PACIFIC COLLEGE

2018-2019 Catalog

Main Campus

3160 Red Hill Ave.
Costa Mesa, CA 92626

Los Angeles Satellite Campus

5675 Telegraph Rd.
Los Angeles, CA 90040

Inland Empire Satellite Campus

3602 Inland Empire Blvd.
Ontario, CA 91764

Toll-Free: (800) 867-2243
Office: (714) 662-4402
Fax: (714) 662-1702

https://www.pacific-college.edu

President's Welcome

Welcome to Pacific College!

Pacific College was founded in 1993 to provide accessible, innovative, and relevant education to adult learners.

Today's fast paced, complex society, along with increasing demands and challenges have created an unprecedented need for expert health care professionals. To this end, we work diligently to provide the best learning environment between the academic classroom experience and the real world demands.

This institution is both a Diploma and a Degree-granting institution that appreciates the competitive nature of the working environment. One of the main goals at Pacific College is to prepare you as a professional for your chosen field. It is our belief that the Diploma, Associate of Science, Bachelor of Science, and Master's programs will be a stepping stone in your pursuit of future academic and professional accomplishments.

We know that you are here to pursue your interest and to acquire the knowledge and technical training to improve your professional goals. Our administration, faculty, and staff members will work together with you as a team to assure satisfaction.

The course of study you have chosen will be concentrated and require dedication and studious effort on your part for successful completion. Your progress as a student of Pacific College will be carefully monitored by people who care about you and your success. We are concerned with helping and providing you with additional assistance and step-by-step instruction as needed. Your success will be determined by your own desire and initiative. Make the most of the opportunities awaiting you.

Thank you for selecting Pacific College where your education is our priority. We look forward to working with you as you prepare to join the ranks of professional healthcare providers.

William L. Nelson
President

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Board of Directors

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Member

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Member

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Member

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Member

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Vice President of Operations

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Program Director, BSN Completion

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Program Director, Vocational Nursing

Nadeem Zaidi
Director of Admissions

Bobbie-Ann Murphy, MHA, MSN, RN
Program Director, Registered Nursing

Jennifer Pham, MBA
Director of Financial Aid

General Information

Campus Locations

Main Campus	
3160 Red Hill Ave Costa Mesa, CA 92626	The main campus of Pacific College is a 16,500 square foot facility conveniently located in Costa Mesa near John Wayne Airport and the South Coast Plaza shopping center with easy access to the 55 and 405 freeways. It has five classrooms, two four-bed skills laboratories, and a learning resource center that can accommodate 45 students at a time. It is also where the administrative and the academic offices are found. Free on-site parking is available.

Los Angeles Satellite Campus	
5675 Telegraph Rd Los Angeles, CA 90040	The Los Angeles Satellite Campus is conveniently located at The Citadel, a shopping outlet along the 5 freeway in the City of Commerce. A 30-seat classroom and a five-bed skills lab are found on the third floor of the quiet and historic Citadel building. This satellite campus only serves as venue for didactic and skills lab instruction. Administrative services are provided in the Costa Mesa Main Campus. Free on-site parking is available.

Inland Empire Satellite Campus	
3602 Inland Empire Blvd Ontario, CA 91764	The Inland Empire Satellite Campus is conveniently located off the 10 freeway in the City of Ontario, near Ontario Airport and Ontario Mills shopping mall. Suites A-100 and C-300 are 45-seat classrooms. Administrative services are provided in the Costa Mesa Main Campus. Free on-site parking is available.

Accreditation

WASC Senior College and University Commission	Pacific College is accredited by the WASC Senior College and University Commission (WSCUC). WSCUC is a regional accrediting agency recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.
CCNE	The Bachelor of Science in Nursing (RN-to-BSN Completion) degree program offered by Pacific College is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is an autonomous accrediting agency officially recognized by the U.S. Department of Education as a national accreditation agency.

Approvals

BPPE Bureau for Private Postsecondary Education	Pacific College is a private institution approved to operate by the California Bureau for 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. BPPE oversees California's private postsecondary educational institutions by conducting reviews of educational programs and operating standards, impartially resolving student and consumer complaints, and conducting outreach.
BVNPT BOARD OF VOCATIONAL NURSING AND PSYCHIATRIC TECHNICIANS	The Vocational Nursing programs offered by Pacific College are approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). BVNPT establishes the minimum requirements for examination and licensure, and educational standards for the accreditation of Vocational Nursing (VN) and Psychiatric Technicians (PT) schools in California.

Academic Calendar

Year	Session		Start Date	End Date
2018	Fall I	F1	08/24/2018	10/18/2018
2018	Fall II	F2	10/19/2018	12/20/2018
2019	Spring I	S1	01/04/2019	02/28/2019
2019	Spring II	S2	03/01/2019	04/25/2019
2019	Summer I	M1	04/26/2019	06/20/2019
2019	Summer II	M2	06/21/2019	08/22/2019
2019	Fall I	F1	08/23/2019	10/17/2019
2019	Fall II	F2	10/18/2019	12/19/2019
2020	Spring I	S1	01/03/2020	02/27/2020
2020	Spring II	S2	02/28/2020	04/23/2020
2020	Summer I	M1	04/24/2020	06/18/2020
2020	Summer II	M2	06/19/2020	08/20/2020
2020	Fall I	F1	8/21/2020	10/15/2020
2020	Fall II	F2	10/16/2020	12/17/2020
2021	Spring I	S1	01/08/2021	03/04/2021
2021	Spring II	S2	03/05/2021	04/29/2021
2021	Summer I	M1	04/30/2021	06/24/2021
2021	Summer II	M2	06/25/2021	08/26/2021
2021	Fall I	F1	08/27/2021	10/21/2021
2021	Fall II	F2	10/22/2021	12/23/2021

Academic programs which do not follow the above session schedule have a separate schedule made available to students by the director of the applicable program.

Holiday Schedule

Pacific College observes the following holidays:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

History

Pacific College was established in 1993 with the purpose of providing high-quality education responsive to the training needs of medical studies aspirants, as well as to the employment demands in professional allied health and business occupations. New programs are periodically added to our offerings to meet the demands of our community.

The Board of Directors is comprised of educators from the community college, the state university system, and medical doctors. The members of the Board of Directors have experience teaching in the community college or university system.

Pacific College was first accredited in April 1998 by the Accrediting Commission of Career Schools and Colleges (ACCSC). Regional accreditation was granted by the WASC Senior College and University Commission (WSCUC) in February of 2016.

Pacific College was first approved by the Board of Vocational Nurses & Psychiatric Technicians (BVNPT) in January, 1999 to operate the Vocational Nursing program.

In October 1998, Pacific College became authorized to offer Title IV funding for those students who qualify by completing a Free Application for Federal Student Aid (FAFSA).

In 2014 the Pacific College Bachelor of Science in Nursing, RN to BSN completion program, was accredited by the Commission on Collegiate Nursing Education (CCNE).

Mission

Pacific College is committed to providing the highest standards in education by striving to foster a continuous process of intellectual growth, character development, and academic integrity to achieve professional and personal success in the student's chosen profession.

Vision

Pacific College is recognized as a progressive learning environment where the values of professionalism, altruism, collaboration, and a sense of personal and professional identity are the primary objectives for inclusion as a member of a global and diverse community.

Values

Our values are stated using the acronym PACIFIC:

Professionalism - As an individual or institution, we demonstrate professionalism in everything we do.

Altruism – As an individual or institution, we practice the principle of unselfish concern for the wellness of others.

Community – As an individual or institution, we share responsibility for the welfare of our community.

Identity – As an individual or institution, we strive to establish a sense of true being that will determine our future.

Fulfillment - As an individual or institution, we create an environment where academic and professional goals can be achieved.

Inclusion – As an individual or institution, we embrace differences to promote full participation and a sense of belonging.

Collaboration - As an individual or institution, we work as a team to realize shared goals.

Institutional Learning Outcomes

Pacific College graduates are expected to demonstrate the following learning outcomes and competencies:

1. Display mastery of knowledge and skills learned in a comprehensive education to achieve fulfillment in a chosen profession and establish an identity as a member of a diverse and global community.
2. Apply the values of professionalism, altruism, inclusion, and collaboration to facilitate evidence-based change to realize shared goals.
3. Demonstrate information literacy skills that promote a positive, life-long outlook on education, profession, and self.
4. Serve as a professional role model demonstrating leadership, accountability, innovation, and ethics to contribute to their personal and professional community.

Bankruptcy Statement

Pacific College has never filed for bankruptcy, operated as a debtor in possession nor had a petition in bankruptcy filed against it under Federal law.

BPPE Contact Information

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:

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833

https://www.bppe.ca.gov/

(888) 370-7589 or by fax (916) 263-1897

Admissions

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.

Ability to Benefit Student

"Ability to benefit student" means a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate.

Pacific College does not admit Ability to Benefit (ATB) students as all programs require a minimum of a high school diploma or its equivalent for admission.

English Language Proficiency

All academic work is conducted in the English language, and only the English language. A student must have the ability to read and write English at the level appropriate for the credential-level of their studies. Pacific College does not offer translation service nor English language learning classes.

An applicant for an undergraduate degree program whose native language is other than English shall have a score of 450 (paper-based), or 133 (computer-based), or 45 (internet-based) on the Test of English as a Foreign Language (TOEFL), or 4.5 on the International English Language Testing System (IELTS), or 750 on the Test of English for International Communication (TOEIC) Listening and reading test, or 825 on GTEC CBT, and must send their official scores to the Admissions Office.

