment and environmental modifications used by occupational therapist to achieve optimal occupational performance. It includes visits to vendors and community settings to explore how assistive technology is used for different populations, as well as to determine what is available to clients. Students will have the opportunity to design assistive equipment for a client.

Offered: 105.

OCC 741A - Occupational Performance in the Child and Adolescent Population (5)

This course is an introduction to occupational therapy with children and adolescents. It focuses on occupational behavior, explores developmental theories, occupational therapy frames of reference, and applies it to physical and psycho-social conditions typically seen in children and adolescents. Psychosocial factors influencing engagement in occupation will be integrated for the development of client-centered, meaningful, occupation-based outcomes. The course will incorporate evidence-based practice and apply knowledge to a variety of clinical and community settings.

Prerequisite: OCC 731 A&B, OCC 732. Offered: 75.

OCC 741B - Skills Lab: Children and Adolescents (2)

This lab course incorporates hand-on learning experiences and development of skills based on the knowledge gained in the Occupational Performance in Children and Adolescents course. Students will explore application of occupational therapy theory use in the process of evaluation and intervention, models of practice, and frames of references towards the conditions typically seen in the children and adolescents.

Offered: 60.

OCC 742 - Fieldwork I-Children and Adolescents (1)

This course provides opportunities for observation and participation in various aspects of the occupational therapy process during a full-time one week children and adolescents Level I fieldwork experience. Students will be able to observe evaluations and interventions performed on adults with a variety of diagnosis in a variety of settings. The debriefing on the fieldwork will facilitate discussion around the potential for formulating specific research questions or proposals for program development that can be executed during the Doctoral Experiential Internship.

Prerequisite: OCC 731 A&B, OCC 732. Offered: 45.

OCC 743 - Introduction to Fieldwork II (1)

This course will emphasize information that has been covered in the occupational therapy curriculum to prepare the student for Fieldwork Level II: Therapeutic use of self; applying theoretical knowledge and evidence-based principles to the clinical situation; time management; communication and interactions; supervisory relationships; teamwork; documentation; and meeting the Fieldwork II requirements.

Offered: 30.

OCC 744 - Preparatory Methods II (4)

This course is a continuation of OCC 734 and focuses on methods and techniques used by the occupational therapist to prepare the client for function/occupational performance: Physical agent modalities and splinting.

Prerequisite: OCC 734. Offered: 60.

OCC 745 - Occupational Wellness (4)

This course examines the relationship of occupation to health, well-being, participation; critical thinking about lifestyle factors influencing occupational engagement and wellness in occupational therapy practice.

Offered: 60.

OCC 746 - Leadership and Advancement in Occupational Therapy Practice (4)

This course will cover information on how to provide effective occupational services: The role of the occupational therapy manager; running a business/department/program; leadership; maintain standards; use evidence; understand policy; and prepare next-generation leaders. It will foster professional development in leadership, management, and advocacy. The course prepares students for the lifelong task of professional growth as a leader. Students gain an understanding of how to carry out the role of an occupational therapy manager, start and run a private practice or business, follow professional regulations and policy, utilize evidence, acquire grant funding, and become future leaders.

Offered: 60.

OCC 751 - Preparation for Doctoral Professional Practice (1)

This course will integrate knowledge from courses such as Management & Leadership, Introduction to Fieldwork, and Occupational Performance and apply it to the fieldwork experiences. Students will gain knowledge about payment systems in different settings; admission criteria; documentation requirements, and billing. The course will also revisit Models and Theoretic Frameworks that support fieldwork education.

Offered: 15.

OCC 752 - Fieldwork II-A (12)

Each student must successfully complete two (2) twelve (12) week Level II fieldwork experiences. This course provides fieldwork experience under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. During this period, the students are expected to assume increasing responsibilities related to client care. The fieldwork experience is designed to develop clinical reasoning, professionalism and clinical competency. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying previously learned knowledge to providing occupational therapy to children or adults in the community. Students will gain experience in OT evaluation and treatment with individuals with various disorders and performance deficits.

Offered: 540.

OCC 761 - Preparation for Capstone I (1)

Taking place in trimester VI, the culminating project formally commences in Preparation for Capstone I OCC 561. The culminating project, consisting of the doctoral experiential internship and capstone, is individually tailored by the student and capstone coordinator to synthesize advanced occupational therapy knowledge and grow professional skills in a focused area of interest. The student will both choose a topic area and determine the mode of implementation from one of the following

areas: specialized practice, program development, education, or leadership, administration, and advocacy. Each student will prepare a brief description of the proposed project addressing purpose and feasibility which will then be reviewed by the faculty for approval. Upon faculty approval, the student will complete an extensive literature review which will serve as the first part of the culminating project proposal. The student will spend two weeks on campus for a total of 15 hours of didactic instruction.

Offered: 30.

OCC 762 - Fieldwork IIB (12)

The second fieldwork experience is under the supervision of a license occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation and intervention. Students will have the opportunity to practice in a variety of clinical or community-based settings. As this is the second fieldwork II experience, the student should advance on their skill and assume more responsibilities related to client care. The fieldwork experience is designed to progressively build competencies in clinical reasoning, professionalism and entry-level skills. It is also intended to develop professional skills consistent with the profession's ethics and standards. It involves applying academic knowledge to the provision of OT to children or adults in the community. Students will gain experience in evaluation and treatment of individuals with various disorders and performance deficits.

Offered: 540.

OCC 771 - Preparation for Capstone II (2)

The Preparation for Capstone II OCC 771 course in trimester VII will build upon work from the first capstone course. The student will continue work on the culminating project proposal utilizing one of the following modes for implementation: specialized practice, program development, education, or leadership, administration, and advocacy.

Offered: 60.

OCC 772 - Doctoral Experiential Internship I (5)

Completed as part of the culminating project with the capstone, the internship provides students with the opportunity to synthesize advanced occupational therapy knowledge, utilize evidence-based knowledge, and grow professionally in a focused area of interest. The approved proposal from the Preparation for Capstone II course serves as the blueprint for learning experiences in the internship. Students will be focused on one of the following areas: specialized practice, program development, education, or leadership, administration, and advocacy. Students will be in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, or administrative settings. The Doctoral Experiential Internship will be mentored by a full-time faculty member, adjunct faculty/consultant, or a qualified person at the site where the internship will be completed. Doctoral students will be in the appointed setting for a total of 640 hours.

Offered: 325.

OCC 781 - Doctoral Experiential Internship II (6)

Completed as part of the culminating project with the capstone, the internship provides students with the opportunity to synthesize advanced occupational therapy knowledge, utilize evidence-based knowledge, and grow professionally in a focused area of interest. The approved proposal from the Preparation for Capstone II course serves as the blueprint for learning experiences in the internship. Students will be focused on one of the following areas: specialized practice, program development, education, or leadership, administration, and advocacy. Students will be in a variety of settings depending on their capstone topic which may include: clinical or community-based occupational therapy settings, educational institutions, state or national occupational therapy organizations, or administrative settings. The Doctoral Experiential Internship will be mentored by a full-time faculty member, adjunct faculty/consultant, or a qualified person at the site where the

internship will be completed. Doctoral students will be in the appointed setting for a total of 640 hours.

Offered: 390.

OCC 782 - Capstone (2)

The course involves the student preparing a scholarly write up of the capstone implementation and outcomes from the Doctoral Experiential Internship OCC 572 and 581 experience. The manuscript will demonstrate the doctoral student's ability to contribute to occupational therapy's knowledge base and demonstrate skills as a scholar and leader. The manuscript will build upon materials from the Preparation for Capstone I and II OCC 561 and 572 courses. The manuscript will include a critical analysis of the literature, clearly identified outcomes of capstone implementation, professional reflections on learning, and recommendations for future development. In addition to the manuscript, students will create either a publishable manuscript or poster or presentation suitable for submission to a professional conference.

Offered: 60.

PATH - PATHOPHYSIOLOGY

PATH 370 - Pathophysiology (3)

Provides a comprehensive approach to diseases based on physiological concepts. Students will learn to correlate basic physiological functions with the abnormal occurrence of disease when homeostasis is disrupted. Topics include physical responses to injury, disturbances of homeostasis in major body systems, and both physical and chemical stressors.

Prerequisite: ANAT 260, PHYS 261, CHEM 280, and MICR 290, or the equivalent. Offered: 45.

PHAR - PHARMACY

PHAR 401 - Co-Curricular Experience I (0)

The "co-curriculum course relates to activities that complement the academic learning experience; especially activities that engage students with opportunities to learn and refine technical and cognitive skills. The SOP requires all graduates to strive for the highest qualities of professional development, leadership, self-awareness, and innovation. Activities correlate to introductory pharmacy practice requirements, including but not limited to community outreach, advocacy for the profession, and involvement of activities related to self-awareness.

Offered: 0.

PHAR 402 - Co-Curricular Experience II (0)

The co-curriculum course relates to activities that complement the academic learning experience; especially activities that engage students with opportunities to learn and refine technical and cognitive skills. The SOP requires all graduates to strive for the highest qualities of professional development, leadership, self-awareness, and innovation. Activities correlate to **intermediate** pharmacy practice requirements, including but not limited to community outreach, advocacy for the profession, and involvement of activities related to self-awareness.

Offered: 0.

PHAR 403 - Co-Curricular Experience III (0)

The co-curriculum course relates to activities that complement the academic learning experience; especially activities that engage students with opportunities to learn and refine technical and cognitive skills. The SOP requires all graduates to strive for the highest qualities of professional development, leadership, self-awareness, and innovation. Activities correlate to **advanced** pharmacy

practice requirements, including but not limited to community outreach, advocacy for the profession, and involvement of activities related to self-awareness.

Offered: 0.

PHAR 601 - Pharmaceutics I (4.0)

This course provides the basic foundation of pharmaceutical calculations which includes fundamentals of measurement systems, dosage and concentration units, isotonic solutions, electrolyte solutions and calculations related to traditional dosage forms, extemporaneously compounded products and radiopharmaceuticals. The course introduces the principles, practice, and technologies applied in the preparation of various pharmaceutical dosage forms. It entails the application of physical and chemical characteristics of active ingredients and excipients to the design, development, formulation, stabilization, and quality control of pharmaceutical dosage forms. Non-sterile compounding component of the course focuses on extemporaneous preparation of solid, semi-solid and liquid dosage forms. This course also presents the compendial methods of evaluation of different dosage forms. Regulations and standards governing the manufacturing and compounding of pharmaceuticals are also introduced in this course.

Prerequisite: None. Corequisite: None. Offered: 4.0 Semester Credits.

PHAR 602 - Biochemistry (4.0)

PHAR 602 is a rigorous course designed to provide pharmacy students with a fundamental understanding of current concepts in biochemistry and molecular biology. This course offers a detailed examination of the structure, function, and metabolism of amino acids, carbohydrates, lipids, and nucleic acids. This course also focuses on the mechanisms of DNA replication, transcription, translation, DNA repair, mutations, cell cycle, and signal transduction. Techniques used to study biochemistry and molecular biology are also presented in the context of these major biological processes. Ultimately, this course will help students understand how biomolecules work to carry out the myriad of tasks in cells and utilize the unifying chemical logic that underlies life in all of its great diversity.

Prerequisite: None. Corequisite: None. Offered: 4.0 Semester Credits.

PHAR 603 - Evidence Based Practice I (1.0)

The course provides students with a foundation in the fundamentals principles of evidence-based medicine (EBM and the systematic approaches to drug information and literature evaluation.) It will introduce students to the steps in practicing EBM and systematic approaches to responding to medication and health information questions. Students will be familiar with commonly used drug information resources that are available both in print and electronically. Furthermore, students will learn how to critique published clinical studies, including methods to evaluate quality and methodology of the study, journal quality, identification of potential conflicts of interest for the study's authors and investigators, study eligibility criteria, and informed consents. Also, students will learn how to evaluate the appropriateness of statistical analyses and the statistical inferences used to draw study conclusions.

Prerequisite: None. Corequisite: None. Offered: 1.0 Semester Credit.

PHAR 604 - Communication and Professionalism in Healthcare (2)

This course is designed (1) to introduce the students to the theories and principles of interpersonal communication, (2) to present strategies for engaging in effective communication with patients and other healthcare providers, and (3) to provide opportunities for students to develop their communication skills. Specific communication skills that will be covered in this course include: interviewing and listening, empathy, nonverbal communication, addressing patients' needs and preferences, assessing patients' understanding, and assertive communication. Students will be able to practice the communication skills learned in this course during the role-play sessions and subsequently reinforced throughout the curriculum.

Prerequisite: None. Corequisite: None. Offered: 45.

PHAR 605 - Pharmacy Law & Ethics (3)

The purpose of this course is to gain knowledge of the basic provisions of State and Federal pharmacy laws and regulations pertaining to pharmacy practice, licensure, controlled substances, legal liabilities, laws and regulations of other health care providers, and pharmacy case law. Following completion of the course, the student will be able to apply ethical and legal decision making to the development, promotion, distribution and utilization of medications.

Prerequisite: None. Corequisite: None. Offered: 60.

PHAR 606 - My First Patient (2)

My First Patient provides students with the foundational clinical knowledge base to engage in the providing of patient care. Students will be introduced to basic principles of community pharmacy practice and patient care. Specific skills to be developed include measurement of vital signs, history taking, medication reconciliation, and patient consultation. Students will also be trained on immunization techniques and will be immunization certified through the APhA Immunization Certification Program. Aspects of nonprescription drug therapy and the concepts of self-care, including symptom assessment, pharmacological and non-pharmacological treatments for certain introductory self-care health topics will be discussed.

Prerequisite: None. Corequisite: None. Offered: 45.

PHAR 607 - Pharmaceutics II (4)

This course entails the biopharmaceutical aspect of drug products. The course will address biological and physiochemical factors that influence drug absorption, distribution, metabolism, and excretion. Other topics include principles of bioavailability and bioequivalence, sterile product calculations, mathematical and clinical principles, and novel drug delivery systems. Also included in the course is the sterile compounding of pharmaceutical formulations.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 79.