An applicant for a master's degree program whose native language is not English shall have a score of 500 (paper-based), or 173 (computer-based), or 61 (internet-based) on the Test of English as a Foreign Language (TOEFL), or 5.5 on the International English Language Testing System (IELTS), or 750 on the Test of English for International Communication (TOEIC) Listening and reading test, or 975 on the GTEC CBT, and must send their official scores to the Admissions Office. A student who has the minimum TOEFL or IELTS score and begins or continues their degree program may be advised to enroll in an English language course to strengthen their language mastery. Any enrolled student who exhibits difficulties with the English language may be referred to the program director for review and for suggestions to remedy any deficiencies.

Exemptions

An undergraduate applicant may be exempted from the TOEFL or IELTS standards if s/he can present proof of one of the following:

• Have graduated from a secondary educational institution (high school) where English is the principal language of instruction (U.S.A. or foreign). Prior education originates from countries in which the official primary language is English.

• Have completed English composition with a grade of "C" or better and 60 transferable semester (90 quarter) units from a regionally accredited institution in the United States.

A graduate applicant may be exempted from the exam standards if s/he can present proof of one of the following:

• Have completed prior education from a regionally accredited United States institution.

• Have attended postsecondary educational institutions where English is the principal language of instruction.

Undergraduate Admissions Requirements

The admissions requirements below have been established for applicants to all undergraduate academic programs at Pacific College, there may be additional admissions requirements specified by the academic program.

A freshman undergraduate applicant:

1. Shall participate in the enrollment process with an Admissions Advisor,
2. Submit a complete application for admission,
3. Shall submit proof of a high school diploma or its equivalent
   a) from an institution that meets the requirements of a state Department of Education or the United States Department of Education, or
   b) from foreign coursework translated to English and evaluated by a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES®) to be equivalent to a United States high school diploma, or
   c) from a state-issued high school equivalency certificate received after passing any one of three high school equivalency tests recognized by the United States Department of Education: the General Educational Development (GED®) Test, provided by the GED Testing Service (GEDTS®); the High School Equivalency Test (HiSET®), provided by Educational Testing Service (ETS); and the Test Assessing Secondary Completion (TASC™), provided by CTB/McGraw-Hill.

4. Complete an English assessment test, the Tests of Adult Basic Education (TABE), or demonstrate equivalency as determined by the Director of Education. The English assessment test will be used to place the applicant in the appropriate level English course.
5. Meet any program-specific entrance requirements as noted for a particular program of study.
6. Complete an enrollment agreement and pay any fees due at time of enrollment.

An undergraduate transfer applicant:

1. Shall participate in the enrollment process with an Admissions Advisor,
2. Submit a complete application for admission,
3. Shall submit proof of a high school diploma or its equivalent
   a) from an institution that meets the requirements of a state Department of Education or the United States Department of Education, or
   d) from foreign coursework translated to English and evaluated by a credential evaluation service that is a member of the National Association of Credential Evaluation Services (NACES®) to be equivalent to a United States high school diploma, or
   e) from a state-issued high school equivalency certificate received after passing any one of three high school equivalency tests recognized by the United States Department of Education: the General Educational Development (GED®) Test, provided by the GED Testing Service (GEDTS®); the High School Equivalency Test (HiSET®), provided by Educational Testing Service (ETS); and the Test Assessing Secondary Completion (TASC™), provided by CTB/McGraw-Hill.
4. Submit official academic transcripts to the Registrar's Office for any coursework completed at a postsecondary institution.

5. Shall meet program-specific entrance requirements as noted for a particular program of study.
6. Complete an enrollment agreement and pay any fee due at time of enrollment.

Graduate Admissions Requirements

The admissions requirements below have been established for applicants to all graduate academic programs at Pacific College, there may be additional admissions requirements specified by the academic program.

A graduate applicant:

1. Shall participate in the enrollment process with an Admissions Advisor,
2. Submit a complete application for admission,
3. Shall submit an official academic transcript to the Registrar's Office showing a conferred baccalaureate degree from a regionally-accredited college or university, and a cumulative GPA of 3.0 or greater.

4. Shall meet program-specific entrance requirements as noted for a particular program of study.
5. Complete an enrollment agreement and pay any fees due at time of enrollment.

International Admissions Requirements

Pacific College is authorized to enroll non-immigrant alien students under the Student and Exchange Visitor Program (SEVP) and to issue "Certificate of Eligibility for Nonimmigrant Student Status (Form I-20)" enabling students to enter the United States with a student visa (F-1). Every effort is made by the Pacific College faculty and staff to help students adjust to academic life in the United States, particularly if English is not the student's first language.

The application and financial statement required of international students must be submitted on forms available from the Admissions Office or on the website.

Process overview for International Applicants:

- Submit proof of identity,
- Prove English Language Proficiency,
- Provide evidence of financial support. All financial documents must be originals in English and U.S. dollars (e.g. current bank statements),
- Administrative Processing Fee (non-refundable; only for overseas Applicants): US$100.

Pacific College will not issue a Certificate of Eligibility (Form I-20) until the student has been admitted and has been financially certified by the College. The Admissions Office will issue letters of acceptance to successful applicants who have completed satisfactorily all requirements. Form I-20 will be sent to international students.

Students must report to school within seven (7) days after arriving in the United States or the I-20 will be void. A student wishing to transfer at the end of a semester must apply during that semester to allow enough processing time with the U.S. Citizenship and Immigration Services (USCIS).

Evaluation of International Transcripts

An applicant must submit original diplomas and transcripts with certified translation into English to an independent transcript evaluation service that is a member of either the National Association of Credential Evaluation Services (NACES) OR the Association of International Credential Evaluators (AICE). A list of the agencies and instructions for submissions can be obtained from an admissions officer. All transcripts from countries outside of the USA must be verified and evaluated indicating that the coursework is comparable to United States educational standards.

All applicants whose education credits were completed outside the U.S.A. cannot receive full acceptance until an evaluation of their transcripts has been completed. The foreign degree verification process must

be completed before the end of a student's first term at Pacific College. Failure to complete this process within the allotted time may result in delayed or canceled registration and late fees. Clearance to advance in your program of study may not be granted if all the steps in the admissions process have not been met.

Provisional Acceptance

Undergraduate students may take courses during provisional acceptance while the Registrar's Office awaits official records from:

1. All colleges and universities the student has previously attended;
2. Military documents;
3. All examinations the student has taken;
4. High school transcripts (required if the student has less than 60 units of transferable coursework from previous college-level institutions or if the student has never attended a college or university). A GED or high school proficiency certificate may be submitted by students to complete this requirement.

If the Registrar's Office does not receive all required admissions documentation by the end of the first session, the students' studies will be interrupted until all documents are received by the College. This interruption can affect financial aid eligibility.

Fees and Financial Assistance

Tuition

Academic Program	Tuition per Clock Hour	Estimated Charges for Period of Attendance	Estimated Total Charges for Entire Program
Diploma in Vocational Nursing	$18.00	$6,480.00	$30,024.00

Academic Program	Tuition per Credit Hour	Estimated Charges for Period of Attendance	Estimated Total Charges for Entire Program
Associate of Science in Vocational Nursing	$450.00	$9,225.00	$36,000.00
Bachelor of Science in Business Administration	$350.00	$4,200.00	$42,000.00
Bachelor of Science in Healthcare Administration	$350.00	$4,200.00	$42,000.00
Bachelor of Science in Nursing (BSN Completion)	$295.00	$3,540.00	$42,000.00
Master of Science in Nursing: Family Nurse Practitioner	$925.00	$11,100.00	$38,850.00

Continuing Education Courses	Course Tuition
IV Therapy/Blood Withdrawal Certification	$300.00

Fees

Application Fee, nonrefundable	$100.00
Background Screening paid to American DataBank *Additional court fee determined by courthouse will apply where applicable*	$35.00
Clinical Placement paid to myClinicalExchange *Service fee per year*	$36.50
Drug Screening, 10-Panel paid to American DataBank	$37.00
Duplicate Diploma, fee per copy	$30.00
Graduation Processing Fee	$125.00
Health Records Tracking paid to American DataBank *Service fee per 24 months*	$35.00
Official Academic Transcript, fee per copy	$5.00

Official Academic Transcript, fee per copy with expedited processing	$10.00
Registration Fee, nonrefundable	$100.00
Returned Payment Fee, fee per returned payment	$30.00
Student Identification Badge or Card, fee per replacement	$10.00
Student Tuition Recovery Fund (STRF) Fee, nonrefundable	$0.00

Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Aid

Pacific College makes every effort to assist students with financial resources to complete their educational goals. Most, but not all, financial aid is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA). Financial need can be defined most simply as the difference between the total cost of attendance and those resources that a student and his/her family are expected to provide toward that cost of attendance. Thus, the process is a shared responsibility from the federal financial aid sources and that of students and their families.

The Financial Aid Office coordinates various types of federal, state, institutional, and private financial assistance programs in the awarding process. Its goal is to balance compliance of regulations and students' financial needs. There are restrictions on eligibility for most financial aid programs offered at Pacific College. Students are expected to understand of their rights, responsibilities, and restrictions of the aid programs in which they participate.

Financial aid funds awarded at Pacific College are intended to be supplementary. All aid applications undergo a process of need-analysis calculation to determine (a) the eligibility to receive federal student aid and (b) the minimum amount of resources that students are expected to contribute toward the total cost of their education. Students should not expect their total financial need to be met by resources available through federal student financial aid programs.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If a student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

Application Process for Federal Student Aid Programs

All students interested in obtaining financial aid for their education at Pacific College are encouraged to do the following:
1. Complete the Free Application for Federal Student Aid (FAFSA) – The FAFSA school code for Pacific College is **032993**. Students may apply for the FAFSA online at https://studentaid.ed.gov/sa/fafsa. Please note that there is no charge for submitting the FAFSA; though a student must obtain a Federal Student Aid (FSA) ID and the username and password to have access to the website.
2. Gather all information a student may need when filing for the FAFSA, such as: (a) Driver's license; (b) Social security number; (c) Parents' social security numbers and birthdates; (d) Family's federal income tax returns; (e) W-2 forms; (f) Bank statements; (g) Information on family's investments (if have).
3. Submit the FAFSA online. The electronic FAFSA will be processed within approximately 3-5 days while the processing time for paper FAFSA will take approximately 7-10 days after receiving.
4. Beginning the coming **school year 2018-19**, students can **submit the FAFSA starting October 1, 2017 using the income tax return year 2016**.
5. Students who received financial aid from the previous year should receive a renewal email notice from the Department of Education to renew the FAFSA online. All financial aid students must submit the FAFSA every year in college.
6. Students may be asked to provide additional documents and/or information after the FAFSA is filed. The additional requirement comes from the Department of Education via a process called verification. Pacific College is subject to compliance in the verification process. Students selected for verification will have 30 days from the date of notification to provide all necessary documents. Students who fail to turn in requested documents will not get reviewed for financial aid package.

Verification of FAFSA

In accordance with federal student aid regulations, the student data entered on the Free Application for Federal Student Aid (FAFSA) may be selected for verification.

Each award year the U.S. Department of Education randomly selects certain federal aid applicants for whom the institution must verify based on certain data elements provided on his or her FAFSA.

Pacific College will verify 100% of the selected (*) students and may select the student under institutional verification due to conflicting data.   This review process is called selected for "Verification" and must be resolved before Title IV funds can be released. However, all students deemed to have conflicting data are not considered to be selected for verification. All conflicting data must be resolved before any Title IV funds can be released.

If a student is selected for verification, a Verification Letter will be sent to the student and/or parent indicating what documentation is needed to clear the verification status. A student under verification is typically provided 14 days to resolve the matter. The details of verification are explained in the Verification Letter.

Cost of Attendance and Standard Student Expenses

Cost of attendance includes the following items:

- Tuition and Fees
- Books and Supplies
- Room and Board
- Transportation
- Other Educational Costs

The budget factors include (i) Direct educational costs such as tuition, fees, books, and supplies; and (ii) Indirect costs for housing, transportation, and other personal living expenses as a single student. Please note that for debt management purposes, Pacific College will process financial aid only for direct educational costs. Students are encouraged to contact the Financial Aid Office to discuss financial aid availability during enrollment at Pacific College.

2018-19 Cost of Attendance
Associate of Science in Vocational Nursing

AS-VN	Off-Campus	With Parent
Tuition	$ 12,600	$ 12,600
Books (included in tuition)	$ -	$ -
Room and Board	$ 10,717	$ 4,214
Transportation	$ 973	$ 861
Personal/Miscellaneous	$ 2,331	$ 2,534
Loan Fees	$ 38	$ 38
Total COA =	$ 26,659	$ 20,247

2018-19 Cost of Attendance
Bachelor of Science in Healthcare Administration

Bachelors - Healthcare Administration	Off-Campus	With Parent
Tuition	$ 8,750	$ 8,750
Books	$ -	$ -
Room and Board	$ 9,270	$ 5,248
Transportation	$ 1,234	$ 1,098
Personal/Miscellaneous	$ 3,276	$ 3,276
Loan Fees	$ 134	$ 134
Total COA =	$ 22,664	$ 18,506

2018-19 Cost of Attendance
Bachelor of Science in Nursing (RN-to-BSN Completion)

Bachelor of Nursing	Off-Campus	With Parent
Tuition	$ 7,375	$ 7,375
Books	$ -	$ -
Room and Board	$ 10,717	$ 5,248
Transportation	$ 973	$ 1,098
Personal/Miscellaneous	$ 2,534	$ 3,276
Loan Fees	$ 133	$ 133
Total COA =	$ 21,732	$ 17,130

Definition of an Academic Year

Pacific College defines the academic year according to program. One term is equivalent to a semester, an academic year includes two semesters.

The academic year is as follows for the following programs:

- Diploma in Vocational Nursing (DVN) – is a minimum of 900 Clock Hours, 30 weeks per academic year.
- Associate of Science in Vocational Nursing (ASVN) – is a minimum of 24 Semester Credits, 30 weeks per academic year.
- Bachelor of Science in Nursing (BSN) – is a minimum of 24 Semester Credits, 30 weeks per academic year.
- Bachelor of Science in Healthcare Administration (HCA) – is a minimum of 24 Semester Credits, 30 weeks per academic year.

Student Academic Progress (SAP) will not occur until the student has completed the weeks and semester credits in the payment period. A payment period (term) is defined as 15 weeks and at least 12 semester credits. Disbursements are released each payment period.

Effective June 2018, the Department of Education and College redefined the ASVN program that includes GE coursework of at least 8 weeks, as a Nonstandard term program. Title IV is disbursed once the credits are successfully met for the payment period. Students who have transferred at least 15 semester credits, can maintain as a Standard Term program.

Effective July 1, 2018, all new students enrolled in the ASVN program are in a Standard Term program (Formula 1).

Grade Level

Academic Grade Levels/Academic Grade Levels at the college (by clock hours & semester credits) are as follows:

Credit Hour Breakdown	Grade Level
0-24	1
25-48	2
49-72	3
73+	4

Loan amounts cannot exceed the remaining of a student's annual loan limit at the loan level associated with their training program.

Packaging

"Packaging" is a term usually applied to the concept of offering two or more types of financial assistance to students. Students receiving Title IV cannot receive aid in more than of their total cost of attendance. Pacific College reserves the right to reduce the amount of aid awarded when necessary in order to prevent an "overaward", such as in the case of a student's receipt of additional outside resources.

Institutional Packaging Philosophy

Undergraduate level students are packaged on need and availability of funds. Pacific College maximizes Federal Pell Grant (entitlement), Federal SEOG (based on a selection criterion – first come-first served), Federal Work-Study (based on availability of funds), and Direct Loan Subsidized before non-need-based loans are package for undergraduate-level students.

Order of Awarding Financial Aid Funds

a) Federal Pell Grant (need based, low EFC)

b) Federal Supplemental Educational Opportunity grant (FSEOG)

c) Federal Work-Study (FWS)

d) Federal Direct Subsidized Loan

e) Federal Direct Unsubsidized Loan

f) Federal Direct PLUS loan

Treatment of Outside Resources

External awards resources are counted in the student's financial aid package.

Constitution Day and Citizenship Day

Constitution Day and Citizenship Day is recognized at Pacific College to ensure students have an increased awareness and appreciation of this valuable and important document of freedom. Annually on September 17, Pacific College commemorates the formation and September 17, 1787 signing of the Constitution of the United States of America on by organizing activities announced to the campus community by email.

Financial Aid Code of Conduct

The Financial Aid Office of Pacific College respects and adheres to the Code of Conduct published by the National Association of Student Financial Aid Administrators (NASFAA) which states:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.

    a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.

    b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publically disclosed. Borrowers will not be auto-assigned to any particular lender.

    c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.

    d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).

2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.

3. Institutional award notifications and/or other institutionally provided materials shall include the following:

    a. A breakdown of individual components of the institution's Cost of Attendance, designating all potential billable charges.

    b. Clear identification of each award, indicating type of aid, i.e. gift aid (grant, scholarship), work, or loan.

    c. Standard terminology and definitions, using NASFAA's glossary of award letter terms.

    d. Renewal requirements for each award.

4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."

5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

Satisfactory Academic Progress and Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA) funds, a student must make satisfactory academic progress as measured by Pacific College policy. Students not meeting satisfactory academic progress standards lose FSA eligibility if the terms of financial aid warning are not satisfied.
See 'Satisfactory Academic Progress (SAP)' for details.

Monitoring Points – SAP is evaluated at intervals throughout a student's academic program enrollment. Pacific College evaluates a student's academic progress at the end of each semester (payment period) for FSA eligibility.

Maximum Time Frame – Students must complete their undergraduate academic program within a maximum time frame of 150% of the published length of the program to remain eligible for FSA funds.

Undergraduate Program Length	Factor	Maximum Time Frame
1668 clock hours	X 150%	2502 clock hours
80 semester credit hours	X 150%	120 semester credit hours
120 semester credit hours	X 150%	180 semester credit hours

Pace of Completion – is calculated by dividing the cumulative number of clock/credit hours the student has successfully completed by the cumulative number of clock/credit hours the student has attempted. Students must maintain a 67% pace of completion to remain eligible for FSA funds.

Financial Aid Warning

Students not meeting SAP at a monitoring point will be notified of "Financial Aid Warning" for the subsequent payment period and remain eligible for FSA funds during the warning period, no appeal is necessary. The student will be advised of their status by mailed or emailed letter.

The student's academic progress will be evaluated at the conclusion of the warning period. If a student meets SAP at the monitoring point concluding their warning period, the student will be removed from "Financial Aid Warning" and returned to regular status. If a student does not meet SAP at the monitoring point concluding their warning period, the student will lose their FSA eligibility unless they successfully appeal and are placed on financial aid probation.