PHAR 608 - Microbiology and Immunology (3)

PHAR 608 is designed to give the student insight into the fundamentals of microbiology and immunology with emphasis on its relation to human biology and disease. The course covers the basic properties of microorganisms, microbial physiology and genetics, the principles of microbial pathogenicity, and the mode of action of antibiotics and antibiotic resistance at the cellular level. The fundamentals of molecular immunology, along with an overview of innate and adaptive immunity, molecular basis of antibody diversity, T-cell and B-cell differentiation, complement, inflammation, hypersensitivity, and transplantation immunology are among the topics discussed. By integrating lectures, case studies, laboratories, and group discussions, the student will learn the concepts of microbiology and immunology and the application of microbiological techniques for research and diagnosis.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 609 - Patient Self-Care (2)

This course continues to introduce students to nonprescription medications, herbal supplements, vitamins, tobacco treatment as well as the concepts of self-care. Students will learn to distinguish treatable signs and symptoms of common diseases and exclusions for care that require referral to appropriate health care practitioners. Pharmacological and non-pharmacological preventive measures and treatments of self-care health issues will be reviewed. Patient cases, self-care consultations, lectures and role-plays provide teaching approaches used to facilitate learning.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 610 - Evidence Based Practice II (3)

The purpose of this course is to develop students' ability to critically appraise original research in primary literature. Such ability is crucial for students when making evidence-based decisions regarding patient care. This course has three areas of focus: research methodology, statistical analysis, and literature review. The knowledge in these areas lays the foundation for students to critique study design, interpret study results, and evaluate study conclusions. Various learning activities, such as classroom discussion, individual assignments, and group projects, are given in this course for students to learn how to evaluate and critique scientific literature.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 60.

PHAR 611 - Principles of Drug Action (3)

The Principles of Drug Action course will provide students with the foundational science knowledge base pertaining to drug action. The conceptual understanding of the physicochemical properties of drug molecules, structure activity relationships, drug metabolism, receptor theory, drug-receptor interactions, principles of drug toxicity and drug-drug interaction will form the basis of understanding of patient-directed therapeutic approaches that will be covered in subsequent Integrated Patient Care (IPC) courses. Students will also be introduced to the basis of the autonomic nervous system, medicinal chemistry and pharmacology of autonomic drugs.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 612 - My First Colleague (1)

My First Colleague provides students an introduction to interprofessional education/practice. Pharmacy students will engage with peers in Nursing and Physical Therapy programs and develop recognition of unique roles and responsibilities (scope of practice) for each discipline. Students will also learn/develop the values, ethical behavior, communication skills and teamwork skills essential for functioning as a member of an interprofessional team.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 30.

PHAR 613 - IPC I- Fluids and Electrolytes (2)

The IPC-1 course provides students with the scientific and clinical knowledge pertaining to fluid, electrolytes and acid-base balance of our bodies. First, students will learn the physiological functions of electrolytes, fluid and electrolyte disorders, and their etiology, clinical signs and symptoms. Students will then develop an understanding of pharmacological and chemical mechanism of the medications used for the treatment of electrolyte disorders. Through this integrated approach of learning, students will be able to apply the knowledge to evaluate patient's electrolyte and fluid status and recommend personalized preventive and therapeutic strategy for the fluid and electrolyte disorders.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 614 - Health Promotion and Disease Prevention (2)

This course is designed to introduce students to the foundation of public health with emphasis on health promotion and disease prevention. The role of pharmacists in public health will also be a strong focus. Topics include core areas of public health: epidemiology, determinants of health, and principles of health promotion and disease prevention as they apply to clinical practice. Students will compare and contrast micro versus macro levels of public health and identify individual and population-based interventions that impact diverse patients and populations. A longitudinal project will allow students to apply skills and knowledge in an area of interest related to public health topics and methodology.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 30.

PHAR 615 - IPC II - Renal/Respiratory (3)

The concepts of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with renal and respiratory disease. The course will introduce the pathophysiology of a particular disease condition, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link principles of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as treatment and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to correlate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 60.

PHAR 616 - IPC III - Endocrine (3)

The concepts of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with endocrinologic disorders such as diabetes mellitus, thyroid disorders, adrenal and pituitary gland disorders. The course will introduce first the pathophysiology of a particular endocrine disorder, and then will present the respective drugs or drug classes emphasizing on their structure-activity relationship, mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindication, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as treatment and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: None. Offered: 60.

PHAR 617 - Pharmacokinetics (4)

This course focuses on pharmacokinetic principles and their application to individualized drug therapy. The course is divided into three major divisions. The first portion of the course emphasizes the physiological and mathematical principles of pharmacokinetics and the relationship between pharmacokinetics and pharmacodynamics. The second part of the course focuses on various factors that influence pharmacokinetic parameters in a clinical practice setting. Finally, the application of pharmacokinetics to clinically related problems is illustrated for several classes of drugs.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 75.

PHAR 618 - Institutional Pharmacy Practice (2)

The course introduces administrative, clinical, and distributive functions of a pharmacist in an institutional setting. Pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, and function of the Pharmacy and Therapeutics (P&T) Committee will be reviewed. Concepts of patient medication safety including interprofessional responsibilities for medication safety and approaches to the management and prevention of medication errors as well as reporting of these errors will be discussed. Students will also be introduced to management and leadership concepts as well as IT infrastructure impacting practice of Pharmacy (e.g. Electronic Medical Record—EMR, Computerized Prescriber Order Entry—CPOE, automated dispensing systems).

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 619 - US Healthcare Systems (2)

The course aims to provide students with overall understanding of the U.S. health care system. Students should be able to describe several important aspects of the health care system, such as the key public and private stakeholders of the system, the service delivery settings and processes, and financing mechanism of the system. The outcomes of the U.S. health care system will be examined from the perspectives of cost, quality and access, and related health policy issues. In addition, this course will introduce components in the health care system that pertain to pharmacists, such as the pharmaceutical industry, pharmacy benefit management, the government agencies that regulate drugs and health services, as well as the various system changes due to the enactment of the Patient Protection and Affordable Care Act of 2010.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 25.

PHAR 620 - Pharmacogenomics and Contemporary Biotechnology (2)

PHAR 620 is a course oriented for 2nd year pharmacy students. This course consists of lectures designed to introduce the theory and practice of pharmacogenomics and biotechnology. It is most likely that in coming years, personalized medicine will revolutionize the practice of medical disciplines by offering efficacious pharmacotherapy guided by the genetic variants in an individual patient. The goal of this course is to give students an understanding of the principles of human genetics, genomics, and biotechnology as they apply to improving the problems in drug therapy optimization and patient care. The genetic basis of variability in drug response can contribute to drug efficacy and toxicity, adverse drug reactions, and drug-drug interactions. As such pharmacists need a thorough understanding of the genetic component of patient variability and principles of biotechnology to deliver effective individualized pharmaceutical care. The rationale for biotechnology-driven products and the main methods used to deliver and target biological drugs are discussed in this course. Also introduced in this course are important concepts associated with biotechnology product handling, storage, and administration. The principles covered in this course will soon become part of clinical care such that a well-trained pharmacist will need to know how to critically evaluate, interpret, and apply this information on a daily basis.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 30.

PHAR 621 - Patient-Centered Care (2)

The course focuses on patient-centered practices associated with safe and effective medication use and positive patient outcomes. The role of health literacy, cultural influences on communication of health information is explored. Students will be trained in motivational interviewing skills focused on achieving positive health outcomes. Skills for pharmacist involvement in educating patients and addressing health care disparities will also be emphasized.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 622 - IPC IV - Cardiology (6)

The concepts of physiology/pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with dyslipidemia, hypertension, ischemic heart diseases, acute coronary syndrome, stroke, deep vein thrombosis, pulmonary embolism, cardiac arrhythmias, and heart failure. The course will introduce first the pathophysiology of a particular disorder/disease, and then will present the respective drugs or drug classes emphasizing on their structure-activity relationship, mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindication, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as management (evaluation, treatment, monitoring and follow-up) and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 120.

PHAR 623 - IPC V - Gastrointestinal/Nutrition (3)

The concepts of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with gastrointestinal or nutritional disease. The course will introduce the pathophysiology of a particular disease condition, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link principles of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as treatment and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to correlate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 60.

PHAR 624 - Bio-Informatics (1)

This course will review the selection and use of technology for organizing, analyzing and managing information in health care settings. Role of pharmacists in implementation, maintenance, and use of informatics in the hospital setting (e.g., Computerized Prescriber Order Entry [CPOE], Barcode Medication Administration [BCMA], and Electronic Health Record [EHR]) to improve patient safety as well as benefits and current constraints of these systems will be explored. Systems in place to maintain confidentiality of health information in accordance with federal policies will also be discussed. Identify past and current federal strategies to promote adoption and use of EHRs and health information exchange (HIE); including incentives for Meaningful Use of certified EHRs.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 15.

PHAR 625 - IPC VI - Infectious Disease (6)

The concepts of microbiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with infectious diseases. The course will review microbiology of important pathogens and will present the respective anti-infective agents or the classes emphasizing their structure, activity, and spectrum relationship, mechanisms of action, clinical pharmacokinetics including penetration to the sites of infection, toxicity profiles, contraindications, and drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from pharmacology, medicinal chemistry, coupled with the spectrums of the anti-infectives used in the corresponding infectious diseases, the pathophysiology and therapeutic principles in clinical practice. The epidemiology of infectious diseases, clinical presentations, courses of illness, assessment of patients, and as well as treatment and preventive measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 120.

PHAR 626 - IPC VII - Neurology/Psychiatry (4)

The concepts of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with neurologic and psychiatric disorders. The course will introduce the pathophysiology of a particular medical condition, followed by the respective drugs or drug classes emphasizing mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link principles of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as treatment and preventative measures using

pharmacologic and non- pharmacologic approaches will be reviewed. This will enable students to correlate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 63.

PHAR 627 - Pharmacy Practice Management (3)

This course introduces the theoretical and practical application of leadership and managerial concepts. Topics introduced in the course include, but are not limited to: organizational behavior concepts, theories of motivation, styles of leadership and emotional intelligence, tools and strategies used to design and manage operations, performance measurement, managerial accounting, financial management, as well as procurement, inventory management, and distribution of pharmaceuticals within the healthcare supply chain.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 628 - Capstone Course (4)

This course provides formative opportunities during which students sharpen skills, apply knowledge, and demonstrate the attitudes and values of a healthcare professional in a controlled environment of the classroom. Students also engage in a capstone project. Through a variety of active learning strategies including Objective Structured Clinical Exam (OSCE) knowledge, skills, attitudes, and values are assessed and student readiness for Advanced Pharmacy Practice Experiences (APPEs) is evaluated.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 90.

PHAR 629 - IPC VIII - Hematology/Oncology (4)

The concepts of pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of patients with hematologic and/or oncologic disorders. This course is designed to introduce students to both the biology of specific cancers and to how patients with these diseases are managed and treated. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as treatment and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 75.

PHAR 630 - IPC IX - Special Topics (3)

The concepts of physiology/pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy are applied to the management of osteoarthritis, gout, benign prostatic hypertrophy, erectile dysfunction, hormone replacement therapy, pregnancy, urinary incontinence, dermatologic disorders, rheumatoid arthritis, systemic lupus erythematosus, solid organ transplant, ophthalmic disorders, pediatrics and geriatrics populations, and anemia. The course will introduce first the pathophysiology of a particular disorder/disease, and then will present the respective drugs or drug classes emphasizing on their structure-activity relationship, mechanisms of action, pharmacokinetics, and effects on various organ systems, toxicity profiles, contraindication, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease and the pathophysiology and therapeutic principles in clinical practice. The clinical presentation, course of illness, assessment of patient, and epidemiology of disease as well as management (evaluation, treatment, monitoring and follow-up) and preventative measures using pharmacologic and non-pharmacologic approaches will be reviewed. This will enable students to relate the knowledge from both basic sciences and clinical sciences and to develop rational therapeutic recommendations to various healthcare providers and patients.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 50.

PHAR 631 - Pharmacoeconomics and Outcomes Science (3)

Pharmacoeconomics involves the study of costs and consequences (outcomes) associated with the use of pharmaceutical services and products (e.g., drugs). This course is designed to help students have an understanding of the economic, humanistic, financial, and outcome principles that drive the use of medical resources in the United States. The course will introduce concepts such as costs, economic evaluation, and health related outcomes such as quality of life. The ultimate goal is for students to be better equipped to make effective decisions that result in better outcomes for the patient. Students completing this course should be able to: identify the various types of pharmacoeconomic evaluations, critically appraise and analyze pharmacoeconomic and outcome literature, and apply economic principles to pharmaceutical care problems encountered in pharmacy practice.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 50.

PHAR 700 - Professional Electives (6.0)

Professional Electives

Offered: 6 Semester Credit.

PHAR 701 - Independent Research I (4)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Offered: 180.

PHAR 702 - Independent Research II (1)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. The course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 701. Offered: 30.

PHAR 703 - Independent Research III (1)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 702. Offered: 30.

PHAR 704 - Independent Research IV (1)

The research elective course allows students to participate in a structured laboratory, clinical and/or literature-based research project with faculty supervision in the contemporary areas of pharmacy. This course is planned, individualized and coordinated by the faculty mentor for the specific research activity performed by the student.

Prerequisite: Successful completion of PHAR 703. Offered: 30.

PHAR 705 - Physical Pharmacology (2)

Physical Pharmacology is a didactic course designed to utilize physical and mathematical models to gain a deeper understanding of selected physiological and pharmacological structures and functions. The course focuses on the use of unified concepts and models that offer simple descriptions of apparently complex systems.

Offered: 30.

PHAR 708 - Translational Medicine (2)

The overarching goal of biomedical research is to reduce the burden of human disease. The term bench-to-bedside is often used to describe the scientific path that is taken to develop new treatments. Transitional medicine is structured to provide students with experience of learning about cutting-edge areas in molecular medicine. Creating connections between scientific advances and clinical needs is a skill that pharmacists require to provide evidence-based, pharmaceutical care. The goal of this course is to engage students in discussions of topics in transitional medicine, improve critical thinking skills to execute evidence-based practice, and expose students to high-quality, clinical and transitional research. As we move toward accountable care where improvement in patient short- and long-term outcomes may dictate success and failure, leveraging modern research findings to accelerate improvement in patient outcomes will be critical.

Prerequisite: B- or better grade in PHARM 602 - Biochemistry or Approval of Course Coordinator.
Offered: 25.

PHAR 709 - Drug Induced Disorders (1)

This class will provide students with a framework for understanding drug induced disorders encountered in clinical practice. The FDA process for adverse drug event reporting and safety measures will be discussed to build a foundation for understanding pre- and post-marketing surveillance. Central mechanisms of action for adverse drug events will then be discussed and system models of drug-induced disorders will be illustrated. With this knowledge in hand, students will develop a final project to present on the mechanism, diagnosis, management, and prevention of a specific drug-induced disorder. The final project will give students the opportunity to improve their research skills by evaluating primary literature while preparing for their projects. Presentation of the final project to class will also enable students to refine their public speaking skills.

Offered: 24.

PHAR 710 - Advanced Diabetes Care (2)

Advanced Diabetes Care is designed to increase student's knowledge in basic and complex medical and psychosocial aspects of diabetes. Students will be able to recognize blood glucose patterns and make appropriate recommendations for adjustment of medications as well as recommend optimal therapeutic management strategies for a patient with diabetes. This course does not restrict content to therapeutics alone but instead expands into other integral areas of diabetes care and management.