Financial Aid Probation

A student who does not meet SAP following the financial aid warning period must successfully complete the terms of "Financial Aid Appeal" to be placed on probation. Probation cannot be given automatically. At the end of one payment period on financial aid probation, the student must make SAP or must be meeting the requirements of the SAP academic improvement plan (SAPAIP). Students on Financial Aid Probation remain eligible for FSA funds during the probation period or the period specified within the SAPAIP.

A student who fails to meet SAP following the probation period or period determined in SAPAIP is ineligible for FSA funds and must follow the school's established policy for reinstatement. *See "Reinstatement Policy" for details.*

Financial Aid Appeal

Students not meeting SAP when measured at the monitoring point concluding their warning period will lose their FSA eligibility unless they successfully appeal and are placed on financial aid probation. *See "Satisfactory Academic Progress (SAP) Appeal" for details.*

Participating Programs

Pacific College participates in the following federal student aid programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study
- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Direct PLUS Loans

Additional information for each program can be found on the Federal Student Aid website located at: https://studentaid.ed.gov/sa/types.

Federal Pell Grants (Formula 1 or Formula 4)

Federal Pell Grant provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Grant amounts are dependent on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time); and whether the student attends for a full academic year or less. Pacific College defines a full-time student as 12+ semester credits for undergraduate students.

Students may not receive Federal Pell Grant funds from more than one school at a time. (e.g. If Financial Aid was disbursed at another college then a student cannot be awarded at Pacific College for the same amount unless the prior college did not use all the award). Federal Pell Grant is disbursed and posted into the student account twice per academic year (e.g. each term or semester). There are two terms per academic year at Pacific College.

Effective July 1, 2018, all Title IV applicants will be classified Federal Pell Grant exclusively under Pell Grant Formula 4.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The campus-based policy defines the College's selection criteria and packaging philosophy for awarding campus-based funds consistently to all eligible students. One of the two campus-based programs is the FSEOG program.

FSEOG minimum is $500 and maximum is $700.

FSEOG funds are awarded to PELL eligible student on a first-come first-serve basis. The first selection group of FSEOG funds are students with the lowest EFC (e.g., 0) and those who have completed all document requirements.

 Once the lowest EFC cohort of students are satisfied, the second selection group of students with a higher EFC will be satisfied, and so on. The third selection group may include the lowest EFC who are not receiving PELL grant. We determine the percentage of students who began classes in the cohort fall, winter, spring, and summer. The allocation of the percentage of FSEOG is as followed: 50% begin in the fall, 20% winter, 20% spring, and 10% in summer.

 A recipient who receives PELL grant at any time in the award year may be awarded FSEOG based on the availability of funds for the term cohort.

 A FSEOG recipient who was awarded but did not actually received the Pell grant due to a correction or change of EFC will be allowed to keep the award in good faith.

Federal Work-Study

The second of the two campus-based programs offered is Federal Work Study (FWS).

Federal Work Study (FWS) is awarded to students on a first-come, first serve basis. The funds are awarded based on the availability of funds, students who demonstrate a financial need, and part-time work available. Based on those criteria, students can earn money to help pay for their educational expenses. Pacific College coordinates community service involvement and work related to the program of study. For more information, contact the Financial Aid Office

Direct Subsidized Loans and Direct Unsubsidized Loans

Loans are funds that students borrow from the federal government under the Direct Loan program and they must be repaid when students graduate or otherwise leave school. Generally, repayment begins six months after a student graduates, withdraws, or drops below half-time enrollment. Students are encouraged to borrow only what they need.

Borrowers must complete Entrance Counseling online and Subsidized/Unsubsidized Master Promissory Note (MPN) prior to any direct loan disbursement: https://studentloans.gov.

Federal Student Loan Annual Limits

The Financial Aid Office reviews and determine the types of aid a student is eligible to receive each academic year. However, there are limits on the amount in Direct Subsidized Loans and Direct Unsubsidized Loans a student may be eligible to receive each year (annual loan limits) and the total amounts that he/she may borrow (aggregate loan limits). The actual loan amount a student is eligible to receive each academic year may be less than the annual loan limit. These limits vary depending on the grade level a student is in school and whether a student's status is dependent or independent.

If a student is dependent student whose parents are ineligible for a Direct Parent PLUS loan, a student may receive additional unsubsidized loan funds.

The following chart shows the annual and aggregate limits for subsidized and unsubsidized loans.

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	$5,500—No more than $3,500 of this amount may be in subsidized loans.	$9,500—No more than $3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	$6,500—No more than $4,500 of this amount may be in subsidized loans.	$10,500—No more than $4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	$7,500—No more than $5,500 of this amount may be in subsidized loans.	$12,500—No more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	$31,000—No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates—No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students—No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

Notes:

The aggregate loan limits include any Subsidized Federal Stafford Loans or Unsubsidized Federal Stafford Loans you may have previously received under the Federal Family Education Loan (FFEL) Program. As a

result of legislation that took effect July 1, 2010, no further loans are being made under the FFEL Program.

Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The $65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study.

Direct PLUS Loan

The federal Direct Parent PLUS loan is available to parents of dependent students. The Parent PLUS loan require parents to complete specific requirements, including a PLUS Master Promissory Note (MPN) online at https://studentloans.gov. The Parent PLUS MPN is valid for 10 years. The parent may borrow a loan amount for tuition, fees, and other school charges but not to exceed the cost of attendance.

Federal Direct Loan Interest Rates and Fees

Interest Rates for Direct Loans First Disbursed on or After July 1, 2018, and Before July 1, 2019		
Loan Type	Borrower Type	Fixed Interest Rate
Direct Subsidized Loans and Direct Unsubsidized Loans	Undergraduate	5.05%
Direct Unsubsidized Loans	Graduate or Professional	6.6%
Direct PLUS Loans	Parents and Graduate or Professional Students	7.6%

Professional Judgment/Dependency Override

Except under unusual circumstances, a student's expected family contribution (EFC) may not be adjusted. The adjustment is based on data element changes provided on the FAFSA. Professional Judgment is used to recognize a special circumstance related to a student's application for federal student aid that might warrant an adjustment to the EFC. A Dependency Override is also allowed under the professional judgment provision, as well.

In a case of Dependency Override dependent students to independent may be allowed with sufficient documentation. In all cases Professional Judgment must be applied on a case-by-case basis and properly documented.

Circumstances under which Professional Judgment may be considered:

- Death in the family
- Loss of employment
- Critical injury
- Change in financial circumstances
- Other circumstances approved by the Financial Aid Director or School President
- Dependency Override
  (*Dependency Override can only be from Dependent to Independent, never Independent to Dependent)

Exercising Professional Judgment and Required Documentation

<u>Documentation of Professional Judgment</u>

A student who has circumstances that warrant a review must complete a Professional Judgment form and provide appropriate documents to verify each circumstance. This information must be submitted to the Financial Aid Office for review, and if approved changes may be made to determine if a change in eligibility is determined. In all cases, the Financial Aid Director must have final review of submitted documents. All verified documents must be factual and supported. While students may appeal the Professional Judgment decision, all decisions made by the Financial Director are deemed final with no further appeal.

Return of Federal (Title IV) Financial Aid (R2T4)

If a student receives Title IV financial aid funds, a calculation of the 'Return of Title IV Aid' must be performed to determine the allowable earned amount of federal funds applied towards educational costs. Students who withdraw from all classes may owe funds to the College, due to a mandated return of Title IV loan funds by the College to the federal government. The FAO will notify and provide instructions to students who are required to return loan funds to the government.

A student's loan funds that are returned to the Title IV aid program will reduce the amount that a student originally borrowed for the term. Financial aid returned (either by the College and/or the student or parent) must be distributed (up to the net amount disbursed from each type) in the following order:

1. Federal Direct Loan Unsubsidized
2. Federal Direct Loan Subsidized
3. Federal Direct PLUS (Parent) Loan
4. Federal Pell Grant
5. Return to Student

Post-Withdrawal Disbursement

Occasionally, a student who withdraws from Pacific College is entitled to a Post-Withdrawal Disbursement (PWD). A post-withdrawal disbursement occurs when the R2T4 calculation determines that a student is entitled to Title IV funds even though the student has completely withdrawn or stopped attending the program. If a student withdraws and is entitled to a post-withdrawal disbursement of a Direct Subsidized or Unsubsidized loan(s) or a parent is entitled to a post-withdrawal disbursement of a Parent Loan for Undergraduate Students (PLUS). A PWD disbursement notice is mailed to the student informing them of their eligibility for the loan funds. It is your right/responsibility as a student to notify Pacific College within 30 days of the date of the letter. If you wish to accept the PWD, indicate so on the form. If do not wish to receive the loan funds, decline the post-withdrawal disbursement or do not respond to the disbursement notice, the post-withdrawal loan will be canceled.

Credit Balance Policy

Pacific College's Credit Balance policy addresses the treatment of crediting Title IV funds and how the Colleges handles those balances as they occur. Whenever Title IV funds are credited to a student's account and those funds exceed the student's allowable charges, for the payment period, a credit balance occurs, and those funds are paid directly to the student within 14 days. As of October 2017, once excess proceeds of Title IV funds are determined, the funds are paid directly to the student via check. Before the HCM2 file is considered for approval, the check must be redeemed by the student and evidence of the check clearing the bank (front and back) is provided with the HCM2 packet to the U.S. Department of Education. An HCM2 file showing a credit balance that has not been cashed by the student will not be

considered by the Department of Education as reimbursable funds to the College.

Veteran Affairs Educational Benefits

Pacific College is approved as a degree-granting institution for student veterans under Title 38, United States Code. The College is also approved for the attendance of California veterans' dependents under the State Program.

Our goal is to provide eligible student veterans, active duty personnel, dependents, reservists, and National Guard members with GI Bill® benefits the best possible service during their enrollment at Pacific College. Our faculty and staff are committed to supporting the veteran as s/he engages and develops his/her skills and knowledge at Pacific College. Please contact the Registrar's Office for more information on these programs.

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

Notice to Student Veterans

Prior to receiving the College's evaluation for enrollment and eligibility, a student veteran must initiate the certification process for benefits:

- Go to eBenefits at: https://www.ebenefits.va.gov/
- Request a Certificate of Eligibility
- Supply a copy of the DD214 (if the applicant is the Veteran).
- Supply official transcript from all post - secondary institutions including military training

Further information is available by phone: 888-GI-BILL-1 (888-442-4551) and online: https://www.benefits.va.gov/GIBILL/

Pacific College shall conduct an evaluation of previous education and training on all student veterans and eligible dependents or spouses. The College shall grant appropriate credits accordingly. The Department of Veterans and students will be notified upon the College's decision.

Private Education Loans

Pacific College does not participate in any preferred lender arrangements for private education loans nor maintain a preferred lender list.

Refund Policy

Refund Policy Prior to Matriculation

An applicant who cancels his/her enrollment prior to the first day of classes shall receive a full refund of all payments less any fees designated as "nonrefundable".

Refund Policy After Matriculation

Students may cancel enrollment without any financial obligation by the end of the seventh (7th) day after classes start. The cancellation must be in writing and submitted to the President of the College. Please review the section "Students' Rights to Cancellation" for more information.

Date of Withdrawal/Date of Determination

The date of withdrawal, for purpose of calculating a refund, is the student's last date of attendance.

The date of determination is the earliest of when:

- A student is officially withdrawn, provides the notice of cancellation, or violates academic policy.
- If the student ceases to attend without providing notification, the date of determination shall be no more than 14 days from the student's last day of attendance.

Institutional Refund Policy

All tuition and fees paid for enrollment shall be deemed to have been paid for educational instructions, unless the payment is for a specific charge for equipment that is set forth in the agreement of the program. The refund does apply to fees identified "non-refundable", and it will be issued within 45 days of withdrawal.

Students who consider withdrawing from enrollment are encouraged to contact their Academic <u>and</u> Financial Aid advisors for guidance. The meeting will help students understand how withdrawing from enrollment will affect their financial situation.

The student may withdraw from the institution at any time and receive a pro rata refund so long as they have completed less than sixty percent (60%) of the scheduled days in the current payment period of the educational program at the time of withdrawal. The refund will be less any non-refundable fees (non-refundable fees not to exceed $250.00) within 45 days of withdrawal.

For determining the amount of any refund, the date of the student's withdrawal shall be the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal).

See "Withdrawal from the College" for additional details.

Scholarships

Scholarships are gift-aid that is awarded on the basis of merit, academic achievements, special talents, or other criteria defined by the donor or sponsoring organization. Some scholarships are guided by need-based.

Tuition Payment Plans

For short-term programs designed to be completed in one term or four months, whichever is less, Pacific College may require payment of all tuition and fees on the first day of instruction.

For those programs designed to be four months or longer, Pacific College shall not require more than one term or four months of advance payment of tuition at a time. When 50 percent of the program has been offered, the institution may require full payment.

The limitations in this section shall not apply to any funds received by Pacific College institution through federal and state student financial aid grant and loan programs, or through any other federal or state programs.

At the student's option, Pacific College may accept payment in full for tuition and fees, including any funds received through institutional loans, after the student has been accepted and enrolled and the date of the first class session are disclosed on the enrollment agreement.

Academic Information and Regulations

The following section contains general policies and procedures governing the academic programs at Pacific Colleges. The policies and procedures are in alphabetical order by topic. Students should note that, in addition to the policies indicated below, programs and courses may mandate additional requirements. Please review the appropriate program Handbook or course syllabus for further information.

Academic Freedom

In the spirit of inclusion, Pacific College is committed to providing an environment where differences are embraced to promote full participation and a sense of belonging for all members of this academic community (faculty, students, and staff). This community is entitled to freedom in discussing topics to enhance the student learning process, but they should exercise care to not introduce into their discussions controversial matters which have no relationship to the subject.

Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens they should be free from institutional censorship or discipline, but their special position in the community imposes commensurate obligations. They should remember that as faculty members and educational representatives, the public may judge their profession and their institution by their statements or actions. They should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Actions by faculty, staff, students or visitors which unnecessarily obstruct or interfere with teaching or learning functions or other normal and necessary activities of the college, or which create an imminent threat or danger to persons or property; may constitute grounds for suspension, dismissal, termination or permanent exclusion from the campus. Academic Freedom does not exempt members of the community from consequences of communication and behavior that violates the Pacific College Code of Conduct or law.

Academic Responsibility and Professional Ethics

Pacific College also recognizes that commitment to every freedom carries with it attendant responsibilities. Membership in this academic community requires that faculty, students, and staff demonstrate an unselfish concern for others by expressing competence, professionalism, and good citizenship to serve students, faculty, and the institution. As a result, he/she should at all times be accurate, exercise proper restraint, show respect for opinions of others , and make every effort to indicate that he/she is not an institutional spokesperson.

Members of the academic community are urged to collaborate with internal and external stakeholders to identify and discuss opportunities for improvement during the shared governance process.

Academic Honesty

Students are expected to follow ethical standards in preparing and presenting material that demonstrates their level of knowledge and is used in determining grades. Such standards are based on honesty and integrity.

- Cheating, defined as using notes, aids, or the help of other students on tests or exams, or misreporting or altering the data in laboratory or research projects involving the collection of data is not permitted.

- Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

An instructor who has evidence that an act of academic dishonesty has occurred, after speaking with the student, is obligated to take the following steps:

- Assign an appropriate academic penalty such as an oral reprimand and assign an "F" on the particular paper, project, or exam. A Warning Notice will be drawn and signed by the student and instructor.
- In cases where the dishonesty was serious, premeditated, or part of an ongoing scheme, the case will be referred to a committee consisting of the Program Director, Director of Education, and President or designee. It will then be the responsibility of the review board to determine academic penalties as appropriate.

Academic Honors

A student graduating from a baccalaureate degree program may be eligible for one of the following honors designations:

Title	CGPA
Cum Laude	3.50 – 3.69
Magna Cum Laude	3.70 – 3.89
Summa Cum Laude	3.90 – 4.00

Graduates from associate degree, diploma, or certificate programs with a cumulative grade point average (CGPA) of 3.6 or greater (90% or above) shall graduate "with Honors." This designation will not show on the diploma or degree but will be stated on the student's transcript.

Academic Probation

Undergraduate students are placed on academic probation if their term grade point average (TGPA) or their cumulative grade point average (CGPA) falls below 2.0 for course work attempted at Pacific College during the term or overall program. Undergraduate students may be removed from academic probation if their TGPA for a subsequent term or their CGPA at Pacific College is 2.0 or higher.

Graduate students are placed on academic probation if their TGPA or CGPA falls below 3.0 for course work attempted at Pacific College during the term or overall program. Graduate students may be removed from academic probation if their TGPA for a subsequent term or their CGPA at Pacific College is 3.0 or higher.

Administrative Academic Probation
An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive semesters or in any three semesters, unless the withdrawals were directly associated with a chronic or recurring medical condition or its treatment;

2. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student);

3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (e.g., failure to take placement tests, failure to complete

required clinical experiences).

Administrative Academic Disqualification

A student who have been placed on administrative-academic probation may be disqualified from further attendance if:

1. The conditions for removal of administrative-academic probation are not met within the period specified;

2. The student becomes subject to academic probation while on administrative-academic probation;

3. The student becomes subject to administrative-academic probation for the same or similar reason for which they have been placed on administrative-academic probation previously, although not currently in such status.

In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the nursing profession as to render her/him unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

For students who subsequently become eligible for reinstatement (see below), disqualification under the provisions of the preceding paragraphs constitutes a break in "continuous enrollment" within a degree major program; therefore, students disqualified may not elect any regulations in effect prior to disqualification.

Reinstatement

In order to be considered for reinstatement to Pacific College, a disqualified student must demonstrate progress toward the degree. This demonstration can be achieved by successfully completing classes at other regionally accredited academic institutions. All classes considered for reinstatement must be applicable for degree credit and toward the student's General Education or major requirements. Disqualified students may petition for reinstatement by contacting the Registrar's Office.

Accelerated Study

Students who have a distinguished academic record and demonstrate a verifiable need, may submit a request for an accelerated study permitting them to enroll in more than seven semester units in the same term. Approval for an accelerated study is granted at the Program Director or Director of Education's discretion. To be eligible, the student must have:

1. Completed 9 semester units prior to the request;
2. Maintained a grade point average of 3.0;
3. No outstanding grades of "Incomplete";
4. Current account balance or no more than one month payment tuition behind. NOTE: Students that have pending financial aid packets in Financial Aid or a military/company reimbursement plan on file may have this requirement waived.
5. Demonstrated in their written request a compelling need for the acceleration.