Distribution: 1.5 Lecture, 0.5 Lab. Offered: 90.

PHAR 711 - Nutrition Support (2)

This course will provide the student with an advanced understanding of specialized nutrition therapeutics. The course will build upon the nutrition knowledge students gained in IPC 5 and allow them to apply this knowledge to specific patient populations. We will explore nutrition support therapy in neonates and pediatrics, the critically ill patient, the home patient, and geriatrics. Student's skills in presenting nutrition information to professional colleagues and to the general public will be enhanced through journal club presentations and individual projects. Practical application of delivery of enteral and parenteral nutrition will be reviewed and the role of the pharmacist in nutrition support will be highlighted.

Prerequisite: PHAR 616. Offered: 30.

PHAR 712 - Advanced Topics in Oncology (2)

Targeted therapeutic approaches will be discussed within the context of modern understanding of cancer biology. The format is lectures followed by student discussion of journal club papers.

Prerequisite: Completion of PHAR 626 with a minimum cumulative grade point average of 3. Offered: 90.

PHAR 713 - Street Drugs (2)

Street drug use is an unrelenting social epidemic. The pharmacist's role in addressing this epidemic extends well beyond prescription drugs. Pharmacists can help combat illicit drug use by playing a role in health promotion through public education. The course will begin with discussion of public health, social, legal, and ethical aspects of illicit drug use. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of each drug class, as well as recognition of clinical presentation of toxicity and management. The course will also introduce students to common psycho-social outcomes and relevant legal ramifications.

Prerequisite: PHAR 626. Offered: 90.

PHAR 714 - Advanced Self-care (2)

This elective course builds on the foundational concepts of self-care. Students will apply the literature and their knowledge of non-prescription medications, dietary supplements, and natural products to patient self-care case vignette. The focus of the course is on medical conditions related to the gastrointestinal, respiratory, sensory (ophthalmic/otic/oral), integumentary and reproductive systems. Medical issues such as musculoskeletal pain, headaches, and injuries, as well as health maintenance and mental health will also be addressed.

Prerequisite: PHAR 609 and first-year of coursework. Offered: 90.

PHAR 715 - Advanced Geriatric (2)

This course provides students with the knowledge and skills necessary to offer comprehensive services related to geriatric care with application and advanced discussion of fundamental concepts in aging. The course will also provide the opportunity to explore issues related to drug therapy and to learn advanced skills in the pharmaceutical care to the elderly population in a variety of practice settings. The course will be taught using an on-site active learning, case-based discussion and lecture approach wherein students will integrate concepts involved in designing comprehensive medication management and counseling for geriatric patients.

Distribution: 1 Lecture, 1 Lab. Prerequisite: Completion of PHAR 623 with a grade of B- or better. . Offered: 90.

PHAR 716 - Clinical Practical Elements of Infusion Therapy (1)

This course will provide the student with specialized components of infusion delivery systems and will build upon basic knowledge students gained in prior studies. We will explore numerous routes used to deliver IV infusions of antibiotics, parenteral nutrition, chemotherapy, and hydration to patients in the home setting. Students will gain a firm understanding of current products available to enhance the effectiveness of IV medication delivery, while maintaining sterility and improving efficiency for home health nurses and other caregivers. This course will also address the advantages and disadvantages associated with current therapy delivery systems. Emphasis will be placed on the rationale for each product used and the role of the pharmacist in product recommendations will be highlighted.

Offered: 15.

PHAR 717 - Advanced Topics in Medication Safety (1)

This elective course reviews the following areas of medication safety: Adverse Drug Reaction (ADR) monitoring and reporting, Medication Use Evaluations (MUE), Risk Evaluation and Mitigation Strategies (REMS), and the 11 components of a Medication Error Reduction Plan (MERP). The student will prepare a report that can be presented to a hospital's Pharmacy & Therapeutics Committee.

Prerequisite: PHAR 618 - Institutional Pharmacy Practice. Offered: 15.

PHAR 718 - Critical Care Pharmacotherapy (2)

This elective course in "Critical Care" introduces students to the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

Offered: 30.

PHAR 720 - Innovations in Community Practice: Point-of-Care Testing (1)

This elective course is intended to help pharmacy students earn a point-of-care (POC) testing certificate, offered by the National Association of Chain Drug Stores. In this course, students will learn how to perform four types of specimen collection (oral swab, nasal swab, throat swab and finger stick). Students will also learn to assess patients by evaluating vital signs and physical findings to determine if POC testing is appropriate.

Offered: 15.

PHAR 721 - Post-Graduate Training: Residency & Fellowship (1)

Prepare for post-graduate training opportunities with this elective course focusing on residencies and fellowships. Students will learn how to find and apply to programs. Students will prepare curriculum vitae, letters of intent and portfolios during the course.

Offered: 15.

PHAR 722 - Prescription Drug Abuse: The Opioid Epidemic (2)

This elective course will discuss the pharmacist's role in addressing prescription drug abuse which has become a major public health concern. The course will begin with discussion of public health, social, legal, and ethical aspects of prescription drug abuse, as well as monitoring programs, and distribution/diversion issues. An emphasis will be placed on the neurobiology, chemistry, and pharmacology of opioids as a drug class, as well as recognition of clinical presentation of toxicity and management.

Prerequisite: PHAR 605: Pharmacy Law and Ethics and PHAR 611: Principles of Drug Action.

Corequisite: PHAR 626: IPC 7 - Neurology/Psychiatry. Offered: 30.

PHAR 723 - Methods in Preclinical Research (2)

This elective course is a structured laboratory-based active learning course with faculty supervision in contemporary areas of pharmacy. In this elective, students will learn laboratory-based technical skills in the area of preclinical and/or translational research.

Prerequisite: Cumulative GPA of 3.0 or better above in didactic course or prior permission from the instructor. Offered: 90.

PHAR 724 - Travel Health (2)

This elective course provides students with the knowledge and skills necessary to offer comprehensive services related to clinical and social aspects of preventative pharmacy-based travel health. Students will learn to provide effective pre-travel assessment and consultation as provided for by CA SB493 and related regulations. Students will also be guided to initiate prescriptions and provide recommendations for: immunizations, medications to prevent travel-related infectious diseases, and medications for self-treatable medical conditions not requiring a diagnosis. The course will be taught using a blended lecture and case-based approach wherein students will integrate concepts involved in designing comprehensive plans and counseling for patients anticipating international travel. An immunization lab component will allow students to gain experience with the unique challenges of organizing and preparing injectable travel-related immunizations.

Offered: 37.5.

PHAR 725 - Applied Antimicrobial Pharmacokinetics and Pharmacodynamics (2)

This elective course will provide knowledge and clinical skills to apply antimicrobial pharmacokinetics/pharmacodynamics in monitoring, and dose adjustment of anti-infective agents to treat infections in hospitalized patients.

Prerequisite: A minimum grade of B+ in PHAR 617. Offered: 30.

PHAR 726 - Medication Therapy Management Services (2)

This elective course will provide didactic and clinical experiences on Medication Therapy Management (MTM) Services. Students will gain experience interviewing patients, identifying and prioritizing medication-related problems, developing and implementing interventions, and documenting activities. In addition, students will have the opportunity to explore various business models and billing strategies and discuss plans for implementation. Self-study modules, case studies, hands-on patient interviews, and assessment practice sessions, will help students obtain the clinical knowledge and skills needed to establish medication therapy management services. Students will receive American Pharmacist Association (APhA) MTM certificate upon successful completion of the course.

Prerequisite: Successful completion of IPC courses. Offered: 22.5.

PHAR 727 - Advanced Antimicrobial Pharmacy (2)

This elective course will introduce antimicrobial stewardship. The course focuses on the knowledge and clinical skills in application of advanced antimicrobial therapy on patient care.

Prerequisite: PHAR 626 IPC-6 ID (At least B- in the course). Corequisite: None.

PHAR 728 - Therapeutic Lifestyle Changes: The Burden of Proof (2)

This course provides knowledge in evidence-based lifestyle changes with a focus on the role of diet and exercise in health optimization and disease treatment. Students will examine a range of topics on human nutrition and exercise, including macronutrients, micronutrients, the effects of diet on health, claims and evidence for use of megadoses of vitamins, and exercise for preventing/treating specific disease states. The emphasis is on evidence-based information, utilizing the medical and epidemiological literature to analyze the impact of food, diets, nutritional supplements, and exercise on human health.

Corequisite: None.

PHAR 729 - Ambulatory Care (2)

This elective course focuses on contemporary topics in ambulatory care pharmacy practice. Clinical pharmacy topics include anticoagulation, asthma, chronic obstructive pulmonary disease (COPD), congestive heart failure, contraception, diabetes mellitus, dyslipidemia, hypertension, osteoporosis, tobacco cessation, and transitions of care. Student pharmacists will hone higher order thinking skills by applying foundational therapeutic knowledge and evidence-based practice to clinical case studies. Course instructors with expertise in each clinical topic area will facilitate team-based learning and group discussions. Class sessions will consist of a team-based quiz and large group discussion in the first hour, team-based synthesis of evidence-based clinical case notes in the second one and one-half hour, and a large group discussion in the final half hour.

Prerequisite: Third professional year student pharmacist status and successful completion of the following courses: PHAR 609 (Patient Self-Care), PHAR 621 (IPC 2 - Endocrine), PHAR 622 (IPC 3 - Renal/Respiratory), and PHAR 623 (IPC 4 - Cardiology). Of note, successful completion is defined as a final grade of B- (80-82) or better. Corequisite: None.

PHAR 730 - Leading Self - The Mirror View (2)

During this elective course students obtain the skills necessary to serve as an effective member of a healthcare team. The learner explores and identifies self in the areas of emotional intelligence,

learning preferences, strengths, and self-identity within a team. Concepts are reinforced through reflective exercises using meta-cognitive approach. Differences and similarities of leadership versus management are introduced.

Corequisite: None.

PHAR 731 - Managed Care Pharmacy (1)

This elective course provides an overview of managed care pharmacy. Students are provided an immersion into managed care principles and procedures to ultimately enable them to understand and anticipate the impact on health care reform on pharmacy practice. Students learn about professional practice opportunities within managed care systems in the evolving U.S. health care financing and delivery system.

Corequisite: None.

PHAR 732 - Introduction to Pharmaceutical Industry (2)

This elective course is designed to provide an overview to the pharmaceutical industry including professional challenges and opportunities for pharmacists. Students will learn various roles of pharmacists within the pharmaceutical industry. Several functional departments including medical affairs, medical liaisons, healthcare economics, medical communications, medical information, operations & informatics will be discussed. This course will illustrate various aspects of pharmaceutical commercialization from drug development and regulatory approval to marketing and sales. This course will highlight steps necessary to pursue a career in the pharmaceutical industry. Students will understand how pharmacists contribute their clinical knowledge to pharmaceutical industry, patient care, and members of the healthcare team on a broader scale and expanded professional path.

Corequisite: None.

PHAR 751 - IPPE I- Community Practice (3)

This experiential course introduces practical aspects of community pharmacy practice. Topics include, but not limited to: interpreting and evaluating patient information and prescription orders, patient interview/information gathering, prescription processing and preparation/filling of both extemporaneous compounds and proprietary medications, patient consultation and education, inventory control and management, pharmacy operations and management, compliance with regulatory requirements (State Board of Pharmacy, DEA, etc.), communication with pharmacy personnel as well as insurance companies (third party billing, Prior Authorizations etc.) and physician offices, triaging and assessing patients seeking self-care therapy, performing calculations related to prescription compounds and medication dosing based on established dosing guidelines, documentation of patient interventions (MTM), responding to drug information inquiries, providing immunizations.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 135.

PHAR 756A - Acute Care Pharmacy Practice (0)

Offered: 0.

PHAR 757A - Hospital Pharmacy Practice (0)

Offered: 0.

PHAR 758A - Community Pharmacy Practice (0)

Offered: 0.

PHAR 759A - Ambulatory Care Pharmacy Practice (0)

Offered: 0.

PHAR 760A - APPE Elective I (0)

Offered: 0.

PHAR 761A - APPE Elective II (0)

Offered: 0.

PHAR 762 - Pharmacy Board Preparation (0)

Offered: 0.

PHAR 752 - Interprofessional Education (Simulation) I (1)

Patient Simulation 1 provides students advanced interprofessional education/practice managing a number of simulated patient cases using high fidelity mannequins in an interprofessional environment. Students apply their knowledge and skills as well as demonstrating values, ethical behavior, communication/team work skills essential for functioning as a member of an interprofessional team. Pharmacy students will engage with peers in nursing program and develop recognition of roles and responsibilities for each discipline. Exercises, role-plays, observations, reflections, as well as instant faculty and peer feedback form the teaching and learning modalities in this course.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 45.

PHAR 753 - IPPE II - Institutional Practice (3)

This experiential course introduces practical aspects of institutional pharmacy practice. Topics include, but not limited to: intravenous admixture and preparation, sterile IV medication compounding, medication procurement approach and strategy, medication distribution systems starting from the pharmacy department to the point of administration to the patient, safeguards to ensure safe and effective medication administration, the pharmacist's role in integrating clinical monitoring of drug therapy with distributive functions, the role of organizations such as Joint Commission and regulatory agencies such as State Board of Pharmacy in assuring high quality of care, functions of the Pharmacy and Therapeutics (P&T) Committee, systems and IT infrastructure impacting the practice of Pharmacy (e.g. Electronic Medical Record—EMR, Computerized Prescriber Order Entry—CPOE, automated dispensing systems).

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 135.

PHAR 754 - Interprofessional Education (Simulation) II (1)

Patient Simulation 2 provides students advanced interprofessional education/practice managing a number of simulated patient cases using high fidelity mannequins in an interprofessional environment. Students apply their knowledge and skills as well as demonstrating values, ethical behavior, communication/team work skills essential for functioning as a member of an interprofessional team. Pharmacy students will engage with peers in the nursing program and develop recognition of roles and responsibilities for each discipline. Exercises, role-plays, observations, reflections, as well as faculty and peer feedback form the teaching and learning modalities in this course.

Prerequisite: Successful completion of courses in prior semester. Corequisite: Successful completion of courses in prior semester. Offered: 45.

PHAR 755 - IPPE III - Selective Elective (3)

This experiential course provides students the opportunity to experience a different practice setting other than community or institutional pharmacy. Students will be given the opportunity to select placement at one of the following practice settings: Home Infusion pharmacy, Long Term Care Pharmacy and Specialized community pharmacy. Practice activities include, but not limited to: the provision of specialized patient care; development and execution of individualized care plans to manage the medication therapy of patients; clinical assessment and monitoring of patients; as well

as patient and caregiver education to ensure successful patient outcomes in alternate practice settings, such as their homes, ambulatory infusion centers, or long term skilled-nursing facilities.