Students who believe they meet the requirements stated must submit their written request with supporting documentation (if applicable) or justification of the special circumstances for the acceleration. Student should allow for a processing time of a minimum of six to a maximum of eight weeks prior to the start date of the course. Approval for the acceleration shall be provided at least one week prior to the start date.

Accelerated study only applies to the baccalaureate degrees. The Vocational Nursing program is not approved to grant accelerated study.

Acceptance to the College

Upon completion of the required documents for admission, the College administration shall review the information and offer the applicant an enrollment agreement if they are accepted. If an applicant is not accepted, applicable fees are refunded except for the application fee and fees for testing or background screening. **Pacific College reserves the right to refuse admission to anyone.**

Advising and Guidance Services

Advising and guidance services are offered by the College and are available to all students. A primary responsibility of Pacific College is to offer every possible aid to students so they can utilize their own capabilities. The staff and faculty welcome the opportunity to assist students in working out solutions to problems they may experience during the course of their education. Those students with personal problems unrelated to their training will be referred to counselors or agencies where they can receive assistance.

Attendance Policy

Pacific College emphasizes the need for students to attend and participate in classes on a regular basis in order to develop the skills and professionalism necessary to compete in the highly competitive labor market. Absences except those necessitated by death of an immediate family member, illness, verified court appearance, military duty, or other legal requirements are discouraged and considered as unexcused.

To maintain satisfactory attendance, students in programs except the Vocational Nursing program may miss no more than 20% of the total hours in any given course. (See VN Handbook for VN requirements.) Upon missing more than 20%, a student shall receive written notification of attendance probation. Additional unexcused absences during such probationary period may result in an attendance "contract" between the student and instructor and may lead to dismissal from the program. A student shall remain on probation until the end of the course. If a student is absent for five consecutive class sessions, the Registrar's office shall attempt to contact the student to verify the intent to withdraw from the College. After 14 calendar days, the student will automatically be withdrawn from the program.

Attendance in an asynchronous online learning environment is accomplished by completing the assignments required by the course. To do this, the student is recommended to be in the online environment at least three times per week, as this is necessary to complete the interactive discussion.

Any student arriving 1-15 minutes late for a class or leaving early from class is considered tardy. Tardiness on three occasions (per course) shall be counted as one unexcused absence and shall be counted in relation to allowable total absences. Tardiness is a disruption of a good learning environment and is to be discouraged. The student is expected to attend every class on time.

A student who does not attend at least once in any seven consecutive day period shall be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period shall be dropped from the course and administratively withdrawn from the College retroactive to the last date of recorded attendance. A student who attends on the first day following 14 consecutive days of non-attendance will not be dropped from the course or administratively withdrawn.

Distance Education Attendance Policy

Students taking classes in an online format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom, which includes posting in a graded discussion forum or submitting a written assignment. Experience has shown that good grades are strongly correlated with attendance, practice and participation. Students who do not participate in class are often surprised at how quickly and thoroughly they get behind. Lack of participation does not qualify

the student for a refund. Students are responsible for following the published policy on deadlines for drop and withdrawal.

Students who do not attend at least once in any seven consecutive day period shall be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period may be dropped from the course and administratively withdrawn from the College retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Students must be officially enrolled in order to attend class and receive a grade. The Registrar's office shall not post grades for students who are not enrolled.

Online Student Code of Conduct

Freedom of speech and expression is valued not only throughout the society but also, and particularly, in the academic setting. Equally valued is the respect given to college computer systems and information technology. To that end, online students shall adhere to the following online code of conduct:

- Access Pacific College courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the College's computer systems.
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner.
- Maintain academic integrity by preventing unauthorized use of username and password.
- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes, but is not limited to demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by the College and agree to be subject to disciplinary actions as described in the General Catalog.

Disciplinary action may include probation, suspension, or dismissal from the College. Students suspected of committing any violation of the College policy are afforded due process before disciplinary action is imposed. However, in appropriate circumstances students may be suspended prior to a hearing.

When a violation has occurred, an incident report, including all pertinent data related to the alleged act must be submitted in writing to the Director of Education. This report should include description of the action and names of all parties involved including witnesses. Upon receipt of the report, the Director of Education will determine if a policy has been violated. If there is sufficient information, the Director will contact the student and initiate an investigation. The student will have the opportunity to provide any documentation to the committee to support or refute the report.

Student Authentication for Distance Education

Student Authentication is mandated by the federal government and assures academic integrity. Student authentication allows for the use of unique student identification and passwords to ensure compliance and requires that, "…institutions of higher education offering distance education programs have a process by which the institution of higher education establishes that a student registered for a distance education course is the same student that participates in, completes, and receives credit for the course." (The Higher Education Opportunity Act, 2008).

Pacific College Distance Education therefore requires the current minimal standard for authentication: all distance education course work must be accomplished through a secure course management system with

unique usernames and passwords each time a student engages in online coursework.

Response Times for Distance Education

Pacific College supports the timely completion of student evaluations of learning outcomes by qualified faculty, which are appropriate for use with the distance education methods used, and evaluated by qualified faculty.

Pacific College will employ a sufficient number of faculty to assure that (A) the institution's response to, or evaluation of, each student lesson is returned to the student within 10 days after the lesson is received by the institution; and (B) the institution's response to, or evaluation of, each student project or assignment is returned to the student within the time disclosed below.

The recommended instructor response time to student inquiries is to respond within 24 hours during business days, and 48 hours for non-business days. If the instructor cannot provide a detailed response to the inquiry within these time frames, it is recommended that the instructor inform the student regarding when a more detailed response will be provided.

Pacific College shall maintain a record of the dates on which lessons, projects, and reports were received and responses were returned to each student.

Auditing Course/Term

A person who is not a current student but fully intends to enroll in the College and wishes to audit a course/term must first complete an application for enrollment. They must also submit their request to audit a course/term in writing with supporting documentation. The request is then reviewed and approved on a space-available basis by the Program Director or Director of Education. College alumni will be permitted to audit one course in any program. No academic credit is awarded for any audited class. Audited courses/terms are not eligible for financial aid.

Bar From Attendance

Students may not attend classes if they have failed to:

- Submit proof of high school graduation;
- Submit official transcripts certifying degree from previous institutions (BSN)
- Meet Admissions Requirements;
- Respond to official notices from the College;
- Bring current their financial account.

Students who are not permitted to attend are typically given advance notice. However, if the student fails to respond or has a history of not responding to notices, they will be subject to action up to and including withdrawal from school without prior notice. A student withdrawn for this reason will not have access to any college services until they have been reinstated by the College. The College will drop the student from all current and future courses if deemed necessary. Students will not be able to attend or receive a grade for these classes.

Cancellation of Classes or Programs

The College reserves the right to cancel or postpone a class or a program if student enrollment is insufficient. However, every effort will be made to cancel the class or program well in advance of the intended start date.

Transfer of Credit to Other Schools

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS
EARNED AT OUR INSTITUTION

The transferability of credits you earn at Pacific College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or diploma you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacific College to determine if your credits, degree, or diploma will transfer.

Pacific College has not entered into an articulation or transfer agreement with any other college or university.

Catalog Rights

Students who maintain continuous enrollment are subject to the academic program requirements and policies as stated in the catalog in effect upon their enrollment. Students who have not attended the college for a period of twelve (12) consecutive months and return to the college shall be subject to the Academic Policies and requirements listed in the current catalog at the time of re-entry.

Students who return to the college after an absence of more than twelve (12) months shall need to re-enter as a new student and would therefore be subject to the current catalog at the time.

Changes in Programs or Student Guidelines

The College has the right, at its discretion, to make reasonable changes in program content, materials, schedules, or locations in the interest of improving the student's education, or where deemed feasible due to industry changes, academic scheduling, or professional requirements.

Whenever on-going federal, state, accreditation, or professional changes take place affecting students currently in attendance, the school is required to make appropriate changes.

Code of Conduct for Students

The Code of Conduct is intended to ensure that all students have access to a safe and secure environment where disruption and behaviors of another student will not interfere with the learning process. Faculty and staff have the authority to protect this right by creating and maintaining an environment that is conducive to learning. Students are required and expected to conduct themselves in a mature and considerate manner. Students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class and college activities.

Toward this end, Pacific College sets forth the following expectations of student conduct in classroom environments and on college properties, while attending college-related events, and while interacting with the community at-large:

- A student shall prepare for, regularly attend, and actively participate in class and class activities.
- A student shall commit to be courteous and respectful of other's opinions.
- A student shall be familiar with and responsible for following the policies and procedures of the College.
- A student shall refrain from actions and involvements that may prove contrary to the policies of the College or harm the College's reputation.

- A student shall avoid acts of academic misconduct such as cheating, plagiarism, or other activities that are intended to gain unfair academic advantage.
- A student shall avoid acts of dishonesty such as forgery, alteration, or misuse of a College document; knowingly providing false information to a College official; or misrepresenting one's self to be an authorized agent of the College.
- A student shall not seek unauthorized entry into, have unauthorized presence in, or misuse College property including virtual facilities online.
- A student shall not steal property or misappropriate College resources including unauthorized recording, dissemination, or distribution of lectures or presentations protected by copyright.
- A student shall not conduct themselves in any way that threatens or endangers the health or safety of any person within or related to the College community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- A student shall not disrupt or obstruct the College activities by acts or expression, nor infringe the rights of any members of the College community.
- A student must not use, possess, manufacture, or distribute illegal drugs or drug-related paraphernalia, nor shall they misuse legal pharmaceutical drugs.
- A student must not use, possess, manufacture, or distribute alcoholic beverages (except as expressly permitted by law and College regulations), or be publically intoxicated while on campus or at a College-related activity.