Prerequisite: Successful completion of courses in prior semester. Corequisite: None. Offered: 135.

PHAR 756 - Acute Care Pharmacy Practice (6)

The acute care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment and inpatient management of disease states of adult patient populations that are admitted to a hospital or other institutionalized setting with common acute or chronic conditions. An acute care APPE can include experiences in internal medicine or family medicine. Students engage in practice management; practicing as part of an interprofessional team; direct patient care activities including obtaining and recording patient medical and medication histories, developing and updating patient therapeutic plans, monitoring lab values, and assessing for drug interactions and adverse drug reactions; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 757 - Hospital Pharmacy Practice (6)

The advanced institutional APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient-centered care in an institutional setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of clinical intervention and the steps necessary to execute those interventions effectively in a multidisciplinary team. Students engage in pharmacy operations management; services associated with automated drug distribution and control; contribution to quality improvement programs and patient safety provisions at the site; active participation in the pharmacy services provided by the department including evaluating medication orders, assessing patient drug therapy, creating pharmaceutical care plans, recording medication histories, medication reconciliation, discharge counseling; participating in formulary processes; as well as developing an understanding of interdepartmental relationships within the institution and health system.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 758 - Community Pharmacy Practice (6)

The advanced community APPE allows the student, under the supervision of a preceptor, the opportunity to experience the integrated delivery of patient centered care in a community practice setting with a focus on continuity of care. This APPE will further develop the student's pharmacotherapeutic knowledge; strengthen clinical skills and enhance confidence in clinical decision making in the therapeutic management of patients in this practice setting. Students learn the goals of therapeutic intervention and the steps necessary to execute those interventions effectively. Students engage in pharmacy operations management; assessing drug therapy, evaluating and solving drug-related problems, managing medication histories, dispensing medication orders, recommending appropriate prescription and nonprescription therapy and alternative treatments, patient counseling and interacting with patients as a primary health care source, as well as participating in health screenings and patient education and wellness programs.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 759 - Ambulatory Care Pharmacy Practice (6)

The ambulatory care APPE allows the student, under the supervision of a preceptor, the opportunity for substantial exposure and experience in the comprehensive treatment of patients in a general or specialized outpatient setting. The primary focus of the APPE is the medication management and general care of patients with chronic medical conditions. Clinics include but are not limited to diabetes, anticoagulation, asthma, dyslipidemia, and hypertension. Students engage in practice management; direct patient care activities including obtaining and recording patient medical and

medication histories, drug therapy assessment for problems and appropriateness, developing pharmacy care plans or recommendations, documenting interventions, comprehensive patient counseling, monitoring therapeutic outcomes in various population groups; interacting with other healthcare providers, and providing education to patients and other health care professionals.

Prerequisite: Successful completion of all didactic coursework. Corequisite: None. Offered: 270.

PHAR 760 - APPE Elective I (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Offered: 270.

PHAR 761 - APPE Elective II (6)

Each student will be required to complete two 6- week elective APPE rotations during their fourth year. Elective APPE rotations are varied and are designed to offer students innovative opportunities to mature professionally and explore their own areas of interest. During elective APPE rotations, students can select to complete elective APPE rotations in a variety clinical pharmacy practice areas (i.e. infectious disease, neuro/psych etc.) as well as non-patient care focused experiences (i.e. academia, research, FDA, etc.) During these rotations, students will deepen their understanding of the practice area while reinforcing their knowledge and skills learned in the curriculum.

Offered: 270.

PHAR 762 - Pharmacy Board Preparation I (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

PHAR 763 - Pharmacy Board Preparation II (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

PHAR 764 - Pharmacy Board Preparation III (0)

This course involves students' self-study and review of the assigned commercial NAPLEX review course book and didactic course materials to achieve benchmark scores in the longitudinal practice examinations. Students must pass this zero credit course to graduate.

PH - PUBLIC HEALTH

PH 500 - Foundations of Public Health (3)

This course establishes fundamental concepts, principles, and strategies used to promote the health of diverse populations. The course introduces and investigates the history, critical issues, function, and context of public health, community health and health systems, and specialized careers in the field.

Offered: 45.

PH 510 - Health Promotion and Social & Behavioral Health Sciences (4)

This course provides a framework of the social and behavioral aspects of public health and the application in health promotional programs. It examines the complex web of factors influencing behavior, comparing and contrasting the relationships between behavior and health issues in the community, school, workplace, global and high risk populations.

Offered: 60.

PH 515 - Cultural Diversity & Health Disparities in Public Health (3)

This course will define culture, discover the intersection of culture with health concerns, identify global and domestic efforts beneficial to understanding the cultural processes, investigate research methods useful in identifying relationships contrasting culture and health. It will also examine three major health concerns associated with cultural factors and their implications; HIV/AIDS, youth violence, and obesity.

Offered: 45.

PH 520 - Biostatistics (4)

An introduction to applied biostatistics within the public health domain, investigating fundamental methods and concepts of biostatistics along with collection of the basic tools required to present, analyze, and summarize data within the multi-faceted area of public health.

Offered: 60.

PH 535 - Environmental and Occupational Health (4)

Investigates the multidisciplinary field of environmental and occupational public health, and examines an array of environmental risks and circumstances, their interplay with human health and well-being, and their relevance to the effective assurance and promotion of public health. Home, workplace, community, regional, and global concerns are explored, with special emphasis on environmental health concerns related to economic, social, and other indicators of health.

Offered: 60.

PH 545 - Leadership Principles and Policies in Public Health (4)

An exploration of leadership basics, styles and practices, interfaces management and leadership, investigates systems and complexity perspectives, and identifies the five levels of effective leadership within the public health system. Leadership roles in the formation of public policies and laws designed to protect and promote healthy practices across all populations will also be addressed.

Offered: 60.

PH 550 - Global Family Health (4)

This course dissects historical and modern day family health issues, and the policies designed to improve the health, well-being, and quality of life for human beings throughout the

world. Contemporary and critical global health concerns, including infectious diseases, nutrition, healthcare, environmental health changes, and health equalities, will be addressed.

Offered: 60.

PH 560 - Infectious Diseases (3)

Emphasizes infectious disease epidemiology and prevention of disease with a primary focus on specific pathogens, outbreaks, transmission, techniques for prevention and control, integrating interventions and understanding the history, politics and natural cultural effects of infectious diseases within the public health system. Examines common statistical methods used to interpret data, analyze risk factors, measure control, and report infectious diseases.

Offered: 45.

PH 565 - Public Health Capstone (4)

This course helps students develop the skills needed to create an individual strategic program including planning and evaluation within a public health care setting. Hands-on activities will involve designing and presenting research and evaluation methods, use of federal funding standards along with problem solving tools applying field research methods. Each student will participate in an in-depth case-based project derived from public health settings within their academic and professional specialization, applying and integrating the knowledge and skills acquired throughout the program to further develop key professional competencies. The Capstone Experience provides the opportunity to demonstrate mastery of knowledge gained within the program.

Offered: 60.

PHIL - PHILOSOPHY

PHIL 341 - Critical Reasoning (3)

Differentiates and analyzes the understanding, recognition, and construction of critical thinking. Emphasis on critical thinking and perception, cognitive development, decision making, emotional intelligence, deductive and inductive reasoning, formal and informal logic. Designed to improve critical thinking in written and spoken arguments by applying established modes of reasoning, analyzing rhetorical strategies, evaluating logical fallacies, and detecting propaganda techniques.

Prerequisite: None. Offered: 45.

PHIL 434 - Medical Ethics and Issues (3)

Introduces biomedical and health care ethics. Topics include a wide range of subjects such as research involving humans and animals, human genetics, reproduction, death and dying, organ transplantation, public health, biotechnology, and bioscience. Designed to help students understand how health care professionals and consumers make difficult health care choices for their patients, their loved ones, and themselves.

Prerequisite: None. Offered: 45.

PHYS - PHYSIOLOGY

PHYS 261 - Human Physiology (4.0)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems. Laboratory experiences reinforce concepts studied in lecture and introduce students to clinical techniques.

Prerequisite: ANAT 260 or the equivalent. Offered: 4.0 Semester Credits: 3.0 Credits Theory and 1.0 Credit Lab.

PHYS 261D - Human Physiology (3)

Provides an in-depth introduction to the physiology of the human body. Provides students an opportunity to study the functions and physiological mechanisms of several important organ systems from the molecular level to the body's gross entirety. Organ systems are studied with respect to their interactions under normal and abnormal conditions. Major topics include cell function, tissues, organization of the human body, and physiology of all body systems.

Prerequisite: ANAT 260D and PHYS 261L or the equivalent. Offered: 81.

PHYS 261L - Human Physiology Lab (1.0)

This laboratory course reinforces concepts studied in and introduces students to clinical techniques that reinforce concepts covered in PHY 261D (p. 289) lecture.

Prerequisite: ANAT 260, PHYS 261D, or the equivalent. Offered: 1.0 Semester Credits.

PSYC - PSYCHOLOGY

PSYC 160 - Introduction to Psychology (3)

Examines basic psychological concepts, such as the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories. Presents an introduction to the issues, methods, and descriptions of psychology. Discusses individual and social problems of everyday life through the viewpoints and methods of modern scientific psychology. Examines the psychological processes through which people deal with the challenges of everyday life.

Prerequisite: None. Offered: 45.

PSYC 290 - Life Span Psychology (3)

Covers basic concepts and theories of child and adult development. Study's findings from classic as well as recent studies of physical growth, brain development, perception, language, cognitive development, social interaction, emotional, personality, and moral development. Interplay between an individual's biology with the environment, family, and culture is discussed. Covers topics in seven major periods of life: prenatal, infancy, preschool, school-age, adolescence, adulthood, and old age/death.

Prerequisite: PSYC 160 or the equivalent. Offered: 45.

PSYC 390H - Human Development in Culturally Diverse Populations (3)

This course examines the effects of differing cultural backgrounds upon human development across the lifespan. The course will consider core concepts of ethnicity, gender, socioeconomic status, religion, attitudes and values. Students will develop an expanded knowledge base of the core concepts as they relate to and impact physical, cognitive and socio-emotional changes experienced through the stages of the human lifespan. The course will further engage students in considering culture and development from the perspective of the interaction of differing cultural backgrounds. Course activities will consider the issue of the interaction of human culture and development, in particular, as it relates to the healthcare field. Lecture, discussion and exercises, both in and out of the classroom, will reflect on the role of culture and development in serving healthcare needs.

Prerequisite: Admission to the course by application for the Oxford honor's program. . Corequisite: PSYC 290 and HUM 370 or previously discussed & approved course(s). . Offered: 45.

PT - PHYSICAL THERAPY

PT 700 - Physical Therapy Professionalism (2)

The purpose of this course is to prepare students for interdisciplinary practice and provide foundational professionalism skills that will be used throughout the curriculum and their professional careers. This course provides the student with an overview of the history and development of modern-day physical therapy in the United States, the professional roles of practicing physical therapists, and the application of reflective practice. Core physical therapy documents are examined in depth and include the APTA Code of Ethics, Core Values, and Guide for Professional Conduct. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, leadership skills, professional behavior and abilities, and responsibility for professional development.

Prerequisite: Acceptance into the DPT Program. Offered: 30.

PT 713 - Foundation Sciences II: Neuroscience I (3)

Offered: 45.

PT 743 - Foundation Sciences VI: Neuroscience II (3)

Offered: 45.

PT 759 - Focused Clinical Internship II (22)

Offered: 1200.

PT 770 - PT Elective (2)

Offered: 30.

PT 701 - Foundation Sciences I: Human Anatomy (4)

The study of human anatomical structures as related to physical therapy practice. Study will include essential knowledge needed for differential diagnosis. A regional approach is aided by specimens, models, and multimedia. The course will include interactive, online components. Prerequisites: acceptance into the program.

Offered: 90.

PT 704 - Clinical Skills I: Foundations of Physical Therapy Practice (4)

This is the first course in the clinical skills series designed to introduce students to the clinical sciences and prepare students for direct patient care. In this course students will learn and apply concepts that are basic to the practice of physical therapy. This course will focus on the development of skills for clinician safety, including infection control and body mechanics that will be necessary throughout the program. The course will introduce the fundamental psychomotor components of patient care such as bed mobility, transfers, gait training and wheelchair mobility while reinforcing both clinician and patient safety. Other topics that will be considered are the principals of physical therapy examination and intervention, communication, documentation, legal issues and psychosocial issues of physical therapy practice.

Prerequisite: Acceptance into the DPT Program. Offered: 90.

PT 705 - Critical Inquiry I: Introduction to Research Methods (2)

This course will present an introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic research design and methodological features (both quantitative and

qualitative), issues of reliability and validity, and fundamentals of conducting a literature review. This course will also serve as an introduction to evidence-based practice.

Prerequisite: Acceptance into the DPT Program. Offered: 30.

PT 706 - Ethicolegal Issues in Healthcare and IPE Collaboration (3)

This course examines current issues and trends in the law and ethics of physical therapy, and physical therapy clinical management. Specific topics include: (1) health care malpractice, business, contract, criminal, and educational law concepts and cases; (2) informed consent; and (3) APTA ethics and state practice act mandates. This course also provides a comprehensive overview of physical therapy ethics. Students must distinguish moral, ethical and legal duties in practice, analyze the APTA's core values, Code of Ethics and Guide for Professional Conduct, and compare and contrast professional association ethical standards and state licensing board ethical standards. The four foundational biomedical ethical principles of beneficence, non-maleficence, autonomy and justice are examined and applied to practice. This course will serve as an introduction to the Interprofessional Healthcare series of courses.

Prerequisite: PT 700, PT 701, PT 704, PT 705, and PT 711. Offered: 45.

PT 707 - Musculoskeletal Physical Therapy I (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the lumbar spine and lower extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence-based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: PT 706, PT 714, PT 715, PT 721, and PT 731. Offered: 105.

PT 708 - Cardiopulmonary and Vascular Physical Therapy (3)

This course focuses on current and evidence-based concepts in rehabilitation of patients with cardiovascular and pulmonary disease. The course will include a discussion of cardiovascular and cardiopulmonary conditions commonly seen in physical therapy practice, relative to diagnosis, medical and surgical management, and the potential for recovery for selected acute and chronic conditions across the lifespan.

Prerequisite: PT 706, PT 714, PT 715, PT 721, and PT 731. Offered: 45.

PT 710 - The Socio-Cultural Aspects of Human Interaction (2)

General principles of human interaction, communication, and relationships are presented, including self, professional-patient, and interdisciplinary strategies for understanding adaptations to disease and disability. The content of the course includes discussion of health disparities and social determinants of health, health literacy, and issues of healthcare access. The student will develop skills needed to be culturally competent in physical therapy practice.

Prerequisite: PT 707, PT 708, PT 724, PT 725, and PT 751. Offered: 30.

PT 712 - Neuromuscular Physical Therapy I (5)

The first of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will apply the elements of patient management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction (across the lifespan). The emphasis in this first course will be on the pediatric patients developing toward adulthood.

Prerequisite: PT 707, PT 708, PT 724, PT 725, and PT 751. Offered: 105.

PT 713 - Foundation Sciences II: Neuroscience I (3)

Prerequisite: Acceptance into the DPT Program. Offered: 30.

PT 714 - Clinical Skills II: Physical Therapy Examination (3)

This is the second course in the clinical skills series designed to provide students with experiences to develop skills for the physical therapy examination processes in a variety of settings. These foundational skills will be utilized in all upcoming systems based courses as students will continue to develop clinical examination and evaluation skills.

Prerequisite: PT 700, PT 701, PT 704, PT 705, and PT 711. Offered: 75.

PT 715 - Critical Inquiry II: Biostatistics (2)

This course introduces the student to biostatistics, and will cover such topics as descriptive statistics, probability distributions (normal & binomial), sampling distributions, interval estimation, confidence intervals, hypothesis testing, and one and two-sample t-tests.

Prerequisite: PT 700, PT 701, PT 704, PT 705, and PT 711. Offered: 30.

PT 717 - Musculoskeletal Physical Therapy II (5)

This course is designed to prepare the student for the physical therapy management of musculoskeletal disorders. Commonly seen orthopedic conditions of the cervicothoracic spine and upper extremity are presented within a pain sciences and clinical reasoning framework. Information regarding an evidence-based approach to critical thinking and application of psychomotor skills relative to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment will be emphasized. Students will be assisted in recognizing orthopedic conditions which require referral for further examination and treatment.

Prerequisite: PT 700, PT 701, PT 704, PT 707, PT 714, and PT 731. Offered: 105.

PT 718 - Evidence-Based Concepts of Musculoskeletal Imaging (1)

This course presents the latest concepts in musculoskeletal imaging as related to evidence-based diagnosis in physical therapy practice. Methods of image acquisition and the appearance of normal anatomy and pathology are presented for a spectrum of musculoskeletal imaging modalities. Clinical application and case examples of the imaging procedures are presented.

This is an online course.

Prerequisite: PT 710, PT 712, PT 717, and PT 741. Offered: 15.

PT 719 - Physical Therapy Experience (5)

The first of four clinical education courses; this course is designed to facilitate socialization of DPT students to the clinical environment and to apply knowledge and basic skills developed in the curriculum. Students will participate in direct patient care under the supervision of clinical faculty members. Student activities may include, but are not limited to: patient examination and treatment, patient and family education, article presentations, and other aspects of patient care.

Prerequisite: PT 710, PT 712, PT 717, and PT 741. Offered: 240.

PT 721 - Foundation Sciences III: Kinesiology/Pathomechanics (5)

This course will examine the study of human posture and the application of a functional movement analysis for patient assessment. Anatomical, structural, and functional properties of human connective, muscular, and nervous tissue as well as skeletal structures will be reviewed with an emphasis on functional assessment. Emphasis will also be placed on biomechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

Prerequisite: PT 700, PT 701, PT 704, PT 705, and PT 711. Offered: 105.

PT 722 - Neuromuscular Physical Therapy II (5)

The second of two courses in this series; this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will incorporate and build upon concepts and skills developed in the first course. Emphasis will be placed on using an evidence-based approach to develop knowledge and skills in managing a variety of common conditions, including spinal cord injury, cerebrovascular accident, vestibular dysfunction, ALS/MS, traumatic brain injury, and multi-system neurologic conditions. Age-related neurodegenerative diseases such as AD and PD will also be addressed.

Prerequisite: PT 710, PT 712, PT717, and PT 741. Offered: 120.

PT 723 - Interprofessional Healthcare (1)

Students will participate in on-line activities relating to a patient care case study that involved interprofessional cooperation. The student must post an eight to ten-page analysis (self-reflective component) of their experiences gained (or not gained, and why) from interacting with other health care providers in treatment of the client. Students will be expected to post an initial response and respond to at least two other posts from fellow students on a weekly basis. Other assignments as determined by faculty.

This is an online course.

Prerequisite: PT 739. Offered: 15.

PT 724 - Clinical Skills III: Therapeutic Exercise and Physical Agents (4)

This course examines current issues and trends in the law and ethics of physical therapy, and physical therapy clinical management. Specific topics include: (1) health care malpractice, business, contract, criminal, and education law concepts and cases; (2) informed consent; and (3) APTA ethics and state practice act mandates. This course also provides a comprehensive overview of physical therapy ethics. Students must distinguish moral, ethical and legal duties in practice, analyze the APTA's core values, Code of Ethics and Guide for Professional Conduct and state licensing board ethical standards. The four foundational biomedical ethical principles of beneficence, non-maleficence, autonomy and justice are examined and applied to practice. This course will serve as an introduction to the Interprofessional Healthcare series of courses.

Prerequisite: PT 700, PT 701, PT 704, PT 705 and PT 711. Offered: 90.

PT 725 - Evidence-Based Practice I (2)

This is the first in a three-course sequence in evidence-based practice that provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. This course builds on the information from the critical inquiry series. The course focuses on the components of evidence-based practice, formulating answerable clinical questions, and accessing and performing critical appraisals of evidence relevant to clinical practice.

Prerequisite: PT 706, PT 714, PT 715, PT 721, and PT 731. Offered: 30.

PT 729 - Clinical Internship I (13)

The first of three extended clinical internships, this course is designed to incorporate the knowledge and skills obtained during the final didactic portion of the curriculum and will build on the first clinical experience course. Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate significant progress on many of the clinical criteria leading towards the entry-level performance expected of students by the completion of the DPT degree program.

Prerequisite: PT 730, PT 732, PT 735, PT 740, PT 744, and Elective (PT 772E, PT 773E, PT 774E, and PT 775E). Offered: 600.

PT 730 - Introduction to Management, Advocacy and Health Promotion (2)

This first half of this course will provide an overview of the concepts management and leadership, business development, and financial planning and responsibility while focusing on APTA's code of ethics, the health needs of society, and the core values of social responsibility. The remainder of the semester will focus on using skills of advocacy and leadership towards health promotion, health education, and wellness. A variety of theoretical frameworks will be explored to provide the foundation for developing strategies to identify current health information and promotion issues, identify and challenge paradigms related to health and healing, and facilitate changes in behavior that lead to more effective patient-practitioner collaborative relationships and improve patient health and outcomes.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 731 - Foundation Sciences IV: Physiology/Histology (4)

A clinical approach to physiological systems most relevant to the practice of physical therapy. Content relates to the normal and abnormal muscle and nerve physiological function, growth and repair of bone and soft tissue, cardiopulmonary system functions, nutrition and digestion, endocrine regulation of metabolism, homeostasis and kidney function. Content includes the microscopic and submicroscopic structure of mammalian tissue. The course is projected to have a strong interactive, online component.

This is a blended course.

Prerequisite: PT 700, PT 701, PT 704, PT 705, and PT 711. Offered: 60.

PT 732 - Pharmacotherapy (3)

This course will introduce basic pharmacological concepts such as pharmacokinetics and pharmacodynamics, and will explore the potential impact of prescribed and over the counter (OTC) drugs on the outcome of physical therapy interventions. The course will also emphasize current best evidence regarding medications/drugs and their use in treating conditions commonly seen in physical therapy practice.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 45.

PT 734 - Clinical Skills IV: Physical Therapy Evaluation I: Focused Guidance (3)

The fourth course in the clinical skills series will cover the elements of patient/client management with a focus on components of an examination and the development of the evaluation-diagnosis-prognosis process. Laboratory sessions emphasize examination skills with refinement of psychomotor skills learned during the first year. The evaluative process will utilize the International Classification of Functioning and Disability (ICF) as the primary process for making a diagnosis and developing the prognosis/ plan of care. The course also includes: introduction to documentation, history taking, examination tests and measures, outcome tools, outcome assessments, and inter-professional collaboration during evaluation/diagnosis/and prognosis.

Prerequisite: PT 710, PT 712, PT 717, and PT 741. Offered: 75.

PT 735 - Evidence-Based Practice II (2)

The second in a three course series, this course builds on all previous course work in EBP and is designed to prepare physical therapy students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their clinical rotations. This course will prepare students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis on prognosis for a given patient, and the effectiveness of clinical interventions.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 739 - Clinical Internship II (13)

The second clinical internship course is designed to incorporate knowledge and skills obtained and enhanced during the first clinical physical therapy experience (PT 719). Students will participate in direct patient care while under the supervision of clinical faculty. It is anticipated that the student PT will be able to demonstrate near entry-level performance on most of the clinical skills by the end of this clinical experience. This is a full time clinical experience.

Prerequisite: PT 729 and PT 745. Offered: 600.

PT 740 - Prosthetics and Orthotics (2)

This course focuses on care of the patient who has had an amputation or condition that requires external support, including care related to underlying conditions and co-morbidities. Topics such as care of residual limb, prosthetics and orthotics, and associated care and training will be discussed.

Prerequisite: PT 718, PT 719, PT 722 and PT 734. Offered: 30.

PT 743 - Foundation Sciences VI: Neuroscience II (3)

Prerequisite: PT 707, PT 708, PT 724, PT 725, and PT 751. Offered: 60.

PT 744 - Clinical Skills V: Physical Therapy Evaluation II: Independent Evaluation (3)

This is the fifth and final of the clinical skills series courses which builds on the examination, evaluation, and screening knowledge and skills introduced in previous courses. The focus in this course is on differential diagnosis/physical assessment as it applies to physical therapy across multiple systems. Students will be expected to demonstrate emerging skills in the ability to evaluate the patient and provide a plausible diagnosis or clinical assessment and participate in online case based discussion with different healthcare providers in an interprofessional healthcare environment.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 90.

PT 745 - Evidence-Based Practice III (1)

This is the third course in the student's three-course Evidence-Based series and is an accumulation of the foundational evidence-based, statistical and article analysis information presented to the students in PT 725 and PT 735. This course builds upon that foundation and creates a functional clinical evidence-based practice environment through increasing awareness of the use of technology and the organization of information to improve patient outcomes. This course is taken concurrently with the student's 15 week Clinical Internship 1 offered in Spring year 3. The student will be expected to be proficient in performing the following after completion of the course: perform evidence-based literature searches, have the knowhow in regards to setting up journal and topic email alerts in an effort to have the newest information "pushed" to them, be familiar with current practice guidelines, establish a strong foundation regarding outcome tools of the spine, extremities and other orthopaedic and neurological condition as well as be familiar with analysis of practice and the creation of minimum data sheets for various conditions seen in the clinical environment and within their own proposed research project.

This is an online course.

Prerequisite: PT 730, PT 732, PT 735, PT 740, PT 744, PT 772E, PT 773E, PT 774E and; Elective (PT 772E, PT 773E, or PT 774E). Offered: 15.

PT 749 - Clinical Internship III (13)

This final supervised clinical education course is designed to incorporate knowledge and skills obtained and enhanced during the first two clinical Internships. This internship is designed as a culminating clinical experience focusing on the full development of entry-level competence by the end of the course.

Prerequisite: PT 739. Offered: 600.

PT 751 - Foundation Sciences V: Pathophysiology (3)

This course expands on concepts introduced in anatomy, physiology and neuroscience, and will focus on pathophysiology and diseases frequently seen in physical therapy practice.

This is an online course.

Prerequisite: PT 706, PT 714, PT 715, PT 721, and PT 731. Offered: 45.

PT 772E - Pediatric Physical Therapy (2)

This is an elective course designed for students who have a desire to pursue pediatric physical therapy. This course will build on previously acquired knowledge gathered in the program and focus on advanced topics in pediatrics. This will include the physical therapy neonatal and ICU care along with care of the child with advanced special needs in the early intervention setting. This course will also explore the psychosocial aspects of care for infants and their families as well as the therapist as part of a health care team.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 773E - Geriatric Physical Therapy (2)

This is an elective course designed for students who have a desire to pursue geriatric physical therapy. This course will build on previously acquired knowledge gathered in the program and focus on advanced topics in geriatrics. This will include an examination of aging on body systems, both expected and pathological, and considerations for the physical therapist with a focus on promotion of healthy aging. This course will also explore the psychosocial aspects of care for elders and their families as well as the therapist as part of a health care team.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 774E - Research (2)

This is an elective course designed for students who have a desire to pursue research in physical therapy. This course will build on previously acquired knowledge gathered in the program and focus on advanced research study. Interested students will have the opportunity to develop, propose and conduct a research project with a faculty mentor.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 775E - Clinical Electrophysiology in Physical Therapy (2)

This is an elective course that will examine the current theories, screening and examination and interventions of electrophysiology from principles to current clinical practice.

Prerequisite: PT 718, PT 719, PT 722, and PT 734. Offered: 30.

PT 777E - Special Topics in Physical Therapy (2)

This course allows students to explore contemporary topics relevant to physical therapy practice, education, and/or research.

Offered: 30.

SOC - SOCIOLOGY

SOC 280 - Sociology (3)

Questions basic sociological concepts, such as socialization and culture; social organizations; stability and change in societies; cooperation and conflict among human groups; religious, political, economic, technical, and scientific institutions. Sociological concepts and issues as culture and subculture; development of the self; gender and age roles; social class and caste; groups, communities,

collectivities, and organizations; deviance; racism; human institutions: family, religion, education, government, economics; and population change in society are discussed.

Prerequisite: None. Offered: 45.

SPCH - SPEECH

SPCH 142 - Oral Communication (3)

Evaluates the construction, delivery, and analysis of public speaking. Students present several speeches to the class. Communication theory, research, and best practices are discussed in relation to persuasion, ethos, pathos, logos, logical fallacies, audience analysis, language choice, nonverbal messages, culture and communication, visual aids, listening, supporting materials, organizational patterns, evaluating research, and speech delivery. Different types of speeches are studied, such as informative, persuasive, special occasion. Students become critical consumers of communication.

Prerequisite: None. Offered: 45.

HA - HEALTH ADMINISTRATION

IPE - INTERPROFESSIONAL EDUCATION

IPE 723 - Interprofessional Healthcare III (1)

Offered: 15.