Computer Lab Regulations

By using Pacific College computers, students agree to comply with the following regulations.

- No food or drink allowed in the Computer Lab
- Students may not install software on College computers.
- Computing resources in the lab are for College-related purposes only
- Use of cell phones in the lab is prohibited
- Loud or disruptive conversation is prohibited
- Computing resources shall be used in accordance with the high ethical standards of the College community and local, state, and federal laws.

The lab assistant or other authorized staff member has the right to ask students to leave for noncompliance with any College regulations.

Copyright Infringement Information

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing may subject students to civil and criminal liabilities.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S.

Copyright Office at https://www.copyright.gov/title17/.

Students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the school's data network or information technology system are subject to disciplinary action under the *Student Code of Conduct* up to and including dismissal from their program.

Course Repetition

Students may repeat, at the prevailing tuition rate, any course in which a grade of "D" or "F" was received. The original grade remains part of the student's permanent record but is not considered in computing the grade point average.

- Undergraduate students may attempt to improve their GPA by repeating a course.
- Only courses with grades of "D" or "F" may be repeated and forgiven (excluded from GPA calculation).
- The course can be repeated no more than two times for a maximum of three attempts.
- Students will be prevented from registering for a course in which a grade of C or higher has been assigned.
- Undergraduate students are limited to 9 semester units of course repetition.

See also "*Grade Forgiveness.*"

Course Withdrawal

A student can withdraw from a course at any time.

If a student withdraws from a course, they must submit the request in writing to the Registrar's Office before the seventh calendar of the course/term start date. The course will not count towards the cumulative grade point average (CGPA) or the maximum timeframe.

If a student wishes to withdraw from a course after the first seven days and before the sixth week for degree-seeking students or the twelfth week for Diploma students, they may do so as a written request to the Registrar's Office. The student would receive a grade of 'W' for the course/term. The 'W' would not count towards the cumulative grade point average (CGPA) but would count toward the maximum timeframe.

If the student withdraws from the course after the sixth week for degree-seeking students or twelfth week for Diploma students, or is dismissed due to attendance issues, the student will receive a grade of 'WF' for the course/term. 'WF' is the acronym for "Withdraw Failure" therefore it would count as both a 'withdraw' and a 'failure' and be subject to the College's repetition of courses policy. This means that the student fails the course because they withdrew after the designated withdraw period stated above. A 'WF' grade counts towards the student's cumulative grade point average (CGPA) and as credits attempted but not credits earned. This would in turn affect the student's Satisfactory Academic Progress and their maximum timeframe.

Students withdrawing from a course should discuss the implications of this withdrawal on the student's academic standing, financial aid eligibility and responsibility, and graduation date with the proper department.

Credit Hour Definition

Pacific College measures instruction in terms of semester credits. A semester credit hour is defined 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:

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time.

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 Pacific College 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.

Semester credit hours are defined as follows:

- For lecture classes, one semester credit is equal to 15 clock hours of instruction.
- For laboratory classes, one semester credit is equal to 30 clock hours of instruction.
- For clinical/practicum classes, one semester credit is equal to 45 clock hours. Skills lab hours in nursing programs are considered clinical.

Clock hours are defined as follows:

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

Credit, Sources of

Students applying for advanced standing must submit official transcripts to the Registrar's Office for evaluation. Transfer credits are not used in determining grade point averages, and are issued the grade "TR". A minimum of 25% of degree coursework must be completed at Pacific College. The maximum number of graduate-level credits acceptable for transfer is 9 semester units.

Transfer Credit

Students who have completed coursework at a college or university since leaving high school may submit their official academic transcripts for evaluation of transfer credit to Pacific College. Students with degrees from non-U.S. colleges and universities must submit official translation and an evaluation prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization.

Pacific College accepts credit from regionally accredited institutions. It may also accept credits from institutions that are accredited by an accrediting association recognized by the U.S. Department of Education, provided that the quality of the institution and instruction can be verified.

The official descriptions of the courses submitted for consideration for transfer must be comparable to the coursework at Pacific College. Official course descriptions from the catalog of the college or university where credit was earned will be used to determine comparability, and must be provided by the student during the evaluation process.

Only college-level credits will be considered for transfer. No remedial or developmental courses will be considered for transfer. Only courses with an earned grade of "C" (2.0 on a 4.0 scale) or higher will be considered for transfer credit.

Pacific College has not entered into an articulation or transfer agreement with any other college or university.

Challenge Examinations

The maximum number of credits accepted for challenge examinations is 15 semester units. Recognized challenge examinations include:

- Advanced Placement (AP);
- College-Level Examination Program (CLEP);
- DANTES Subject Standardized Tests (DSST);

Experiential Learning Credit

Pacific College does not grant credit for prior experiential learning except as required by law.

Disciplinary Hearing Procedures

The Disciplinary Hearing committees consist of a minimum of three (3) members. The Director of Education, an administrative staff member, member of the faculty, and a faculty member selected by the student. If the student fails to provide the name of a faculty member, the Director of Education may appoint one. The Director of Education serves as the chairperson.

The committee will review the information provided and the committee decision will be based on a majority decision based on the evidence. The Director of Education will provide written notification of the committee's decision to the student and all stakeholders within seven (7) days of the meeting.

Hearing Rights

In disciplinary and appeal hearings, parties have the following rights:

- To be present during the hearing;
- To be informed of all evidence received by the committee;
- To present witnesses;
- To submit evidence on behalf of their own position;
- To challenge evidence presented by the opposing party;
- To make a summary argument.

Student Appeal Process

Students who believe they have been wrongfully or excessively penalized may appeal the committee decision. The appeal must be requested in writing within thirty (30) days of notification of the committee decision and be directed to the Director of Education. In order for the Director of Education to convene an appeals committee, a student must establish that there is sufficient cause for an appeal. It is the responsibility of the student to submit a clear, coherent, written statement providing the grounds for appeal including any supporting documentation.

Students will not be eligible to appeal if they are terminated for exceeding the maximum program time limit.

Dismissal from the College

All students are expected to adhere to the *Code of Conduct*, to attend classes regularly, and to maintain a satisfactory level of academic achievement. The College reserves the right to dismiss any student who:

- Exhibits conduct, which is found by the administration to be detrimental to fellow students, other individuals, the community, or the College
- Fails to maintain satisfactory academic progress
- Fails to meet attendance standards
- Fails to meet financial obligations to the College as agreed upon

Dismissal notice may be sent via the student's school-registered e-mail. Students who are dismissed from the program are not to attend classes at Pacific College. Attendance or tests taken after the date of dismissal are not counted.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Pacific College ("School") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school 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 school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's 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.
3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the Pacific College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Pacific College.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pacific College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Pacific College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Grading System

It is the policy of Pacific College that the academic achievement of all students in all courses be indicated using letter grades, and that those grades be based on a four-point scale and be determined using common procedures, described below, in each course. The grading system for achievement in a class at Pacific College is defined as follows:

Grade	Meaning	Grade Points
A	Superior Achievement: Indicating excellence earned as a result of consistently superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and promise of excellence in field relating to the subject.	4.0
B	High Level of Achievement: Indicating competence earned as a result of high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and promise of continued success in sequential courses.	3.0
C	Satisfactory Achievement: Indicating successful performance earned as a result of satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, average mastery of pertinent skills, and sufficient evidence of ability to warrant entering sequential courses.	2.0
D	Marginal Achievement: Indicating the meeting of minimum requirements only earned as a result of low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, or insufficient evidence of ability to make enrollment in sequential courses advisable.	1.0
F	Failure: Indicating failure to meet minimum requirements earned as a result of non-passing examination scores, inaccurate, incomplete or late assignments, failure to grasp abstract ideas, inadequate mastery of pertinent skills or repeated absence from class	0.0
P	Pass (Clinical component only)	
IP	In Progress	
TR	Transfer Credit	
W	Withdrawal	
WF	Withdrawal-Fail	
I	Incomplete -All incomplete grades must be made-up by the end of the following academic period; otherwise the grade will be calculated with an F for each incomplete assignment or test.	

Pass/Fail Grading

Pass/Fail grading is given for clinical rotations only. There are no units earned on Pass/Fail and shall be

disregarded in determining a student's GPA.

Grade Appeals

A student, who has questions regarding a grade received in a course, should always first address the issue with the instructor. If the issue has not been resolved after this meeting, and the student believes that there are grounds for appealing the grade, they may pursue the appeal process listed below.

Students may appeal a grade only when they can document that one or a combination of the following criteria have been met:

- An error in calculating the grade,
- The failure on the part of the instructor to clearly and promptly notify the students of the grading criteria,
- The assignment of a grade based on reasons other than the announced grading criteria,
- The assignment of a grade based on factors other than student achievement,
- Inconsistent or unfair standards for evaluation of student academic performance,
- If the student believes that the grade received is based upon unlawful discrimination, they should follow the process under this area.

Grade Appeal Process

When students believe that they have grounds for appealing a grade issued by an instructor based on one of the criteria listed, the student should follow these procedures within 30 days of the final grade being posted.