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Sherman, Mark, PhD*Associate Professor, Pharmaceutical Sciences**Doctor of Philosophy in Biomedical Chemistry* - University of Southern California*B.A., Chemistry* - Miami University*B.S., Botany* - Miami University**Sousa, Kyle, PhD***Assistant Dean, Student Affairs**Associate Professor, Pharmaceutical Sciences**Doctor of Philosophy in Medical Biochemistry* - Karolinska Institute*B.S., Microbiology* - Pennsylvania State University**Sylvies, Rick, PharmD***Associate Professor, Pharmacy Practice**Doctor of Philosophy* - University of Southern California**Thai, Diem, PharmD***Assistant Dean, Experiential Education**Doctor of Pharmacy* - University of Maryland*B.S., Biology* - University of Southern California**Van, Catherine, PharmD***Assistant Professor, Pharmacy Practice**Doctor of Pharmacy* - Western University of Health Sciences*B.S., Biochemistry and Molecular Biology* - University of California, Irvine**Verdell, Amber, PharmD, BCPS, BCNSP, APH***Assistant Professor, Pharmacy Practice**Doctor of Pharmacy* - University of Tennessee*B.S., Science Minor in Mathematics* - Middle Tennessee State University**Vinluan, Celeste, PharmD, BCPS***Director, Experiential Education**Associate Professor, Pharmacy Practice**Doctor of Pharmacy* - Virginia Commonwealth University*B.S., General Biology* - University of California, San Diego**Wisseh, Cheryl, PharmD, TTS***Assistant Professor, Pharmacy Practice**Doctor of Pharmacy* - University of North Carolina Eshelman School of Pharmacy*B.S., Biology* - University of North Carolina at Chapel Hill**Zaro, Jennica L, PhD***Assistant Dean of Assessment and Scholarship**Associate Professor, Pharmaceutical Sciences**Doctor of Philosophy, Pharmaceutical Sciences* - University of Southern California*B.S., Chemistry* - Stockton University, New Jersey

Physical Therapy

Brown, Teressa, PT, DPT, PhD, OCS

Dean, Program Director

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Ph.D., Health Professions Education - Simmons College

Doctor of Physical Therapy - Simmons College

B.S., Health Studies - Simmons College

Almajid, Rania, PhD, MS, PT

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Ph.D., Neuromotor Science - Temple University

M.S., Health and Rehabilitation Sciences - University of Pittsburgh

B.A., Physical Therapy - King Saud University

Cipriani, Daniel, PhD, PT

Professor

Ph.D., Applied Measurement/Statistics - The University of Toledo

M.S., Applied Biomechanics and Exercise Science - The University of Toledo

B.S., Physical Therapy - The Ohio State University

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Associate Professor

PhD, Education - University of California, Irvine

MA, Education - University of California, Irvine

DPT, Physical Therapy - Chapman University

BA, Human Performance and Health Science - Rice University

Hobby-Ramos, Beckie, PT, DPT, NCS

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Doctor of Physical Therapy - Azusa University

B.S., Health Education - Sam Houston State University

James, Dawn, PT, DPT, PCS

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Post-Professional Transitional Doctor of Physical Therapy - AT Still University

B.S., Physical Therapy - Rockhurst College

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Doctor of Physical Therapy - Shenandoah University

M.S. - Medical College of Ohio

B.S. - Bowling Green State University

Certified in Mechanical Diagnosis & Therapy (MDT)

Sullivan, Andrew, PT, DPT, OCS, FAAOMPT, CSCS

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D.P.T., Physical Therapy - Sacred Heart University

B.S., Exercise Science - Sacred Heart University

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Doctor of Physical Therapy - University of Southern California

B.S., Kinesiology - Mount Saint Mary's College

B.A., Health Development - California State University, Long Beach

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D.P.T., Physical Therapy - Loma Linda University

B.S., Exercise Science and Sports Medicine - California Lutheran University

Occupational Therapy

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B.S., Occupational Therapy - California State University, Dominguez Hills
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B.A., Political Science and International Relations - University of Southern California*

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B.S., Occupational Therapy - Loma Linda University*

Brown, Zipporah, OTD, OTR/L

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M.S., Occupational Therapy - West Coast University
B.A., Kinesiology - California State University, Dominguez Hills
A.A., General Studies - Chaffey Community College*

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Gantman, Diana, OTD, OTR/L

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B.S., Occupational Therapy - University of Pittsburgh*

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M.S., Occupational Therapy - University of Bombay
B.S., Occupational Therapy - University of Bombay*

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M.A., Occupational Therapy - University of Southern California
B.S., Human Services - California State University, Fullerton*

ORANGE COUNTY CAMPUS

General Education

DeBiase, Kirstie, MA, EdD,

Academic Dean

Ed.D., Educational Leadership and Administration - California State University, Long Beach

M.A., Curriculum and Instruction - University of Phoenix

B.A., Intercultural Studies with Emphasis on Latin American Studies - Biola University

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M.B.Ch.B., Medicine - Iraq at Baghdad University

Ali, Jawad, MFA

Instructor I

M.F.A., Writing/Critical Studies - California Institute of the Arts

B.S., Physics and Minor in Comparative Literature - University of California, Irvine

Baroon, Ali, MD

Instructor II

M.D., Medical Science and Human Services - University of Copenhagen

M.S., Health Sciences - University of Copenhagen

Entezampour, Mo, MSBS, PhD

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Doctorate of Philosophy in Molecular Biology - University of North Texas

M.S., Molecular Biology - University of North Texas

B.S., Biology/Chemistry - North Texas State University

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M.S., Biological Science - University of North Texas

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Instructor I

M.B.A., Marketing and Advertising - University of Saint Mary

M.A., English - California State University of Fullerton

B.A., English - California State University of Fullerton

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Ph.D., Microbiology and Immunology - Indiana University

B.S., Biology - Indiana University Purdue University

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M.A., Mathematics - San Francisco State University

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M.S., Sociology - Texas South University

B.S., Sociology and Minor in Criminal Justice - Texas South University

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Nursing

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M.S., Nursing, Education - University of Phoenix
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A.D.N., Nursing - Goldenwest College
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B.S., Nursing - University of Phoenix
A.S., Nursing - Palm Beach State
A.S., Pre Dentistry - University of the East

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B.S., Nursing - Creighton University

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M.S., Nursing with Specialization in Critical Care - University of Jordan
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M.S., Nursing with Specialization in Education - Walden University
B.S., Nursing, California State University

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M.S., Nursing - Western Governors University
B.S., Nursing - Western Governors University
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Bowsfield, Kevin, RN
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M.S., Nursing Leadership - Charles Drew University
B.A., Sociology - University of California Irvine

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B.S., Nursing - De Los Santos College Quezon City, Philippines

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A.D.N. - West Coast University

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M.S., Nursing with Specialization in Education - Grand Canyon University
B.S., Nursing - University of Rajasthan

Feltro, Rebecca, MSN, RN

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MS, Nursing, Leadership and Management - Western Governors University
B.S., Nursing - Western Governors University
A.S., Nursing - State University

Galich, Jen, MSN, PHN, RN

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M.S., Nursing, Family Nurse Practitioner - Azusa Pacific University
B.S., Nursing - Azusa Pacific University
B.A., Psychology - San Francisco University

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M.S., Nursing Education - West Coast University
B.S., Nursing - University of Phoenix
A.D.N., Nursing - Mount Saint Mary's College

Hamlin, May, MSN, RN

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M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
A.D., Nursing - Goldenwest College

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M.S., Nursing, Adult Nurse Practitioner - California State University, Long Beach
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Hugo, Charlotte, MSN, RN-BD

Instructor I Simulation

M.S., Nursing - Walden University
B.S., Nursing - University of Santo Tomas

Imperio, Sherwin, DNP, PMHNP-BC, RN-BC, PHN, CHEP

*Assistant Professor**D.N.P., PMHNP Specialty* - Brandman University*M.S., Nursing, Nurse Administrator* - California State University, Dominguez Hills*B.A., Psychology* - California State University, Long Beach*A.S., Nursing* - Long Beach City College**Kalfell, Paul D., RNC, MSN, PNP***Instructor II**M.S., Nursing/Pediatric Nurse Practitioner* - California State University, Long Beach*B.S., Nursing* - University of Phoenix*A.S., Nursing* - L.A. Harbor College**Maloney-Poldek, Maureen, MSN, RN***Assistant Professor**M.S., Nursing* - Loyola University*B.S., Nursing* - Loyola University**Mariano, Eduardo, MSN, RN***Instructor II**M.S., Nursing Education* - Grand Canyon University*B.S., Nursing* - Carlos Lanting College of Nursing**Montoya, Esther C., MSN/Ed, RN***Instructor II**M.S., Nursing Education* - University of Phoenix*M.S., Nursing* - University of Phoenix*B.S., Nursing* - University of Phoenix*A.S., Nursing* - Long Beach City College**Motesharrei, Saeid, MSN/Ed, PICC-RN, CMSRN-RN***Instructor I**M.S., Nursing with Specialization in Education* - University of Phoenix*B.S., Business Management* - University of Phoenix*A.D.N.-RN., Nursing* - Santa Ana College**Norris, John, MN, RN,***Instructor I**M.S., Nursing, Psychiatric/Mental Health Nursing* - Wichita State University*B.S., Nursing* - Wichita State University*B.A., Life Science* - Kansas State University**Pierson, Ginger S., MSN, RN, CCRN, CNS***Instructor II**M.S., Nursing, Clinical Nursing Specialist* - California State University, Long Beach*B.S., Nursing* - Houston Baptist University**Puzantian, Amy Leigh, RN, MSN, PHN***Instructor I**M.S., Nursing with Specialization in Nursing-Midwifery* - Frontier School of Nursing*B.S., Nursing* - Columbia University*B.A., Religious Studies* - Smith College**Rojas, Cheryl, MSN, RN, FNP***Assistant Professor*

M.S., Nursing, Family Nurse Practitioner - University of Phoenix
B.S., Nursing - Mount Saint Mary's College

Rosales, Kristen, MSN, RN

Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Azusa Pacific University

Roza, Amanda, MSN, RN

Instructor II
M.S., Nursing - Walden University
A.D., Nursing - Cypress College

Stanley, Marlene, MSN/Ed, PHN, RN

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M.S., Nursing with Specialization in Education - University of Phoenix
B.S., Nursing - California State University, Fullerton

Taylor, Devin Arnese, MSN, RN

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M.S., Nursing - Walden University
A.D., Nursing - Herzing University

Thomas, Sunil, MSN, CLNC, RN

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M.S., Nursing - California State University, Dominguez Hills
Mahatma Gandhi University
B.S., Nursing - Mahatma Gandhi University

Tran, Thi, MSN, RN

Instructor II
M.S., Nursing - Walden University
B.S., Nursing - Loma Linda University

ONTARIO CAMPUS

General Education

Lerner, Bart EdD

Academic Dean
Doctor of Education, Sport Behavior - West Virginia University

M.A. Counseling - University of Maryland
M.A., Kinesiology - University of Maryland
B.A., Psychology - University of California, San Diego

Escalante, Jesse, MS

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M.S., Biochemistry and Molecular Biology - University of California, Riverside
B.S., Biochemistry - University of California, Riverside

Hilliard, Tashea, DC

Associate Professor
Doctor of Chiropractic - New York Chiropractic College
B.S., Biology / Pre-Chiropractic - Fairleigh Dickinson University
A.A., Liberal Arts - Fairleigh Dickinson University

Klager, Katherine, MA*Assistant Professor**M.A., Education - Claremont Graduate University**B.A., Communication - California State University, Fullerton***Kolb, Erik, PhD***Assistant Professor**Doctorate of Philosophy in Evolution, Ecology and Organizational Biology - University of California, Riverside**B.S., Zoology/Biology - California State Polytechnic University, Pomona**A.S., Natural Sciences - Citrus Community College***Ku, Howard, MBA***Assistant Professor**M.S., Business Administration - California State Polytechnic, Pomona**B.A., Engineering - California State Polytechnic, Pomona***Mehta, Sanskruti, MD***Assistant Professor**Doctorate in Medicine - University of Debrecen, Hungary***Muldong -Hein, Amie, MA, EdD***Associate Professor**Doctorate in Educational Management - Angeles University, Philippines**M.A., Educational Leadership - New Era University, Philippines**B.S., Psychology - New Era University, Philippines***Williams, Valencia, PhD***Professor**Doctorate of Philosophy in Biomedical Science - University of California, Riverside**B.S., Biology - Clark Atlanta University***Youssef, Moheb, MSOS, MD***Chair, Sciences; Associate Professor**Doctorate in Medicine and Surgery - Cairo University, Egypt**M.S., Orthopedic Surgery - German Medical Syndicate of Nordrhein-Westfalia**B.S., Medicine - Cairo University Medical, Egypt****Nursing*****Sotiriou, Jessica, MSN***Campus Associate Director of Nursing, Academics**MSN - Keiser University**BSN - Illinois State University**ADN - Illinois Valley Community College***Cortez, Michele, MAEd***Campus Associate Director of Nursing, Administration**MAEd - Argosy University**B.A., Psychology - Argosy University***Ybarra, Kelly, MSN, RN***Campus Associate Director of Nursing, Clinical Education**M.S., Nursing - Western Governors University*

B.S., Nursing - Western Governors University
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MSN -Ed - Grand Canyon University
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M.A., Divinity - Southern Baptist Theological Seminary
B.S., Business Administration Management - California Baptist University

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BSN - Grand Canyon University
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Alfonso, Edmund, MSN, RN

Instructor I
M.S., Nursing - Grand Canyon University
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Alkhatib, Weam, APRN, PhD, MSN, CNS

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PhD - Nursing Education - University of San Diego
M.S., Clinical Nursing Practice - Critical Care - University of Jordan, Amman-Jordan
B.S., Nursing Science - Applied Science University, Amman-Jordan

Barnes, Michelle, MSN, RN

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M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
ADN - Excelsior College

Bovaird, Liliana, MSN, RN

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M.S., Nursing - University of Phoenix
B.S., Nursing - Peruvian Adventist University
A.S., Nursing - Peruvian Adventist University

Carter, Amanda, MSN, RN

Instructor I
M.S., Nursing - Olivet Nazarene University
B.S., Nursing - Rockford University

Collett, Rachel, MSN, PHN, RN

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M.S., Nursing - Western Governors University
B.S., Nursing - West Coast University

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MSN, Education - University of Phoenix
MBA, Health Care Management - University of Phoenix
B.S., Nursing - Azusa Pacific University

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Instructor I
M.S., Nursing - Western Governors University

B.S., Nursing - Western Governors University

A.S., Nursing - Riverside Community College

Emerson, Rhonda, MSN, PHN, BSN, RN

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Master of Science in Nursing & Healthcare Administration - University of Phoenix

B.S., Nursing - University of Phoenix

Espinoza, Laura, MSN, RN, FNP

Instructor I

M.S., Nursing – Family Nurse Practitioner - California State University, Long Beach

B.S., Nursing - Pacific Union College, Angwing

A.S., Nursing - East Los Angeles College

Estona, Michael, MSN-Ed, RN

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M.S., Nursing - West Coast University

B.S., Nursing - West Coast University

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M.S., Nursing Education and Clinical Nurse Specialist Certification - Point Nazarene University

B.S., Nursing - Sonoma State University

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Instructor I

M.S., Nursing - University of Southern California

B.S., Nursing - University of Southern California

A.S., Nursing - College of the Canyons

Hebert, Marlies, MSN, RN

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M.S., Nursing - Chamberlin College of Nursing

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Hoover, Jessi, MA, MSN, BSN, BS, RN, PHN, CNE

Instructor I

M.A., Psychology - American Public University

M.S., Nursing - California State University, Dominguez Hills

B.S., Nursing - University of Oklahoma

B.S., Psychology - University of Maryland, Baltimore County

Lapena, Miriam, MSN, RN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Delaware

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PhD, Nursing - University of Phoenix

M.S., Healthcare Simulation - California State University, Dominguez Hills

B.S., Nursing - California State University, Dominguez Hills

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Muhammad, Vonda, MSN-Ed., RN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Spaulding University

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M.S., Nursing - University of Phoenix

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Resurreccion, Ligaya, MSN-Ed, RN

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M.S., Nursing - University of Phoenix

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Robinson, Ora, PhD, RN, CNE

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M.S. Nursing - University of Wisconsin

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M.S., Nursing Leadership and Management - Walden University

School Nurse Credential/Special Teaching Authorization in Health - California State University, Fullerton

B.A., Human Development and Family Studies - California Baptist University

Shimizu, Ryan, MSN, RN

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B.S., Health Promotion and Disease Prevention - University of Southern California

Silva, Angelica, MSN, RN

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M.S., Nursing - University of Phoenix

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MIAMI CAMPUS

General Education

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M.S.c - University of Bucharest

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M. S., Psychology - Nova Southeastern University

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Ph.D. - Autonomous University of Madrid

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Ph.D., Pharmaceutical Sciences/Pharmaceutical Chemistry - Universidad Central "Marta Abreu" de Las Villas

B.S., Pharmaceutical Sciences - Universidad Central "Marta Abreu" de Las Villas

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M.A., Humanities- California State University

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Garcia, Barbara, MPH, MSBS, EdD

Chair, Science; Assistant Professor

Ed.D., Educational Leadership - University of Science, Arts and Technology

M.P.H., Master of Public Health - Florida International University

M.S., Biomedical Sciences - Barry University

B.S., Biological Basis of Behavior and Psychology -University of Pennsylvania

Kendrick, Lynn, Ed.D, MA

Instructor II

Ed.D., Educational Leadership - Saint Thomas University

M.S., Marriage and Family Therapy - Saint Thomas University

M.A., Organizational Leadership - Siena Heights University

B.S., Public Policy - Michigan State University

Matos, Jorge, PhD, BS

Associate Professor

Ph.D. - Fac. Ing. Electrica, UCVL

B.S. - Fac. Ing. Electrica, UCVL

Miller, Renee, MS, BA

Instructor II

M.S., Communication and Media - Lynn University

B.A., Linguistics - University of West Indies

Mishra, Roshmi, PhD, MS

Instructor II

Ph.D., - Public Policy and Social Change - Union Institute & University

M.S., Science Education - Duquesne University

B.S., Biology - Carlow University

Montanez, Thisby, ENT, MD

Instructor II

ENT - Military Hospital

M.D. - Central University of Venezuela, School of Jose Maria Vargas

Morata, Juan, MS, BS

Instructor II

M.S. - Montclair State University

B.S. - Montclair State University

Pino Rivero, Lazaro, PhD

Associate Professor

Ph.D., Chemistry - Central University of Las Villas

B.S., Chemistry - Central University of Las Villas

Pou, Diane, MD

Instructor II

M.D., Medical Doctor - Universidad Madre y Maestra

Ranaut, Bindu, M.Phil, MA

Instructor II

M.Phil., English Literature - Himachal Pradesh University

M.A., English Literature - Himachal Pradesh University

B.A., Honors - Himachal Pradesh University

Rodriguez, Manuel, PhD, MBA, BA, BS

General Education Specialist

Ph.D., Higher Education Leadership - Northcentral University (AZ)

M.B.A., Business - Keller Graduate School of Management

B.A., Spanish Literature and Mathematics - University of Miami

B.S., Electrical Engineering - University of Miami

A.A., Electrical Engineering - Miami Dade College

Stephens, Asha, MS

Assistant Professor

M.S., Wildfire/Fisheries Sciences and Biology - Texas A&M University

B.S., Marine Biology - University of Guelph

Nursing

Spalding, Claudette, PhD, RN

Campus Dean, Nursing; Professor
PhD., Nursing - Barry University
Post-Masters, Family Nurse Practitioner - Barry University
M.S., Nurse Executive - Barry University
B.S., Nursing - University of Miami

Craig, Beverly, DNP, RN-BC, CHEP

Campus Associate Director of Nursing Academics Evening & Weekend Program/Instructor I
DNP - Samford University
M.S., Nursing - Jacksonville University
B.S., Nursing - Jacksonville University
A.D., Nursing - Tennessee State University
A.A., Humanities - Florida Institute of Technology

Alvarez, Maria J., MA

Campus Associate Director of Nursing, Administration
M.A., Professional Administration - Barry University
B.S., Professional Administration - Barry University

Pastrana, Raquel, MD, RN

Campus Associate Director, Clinical Education/Instructor I
M.D., Medicine - Universidad Central de Venezuela
M.S.N., Nursing Education - Herzing University
B.S., Nursing - Florida Institute of Technology

Mongwa, Maimouna, PhD, RN

Campus Manager, Clinical Faculty
Ph.D., Nursing - Barry University
M.S.N./NED, Nursing Education - University of Phoenix
B.S.N., Nursing - University of Phoenix

Puentes, Dania, MSN, RN

Campus Manager, Clinical Operations/Instructor I
M.S., Nursing - Barry University
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Ramsay, Sheree, RN, MBA

Campus Manager, Clinical Relations
M.B.A., Business Administration - American Intercontinental University
B.S.N., Nursing - Concordia University

Arocha, Angela, MSN/ED, RN

Instructor I
M.S., Nursing Education - University of Phoenix
B.S., Nursing - Florida International University
A.A., Pre-Nursing - Miami Dade Community College

Barnett, Tania, MSN, BSN, RN

Instructor I
M.S., Nursing - Chamberlain College of Nursing
B.S., Nursing - Barry University
A.S., Nursing - Florida Keys Community College

Bent, Sonio, FNP, BSN

Instructor I

F.N.P - Florida International University

M.B.A. - University of Phoenix

B.S., Nursing - Nova Southeastern University

Berrick, Richild, MSN, BSN

Manager, NCLEX Success

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Phoenix

Braide, Uche, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

Brittain, Karen, MSN, RN

Instructor I

M.S., Nursing - Chamberlain College of Nursing

B.S., Nursing - Chamberlain College of Nursing

Brown-Walker, Carlene, MSN, RN

Instructor I

M.S., Nursing Education - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

A.S., Nursing - Florida Keys Community College

Caballero, Julia, MSN, BSN, RN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Kaplan University

A.A., Nursing - Excelsior Community College

Colon, Milaris, BSN, ASN

Simulation Center

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Canal, Francesca, MSN, BSN

Instructor I

M.S., Nursing Education - University of Phoenix
B.S., Nursing - Barry University

Cameron, Keron Lee, MSN, BSN, RN

Instructor I
M.S., Nursing - Western Governors University
B.S., Nursing - Nova Southeastern University
A.S., Nursing - Broward College

Cantillo, Alex, MSN, BSN, RN

Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Nova Southeastern University
A.A., Nursing - Miami Dade College

Capistrano, Maria Tina, MSN, MS, BSN

Instructor I
M.S., Nursing - University of St. Francis
M.S. - Nova Southeastern University
B.S., Nursing - Florida International University

Cardenas, Patricia, MSN, BSN, ASN

Instructor I
M.S., Nursing - Western Governors University
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Carralero, Jose, MSN, BSN, ASN

Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Carter, Simone, BSN

Instructor I
B.S., Nursing - Chamberlain College of Nursing

Chang, Gerardo, DNP, MSN-ARNP, BSN

Instructor I
DNP - Grand Canyon University

M.S.-ARNP - Turabo University

B.S., Nursing - University of Phoenix

Choiseul-Prasilin, Janeth, MSN, BSN, RN

Instructor I
M.S., Nursing - Barry University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Corral, Barbara, PhD, MSN, MBA, BSN

Instructor I
M.S., Nursing - University of Miami

M.A., Psychology - Pace University

B.S., Nursing - UMDNJ School of Nursing

B.A., Psychology - Pace University

Delgado, Ilene, PhD, MSN-FNP, MSN-Ed, BSN

Instructor I
M.S., Nursing, Family Practitioner - Barry University

M.S., Nursing Education - Florida International University

B.S., Nursing - Florida International University

Dejesus-Carrion, Liza, MSN/Ed, BSN

Instructor I
M.S., Nursing Education - Chamberlain College

B.S., Nursing - University of Puerto Rico

De La Cruz, Alexander, DNP, RN, CHEP

Instructor II
DNP - University of North Florida

M.S., Nursing - Chamberlain University

B.S., Nursing - Chamberlain University

Diaz, Guelsy, PhD, MSN, BSN, RN

Instructor I
M.S., Nursing - Chamberlain College

B.S., Nursing - Chamberlain College

A.S., Nursing - City College

Diez, Victoria, MSN, BSN, ASN

Instructor I

M.S., Nursing - Chamberlain College

B.S., Nursing - Florida International University

A.S., Nursing - Lake Michigan College

Daubon, Shorraine, MSN-ARNP, BSN, ASN

Instructor I

M.S.-ARNP - University of Miami

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Estrada, Juan, MSN, BSN, RN

Instructor I

M.S., Nursing - Florida Atlantic University

B.S., Nursing, Biology - Florida Atlantic University

A.S., Nursing - Miami Dade College

Everett, Lisa, MSN, BSN

Instructor I

M.S., Nursing - WaldenUniversity

B.S., Nursing - Florida International University

Fajardo-Incer, Monica, MSN-FNP, BSN

Instructor I

M.S., Nursing, Family Nurse Practitioner - Florida International University

B.S., Nursing - Florida International University

A.A. - Miami Dade College

Fernandez, Alexis, MSN, BSN

Instructor I

M.S., Nursing - University of Miami

B.S., Nursing - Florida International University

A.S. - Miami Dade College

Garcia, Christine, MSN, BSN, RN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

A.S., Nursing - Miami Dade College

Gerdes, Pierrela, MSN, BSN, RN

Instructor I
M.S., Nursing - Florida Atlantic University
B.S., Nursing - Florida Atlantic University
A.S., Nursing - Miami Dade College

Goncalves, Michelle, MSN, BSN, RN

Instructor I
M.S., Nursing - University of Miami
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Guzman, Yoanna, BSN

Instructor I
B.S., Nursing - Miami Dade College
A.S., Nursing - Miami Dade College

Hernandez, Filipina, MSN, MSE, BSN

Instructor I
M.S., Nursing - University of Phoenix
M.S.E. - University of Miami
B.S., Nursing - Angeles University Foundation

Hernandez, Richard, MSN, BSN

Instructor I
M.S., Nursing - Maryville University
B.S., Nursing - Grand Canyon University
A.S., Nursing - Brown Mackie College

Herrera, Gema, MSN, BSN

Instructor I
M.S., Nursing - Phoenix University
B.S., Nursing - University of Miami
A.S., Nursing - Miami Dade College

Hibbert, Dawn, MSN, BSN

Instructor I

M.S., Nursing - Florida Atlantic University

B.S., Nursing - Florida Atlantic University

Hodges, Jolene, MSN/Ed, BSN

Instructor I

M.S., Nursing Education - South University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Hughes, Sade, MSN, BSN

Instructor I

M.S., Nursing - University of Central Florida

B.S., Nursing - Nova Southeastern University

Ibarra, Deborah, MSN, BSN

Instructor I

M.S., Nursing - South University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Ingwell-Spolan, Charlene, PhD, MSN, BSN

Associate Professor

Ph.D., Nursing - Barry University

M.S., Nursing - Florida Atlantic University

B.S., Nursing - Florida Atlantic University

Irvine, Arturo, BSN

Instructor I

B.S., Nursing - Chamberlain University

A.S., Nursing - Management Resources College

Jassir, Natalia, MSN, BSN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Florida International University

Lasso, Justina, BSN, RN

Instructor I

B.S., Nursing - Jacksonville University

A.S., Nursing - Excelsior University

Lane, Hailey, MSN, BSN

Instructor I

M.S., Nursing - University of Miami

B.S., Nursing - Nova Southeastern University

Larkin, Heather, MSN, BSN, RN

Instructor I

M.S., Nursing Education - Ferris State University

B.S., Nursing - Saginaw Valley State University

Lino, Katrina, MSN, BSN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - University of Miami

B.A., Psychology - Florida International University

Llaca, Alejandro, BSN

Instructor I

B.S., Nursing - Florida International University

A.S., Nursing - Mercy Hospital College of Nursing

Lluy, Vanessa, MSN-Ed, BSN, MDC

Instructor I

M.S., Nursing, Education - Walden University

B.S., Nursing - Walden University

MDC - Walden University

Lopez, Claudia, MSN-ED, BSN, MDC

Instructor I

M.S., Nursing, Education - University of Phoenix

B.S., Nursing - Nova University

MDC - Nova University

Maldonado, Maria, MSN, RN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Miami-Dade College

Martinez, Maria, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - University of Miami

A.S., Nursing - Miami Dade College

Maya, Rebecca, MSN-Ed, BSN

Instructor I

M.S., Nursing, Education - Chamberlain School of Nursing

B.S., Nursing - Barry University

A.S., Nursing - Broward College

Molina, Maibys, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - Florida International University

Montero, Michelle, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Florida International University

A.S., Nursing - Miami Dade College

Parets, Jaclyn, MSN-FNP, BSN

Instructor I

M.S., Nursing, FNP - George Washington University

B.S., Nursing - Miami Dade College

A.S., Nursing - Miami Dade College

Perez, Jessica, MSN, BSN

Instructor I

M.S., Nursing - University of Miami

B.S., Nursing - Florida International University

Perez, Maria, MSN, RN

Instructor II

M.S., Nursing - Florida Atlantic University

B.S., Nursing - Barry University

A.S., Nursing - Miami Dade College

Phanord, Manoucheca, MSN, BSN

Instructor I

M.S., Nursing - South University

B.S., Nursing - South University

A.S., Nursing - Miami Dade College

Philip, Reena, MSN, RN

Instructor II

Certificate of Midwifery - Board of Nursing Education, Nurse's League, Christian Medical

Association, India

M.S., Nursing - University of Phoenix

B.S., Nursing - Christian Medical College, University of Madras, Tamil Nadu, India

A.S., Nursing - Compton College

Pitter, Cassandra, MSN, BSN

Instructor I

M.S., Nursing, Executive Leadership - Barry University

B.S., Nursing - Barry University

A.S., Nursing - Miami-Dade College

Polster, Ashley, WCON, MSN, BSN

Instructor I

WCON - Emory University

M.S., Nursing - Barry University

B.S., Nursing, Education - Florida State University

A.S., Nursing - Miami Dade College

Ridore, Marie, PhD, MSN, BSN

Instructor I

M.S., Nursing - University of Miami

B.S., Nursing - University of Miami

A.S., Nursing - Miami Dade College

Roberts, Anselma, PhD, MSN/Ed

Instructor I

Ph.D. - Barry University

M.S.N., Nursing Education - University of Phoenix

B.S., Nursing - University of Phoenix

Rodriguez, Dinorah, MSN, BSN, ARNP, RN

Instructor I

M.S., Nursing - Chamberlain School of Nursing

B.S., Nursing - Chamberlain School of Nursing

A.D., Nursing - Management Resources College

Ruiz, Justo, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Miami Dade College

A.S., Nursing - Broward College

Santiestevéz, Ozzie, BSN

Instructor I

B.S., Nursing - Florida Atlantic University

A.S., Nursing - Miami Dade College

Schwenker, Nicole, MSN, BSN

Instructor I

M.S., Nursing - University of Miami

B.S., Nursing - Nova Southeastern University

A.S. - Florida International University

Seme, Judith, PhD, MSN, BSN

Instructor I

Ph.D., Nursing - Barry University

M.S., Nursing - University of Phoenix

B.S., Nursing - Andrews University

Serrano, Christina, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - Barry University

Severe, LaTiana, MSN, BSN

Instructor I

M.S., Nursing - Walden University

B.S., Nursing - Barry University

Shaw, James (Doug), BSN, RN, CCRN

Manager, Simulation Center and Skills Labs

B.S., Nursing - Nova Southeastern University

Silva, Miriam, MSN, RN

Instructor II, Simulation Faculty

M.S., Nursing - University of Phoenix

B.S., Nursing - Ponce, Puerto Rico

Silva-De Vera, Elvira, MSN, BSN

Instructor I

M.S., Nursing-FNP - Chamberlain University

B.S., Nursing - Barry University

A.S., Nursing - Keiser University

Singh, Avinder, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - Baba Farid University of Health Sciences, Faridkot Punjab, India

Smith, Toni Marie, MSN

Instructor I

M.S., Nursing - Sabal College

Soljour, Gaudy, FNP, BSN

Instructor I

FNP - Barry University

B.S., Nursing - Miami Dade College

Sylvain, Alexandria, MSN, BSN

Instructor I

M.S., Nursing - Nova Southeastern University

B.S., Nursing - Nova Southeastern University

Tamares, Rossana, FNP, BSN

Instructor I

FNP - Barry University

B.S., Nursing - University of Miami

B.S., Biology - Florida International University

Tamayo, Veronica, MSN, BSN

Instructor I

M.S., Nursing - Barry University

B.S., Nursing - Barry University

Tio, Stephanie, MSN/FNP, BSN

Instructor I

M.S., Nursing/FNP - University of Miami

B.S., Nursing - Miami Dade College

Toledo, Yxiam, DNP, ARNP, MSN

Instructor I

DNP - UCEA

ARNP - Ana G. Mendez University

M.S., Nursing - UCEA

Valdes, Aruzcelly, BSN, MPH

Instructor I

B.S., Nursing - University of Miami

B.S., Psychology - University of Miami

MPH - Florida International University

Vanegas, Daniela, MSN, BSN

Instructor I

M.S., Nursing - University of Alabama

B.S., Nursing - Miami Dade College

Velazquez Marichal, Yanet, MSN, BSN

Instructor I

M.S., Nursing - Florida International University

B.S., Nursing - Miami Dade College

A.D., Nursing - Miami Dade College

Vidal, Trina, MSN, BSN

Instructor I

M.S., Nursing - University of Phoenix

B.S., Nursing - Florida International University

B.S., Dietetics - Florida International University

Walker, Carlene Brown, MSN, BSN

Instructor I
M.S., Nursing - Nova Southeastern University
B.S., Nursing - Nova Southeastern University
ADN - Florida Keys Community College

Whigham, Marline, MSN, BSN

NCLEX Instructor
Ph.D., Nursing - Barry University
Ed.D., Nursing - Nova Southeastern University
M.S., Nursing - University of Phoenix

Williams, Jacquelyn, MSN-Ed, BSN

Instructor I
M.S., Nursing Education - Western Governor's University
B.S., Nursing - Florida International University

Wilson, Natasha, MSN, BSN

Instructor I
M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix
A.S., Nursing - Miami Dade College

Xiques, Emilo D., BSN

Instructor I
B.S., Nursing - Chamberlain College
ADN - Miami Dade College

DALLAS CAMPUS

General Education

Soraya, Ramin, MD

Academic Dean
Associate Professor
Doctor of Medicine - Central America Health Sciences University
B.S., Biology - University of South Carolina

Gonzalez Sola, Maryvi, PhD

Science Instructor I
Doctorate in Anatomy - University of Puerto Rico, Medical Sciences Campus
B.S., Natural Sciences - University of Puerto Rico, Cayey Campus

Hearst (Collier), Anesa, PhD

Chair, Sciences; Assistant Professor
Doctor of Chiropractic - Parker University

B.S., Biology - Florida A&M University
B.S., Chemistry - Florida A&M University

Walter, Jeffrey, PhD

Associate Professor

Ph.D., Education - Capella University
M.M., Conducting - Temple University
B.A., Music - Texas Wesleyan College

Wimberley, Sheila, MBA

General Education Specialist

MBA, Business Administration - University of Phoenix
B.S., Telecommunications Management - DeVry Institute of Technology

Nursing

Smith, Kathy, DHA, MSN-Ed, RN

Campus Director of Nursing

DHA - University of Phoenix
MSN-Ed - University of Phoenix
B.S., Nursing - University of Phoenix
A.A., Nursing - Prince George Community College

Smith-Keys, Sherri, DNP, RN

Campus Associate Director of Nursing, Clinical Education

Doctor of Nursing Practice - Walden University
M.S., Nursing - Regis University
B.S., Nursing - University of Texas Arlington

Scott, Nakia, PhD, MS, BA

Campus Associate Director of Nursing, Administration

Ph.D., Leadership for Higher Education - Capella University
M.S., Leadership for Higher Education - Capella University
B.A., Business Organizational Communication - Murray State University

Lindenfeld, Maura, CPNP, MSN, RN

Campus Associate Director of Nursing, Academics

M.S.N., Pediatric Nurse Practitioner - Indiana University - Indianapolis
M.S., Health Care Administration - Simmons College
B.A., Government - Simmons College

Swanson, Kathy, BA, RN

Manager, Clinical Relations

B.A., Administrative/Management - Webster University
ADN - Johnson County College

Barnett, Angela, MSN, RN

Instructor I

M.S., Nursing Education - Western Governors University
B.S., Nursing - Texas Christian University

Bell, Rosemary, MSN, RN

Associate Professor

M.S., Nursing with major as ANP - State University of NY Utica/Rome
B.S., Nursing - State University of NY Utica/Rome
A.A.S., Nursing - Morrisville State College

Climer, Lara, MSN, RN*Instructor I**M.S.N., Nursing Education* - Texas Tech University Health Sciences Center, Lubbock, Texas*B.S., Nursing* - Texas Tech University Health Sciences Center, Lubbock, Texas*A.D.N., Nursing* - Brookhaven College**Cross, Michelle, LVN***Nursing Skills Laboratory Coordinator**L.V.N* - Wichita Area Technical College**Davis, Chiquasha, MSN, RN***Manager, Clinical Faculty**M.S., Nursing Education* - University of Texas at Tyler*B.S., Nursing Education* - University of Texas at Tyler*A.D.N.* - Tarrant County College**Godbold, Janet, MSN, RN***Instructor I**M.S., Nursing Education* - Western Governors University*B.S., Nursing* - Texas Christian University*B.A.A., Accounting* - Harding University**Haynes, Linda, PhD, MSN, RN***Associate Professor**Ph.D., Psychology* - University of North Texas*M.S., Nursing* - Emory University*B.S., Nursing* - Northwestern State University**Kibby, Laura, MSN, RN***Instructor I**M.S., Nursing* - Sacred Heart University*B.S., Nursing* - South University*A.A., Nursing* - Cazenovia**Manio, Marie, MSN, BSN, RN***Instructor I**M.S., Nursing* - Texas Women's University, Denton, TX*B.S., Nursing* - West Coast University**Martinez, Liliana, MSN, BSN***Instructor I**M.S., Nursing* - Florida International University*B.S., Nursing* - University of NY Miami*A.S., Nursing* - Miami Dade College**Otto, Lisa, MSN, RN, CNE***Simulation Manager**M.S., Nursing* - Baylor University*B.S., Nursing* - Baylor University**Southerland, Dylan, MSN, RN***Instructor I**M.S., Nursing Education* - The University of Oklahoma*B.S., Nursing Education* - The University of Oklahoma**Staggers, Karan, DNP, MSN, RN***Manager, Clinical Faculty**M.S., Nursing* - Walden University*B.S., Nursing* - Olivet Nazarene University*A.D.N.* - Olive Harvey Nursing Community College**Washington, Tamara, MSN, RN***Instructor I*

M.S., Nursing - University of Texas at Arlington
B.S., Nursing - University of Texas at Arlington
A.D.N., Nursing - El Centro College, Dallas, TX

ONLINE

Health Administration

Ako, Justin, DC

Dean of Health Administration

Doctor of Chiropractic - Southern California University of Health Science
B.S., Business Administration - Creighton University

Bilbruck, Peggy, EdD, MBA, BS

Assistant Professor

Ed.D, Educational Leadership - University of Phoenix
M.B.A., Business Administration - University of Phoenix
B.S., Nursing - University of Phoenix

Bruse, Mike, MHA, BS

Assistant Professor

M.H.A. - California State University, Northridge
B.S., Industrial Engineering - University of Arizona

Goodner, Jayme, MSN, BSN

Assistant Professor

M.S., Nursing - University of Phoenix
B.S., Nursing - University of Phoenix

Lugg, Marlene, MPH, DrPH

Assistant Professor

Doctor of Public Health in Health Services Research and Planning - University of Pittsburgh
M.P.H., Medical Care and Hospital Administration - University of Pittsburgh
B.S., General Science - University of Wisconsin, Milwaukee

Macias, Ron, MHA, Ed.D.

Assistant Professor

Doctorate in Technology and Learning - Alliant International University
M.S., Health Administration - University of La Verne
B.S., Health Care Management - University of La Verne

Okpala, Paul, MHACA, DHSc

Assistant Professor

Doctorate in Health Sciences - A.T. Still University
M.S., Healthcare Administration - Bellevu University
B.S., Healthcare Administration - Bellevu University
A.S., Healthcare Management - Ashworth University

Silberling, Rosanne, EdD, MN, BSN, RN*Associate Professor*

Doctor of Education in Institutional Management - Pepperdine University
M.S., Nursing - University of California, Los Angeles
B.S., Nursing - Mount Saint Mary's College

Vassallo, Angela, MPH, MS, CIC*Assistant Professor*

Master in Public Health (MPH) - University of Texas, School of Public Health
M.S. - West Coast University
C.I.C., Certified in Infection Control - Certification Board of Infection Control

Nursing**Lincoln, Barbara, EdD, MBA, MPH, MSN, RN***Associate Dean, Post-Licensure Programs*

Doctorate of Education in Organizational Leadership - Pepperdine University
Master of Business Administration - Pepperdine University
M.S., Public Health - University of California, Los Angeles
M.S., Nursing - University of California, Los Angeles
B.S., Nursing - University of California, Los Angeles

Paysan-Modina, Michelle, DNP, NP-C*Program Director, FNP Program, Associate Professor*

Doctor of Nursing Practice - Brandman University
M.S., Nursing, Adult/Gerontology Nurse Practitioner - California State University, Long Beach
B.S., Nursing - California State University, Los Angeles

Ayers, Stephanie, MSN, RN*Assistant Professor*

M.S., Nursing Education - Texas Woman's University
B.S., Nursing - Texas Woman's University
B.A., Business Administration - Florida Atlantic University

Brittain, Chaka, DNP, MSN, MHS, RN, CNE*Associate Professor*

DNP, Health Systems Leadership - Chamberlain College of Nursing
M.S., Nursing Education - Chamberlain College of Nursing
M.H.S., Higher Education - Nova Southeastern University
B.S., Nursing - Florida State University

Conway, Katherine, MSN, CNM, CPHQ, BCNE, RN*Assistant Professor*

Executive Program Management - UCLA Anderson School of Management
M.S., Nursing - University of California, Los Angeles
B.S., Nursing - California State University, Dominguez Hills

Johns, Carol, EdD, MSN, RN

Assistant Professor
Ed.D., Organizational Leadership - Grand Canyon University
M.S., Nursing - Texas Woman's University
B.S., Nursing - Texas Woman's University

Kendrick, Jodi, EdD, MSN, RN

Assistant Professor
Ed.D., Doctorate of Nursing Education - Walden University
M.S., Nursing - Radford University
B.S., Nursing - Malone College

Lovci, Carol, MSN, CCM, CHPN, RN

Assistant Professor
M.S., Nursing - Leadership Management - Walden University
B.S., Nursing, PHN - University of Phoenix

McSorley, Jennifer, MSN, RN

Online Faculty Manager, Nursing
M.S., Nursing Education - American Sentinel University
B.S., Nursing - University of Wisconsin

Metghalchi, Shiva, PhD, MPH, BS

Associate Professor
PhD, Biomedical Science - Loma Linda University
M.S., Public Health, Epidemiology/Biostatistics - University of Oklahoma Health Science Center
B.S., Health Science - University of Central Oklahoma

Whitmyer, Christine, MSN, PHN, RN

Instructor II
Doctorate of Nursing Practice - California State University, Fresno
M.S., Nursing - California State University, Fullerton
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