- Submit a written letter of appeal with supporting documentation that demonstrates one or more of the criteria listed for appeal to the Director of Education. If the evidence meets the criteria for appeal, the Director will contact instructor for a response. The instructor has fifteen (15) days to respond to the request.
- The Director of Education will present all documentation to the Academic Standards committee for review. The committee has thirty (30) days to render a decision. The decision of the grade appeals committee is final and cannot be appealed.

Grade Changes

All grades are final. Students are not allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists.

Grade Forgiveness

Grade Forgiveness is the circumstance in which the new grade replaces the former grade with respect to the calculation of GPA. Students may seek Grade Forgiveness through course repetition. When a grade is forgiven due to course repetition, the grade and units for the excluded course work will not be used in the calculation of the cumulative grade point average and the units will not be used to satisfy the requirements toward graduation. The excluded course work will remain on the student's permanent record, but will be annotated as excluded from the grade point average through grade forgiveness. *This policy is not automatically invoked when a student repeats a course. It is the student's responsibility to seek grade forgiveness by submitting the appropriate form to the Registrar's Office.*

- Grade Forgiveness through course repetition is limited to 9 units and requires the completion of the "Grade Forgiveness through Course Repetition Form" available from the Registrar's Office.

- Grade Forgiveness can be applied only to courses taken for undergraduate credit and before

awarding of an undergraduate degree.

- Grade forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.

- A Pacific College course may be used to forgive the grade of a course taken at another institution if the two courses are determined to be equivalent by the program director. Courses taken at other institutions cannot be used to forgive the grade of a course taken at Pacific College.

- Graduate courses (numbered 500 through 699) are not eligible for Grade Forgiveness. Graduate students are not eligible for Grade Forgiveness.

Graduation Requirements

In order for a student to graduate and receive a diploma or degree, s/he must complete all courses of the academic program s/he is enrolled in with a cumulative grade point average of 2.0 or better. Students must also meet all applicable clinical, administrative, financial, clerical, classroom, and laboratory skill proficiency standards.

Independent Study

Certain conditions and circumstances may warrant the need for a student to take a course through means of independent study. Independent study requests must be submitted in writing and be approved by the Program Director or Director of Education. Not all courses listed in the catalog are eligible for independent study.

To be eligible to apply, all the following conditions must be met:

- The course must be approved for independent study;

- The student's academic record must be evaluated by the Registrar Office;

- The student must have completed 9 semester units in residence with a grade point average of 3.0 or higher;

- No grades of "Incomplete";

- Current account balance or no more than one month payment tuition behind. NOTE: Students that have pending financial aid packets in Financial Aid or a military/company reimbursement plan on file may have this requirement waived.

If a required course is cancelled or not available for a period more than four (4) months, the student may request that the above conditions be waived. The student must submit their request in writing and state this consideration in their request.

Students approved for an independent study course, will be enrolled in the course and notified via email by the Registrar's office of the dates of the course and the instructor being assigned to teach the course. The instructor will then notify the student of the course requirements and work on the independent study can begin. Students who are not approved for an independent study will be notified by the Registrar's office by email.

Students taking an independent study course are required to meet all the course learning outcomes (i.e. all examinations, research papers, case studies, etc.) similar to a regular classroom environment.

If the instructor submits a grade of "Incomplete," the student is given a grade of 'I' on record until the instructor submits the appropriate grade for finalization to the Registrar's Office. If the instructor neglects to submit a final grade within ten (10) days of the end of the class, the 'I' grade becomes an 'F' and would count toward the cumulative grade point average of the student.

Standard tuition rates apply to independent study courses. The Vocational Nursing program is not

approved to offer independent study.

Instructor/Program Evaluations

Near the conclusion of every course, students may be asked to complete an end-of-course evaluation or "Student Perception of Teaching (SPoT)" evaluation. The evaluation asks for feedback on the student's learning, the instructor's performance, and the course overall. We ask for this information to help the school improve its courses and instruction. To protect students' anonymity, we ask that students not sign the form. Evaluations are reviewed by the instructor, the Program Director, the Director of Education, and the President for the purpose of improving the curriculum and the instructor's presentation of material. Student participation in these evaluations is greatly appreciated.

Leave of Absence (LOA)

In case of serious illness, death in the family, or other emergency or extenuating circumstances that prohibit the student from progressing in their program, the student has the option of going through the Leave of Absence process, provided they have the intention of returning to class. Students considering taking a leave from the college should meet with their program director for guidance before beginning the process. Students initiate a request by submitting a completed *Request for Leave of Absence Form* with any supporting documentation to the Registrar's Office who will forward the request to the Program Director or Director of Education for approval prior to the leave of absence.

A Leave of Absence should not exceed sixty (60) days, unless based on a documented medical situation. For a medical leave of absence, the student request must be accompanied by a letter from a physician, physician's assistant or nurse practitioner. The letter must be on official letterhead and must include the diagnosis, the limitations and an estimation of the time required for recovery. For a personal leave of absence, the student request may be required to be accompanied by documentation supporting the need for the leave. A student may take more than one leave of absence in any 12-month period provided the total does not exceed 180 days. Any student who fails to return to class on the agreed date for return following a leave of absence will be dismissed from the program.

Any student making tuition or private payments to the College remain under that obligation during a Leave of Absence. Financial Aid funding will be put on hold until the student returns from leave of absence. Financial Aid money will not be disbursed during a Leave of Absence.

Upon return, the student has the option to repeat some coursework previously completed without additional charge.

Make-Up Standards

Students are encouraged to be in class every day and on time. The student is responsible for learning the material covered while absent. Make-up work, exams, and quizzes may be assigned at the discretion of the instructor.

National and State Licensing and/or Certification Examinations

National and state licensing and/or certification examinations are the individual student's responsibility. Although tests and other instruments may be used to determine probability of passing any of these examinations, the school does not guarantee student success.

Students should be aware that test fees are not included in the tuition paid to the college. The college makes every attempt to provide accurate information regarding application procedures and test fees.

Problem Resolution and Grievance Procedures

Informal Resolution Process

Many questions or concerns that students may have can be resolved simply through discussion. Students with concerns should observe the following steps in seeking a resolution:

- Students should discuss the action or decision with the person responsible for the decision. Resolution will be documented on the Student Complaint Form and recorded by Director of Student Services.
- Talk with your instructor or Program Director. Instructor or Program Director will document their efforts to resolve issue on the Student Complaint Form and will either record with or refer to the Director of Student Services.
- Talk with the Director of Education or Director of Student Services. Director will record efforts to resolve issue and record or decide to convene committee to review complaint.

Every effort should be made to resolve the issue at this informal level before initiating further action. Resolution at this level should not be greater than thirty (30) days from the time the complaint form was received.

In cases that are deemed to warrant assistance, the student may work with the Director of Student Services to resolve the issue. This process should occur no sooner than thirty (30) days from the time the complaint form was recorded and should last no longer than thirty (30) days.

Formal Resolution Process

Within fifteen (15) calendar days of the conclusion of the informal process, a student dissatisfied with the informal resolution process may seek formal resolution by submitting a written statement documenting the basis of the complaint, all people involved, any adverse consequences, and corrective action sought to the Director of Education. The Director of Education will convene a review committee within thirty (30) days to render a decision. Each case is decided on its own merit and the decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request. All decisions rendered by the committee are valid for one year from the date of decision.

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 website at https://www.bppe.ca.gov/enforcement/complaint.shtml.

Pacific College takes very seriously complaints and concerns regarding the institution. If you have a complaint concerning Pacific College's compliance with academic program quality and accrediting standards, you may present your complaint to the WASC Senior College and University Commission (WSCUC) at https://www.wscuc.org/comments. WSCUC is the agency that accredits Pacific College.

Reinstatement Policy

Students who have been dismissed for failing to maintain satisfactory academic progress may apply for readmission 45 days after the notice of dismissal has been issued to give time for the student to correct the issues that may have caused unsatisfactory academic progress. The time also allows the school to process the student's change of status, calculate financial aid refund, and issue check refund, if applicable.

The application for readmission shall be sent to the Registrar. The application shall be evaluated by a Committee and the student shall be notified of the Committee's determination to approve or deny the

request.

If the request is approved, the student has to complete the following:

- financial aid exit interview (if applicable)
- Program Director interview
- payment of outstanding balance
- background screening (if file copy is more than six months from the date of application for readmission)
- health screening (if applicable)
- additional requirements (if applicable)

The student will be admitted at the beginning of the next available course. If the course is no longer available or has been changed due to curriculum revision, the Program Director shall determine which course is appropriate for the student to start. If application for readmission is more than one year from the date of dismissal, the program director shall determine which course is appropriate for the student to start. The student may be required to take applicable assessment examinations at the student's expense and/or audit the class.

Once reinstated, the student must achieve the minimum grade required for the course to be considered making satisfactory academic progress. The student who fails to meet satisfactory academic progress may be denied another reinstatement.

Satisfactory Academic Progress (SAP)

All students are required to demonstrate satisfactory academic progress by meeting a qualitative (grade-based) standard and a quantitative (time-based) standard at monitoring points during their academic program enrollment.

Monitoring Points – SAP is evaluated at intervals throughout a student's academic program enrollment. Pacific College evaluates a student's academic progress at the end of each semester (payment period).

Qualitative Standard – The cumulative grade point average (CGPA) is used to measure whether the qualitative standard of achievement is being met. Students of baccalaureate degree programs must have a CGPA of at least 2.0 or 70% success at each monitoring point. Students of Vocational Nursing programs must have a CGPA of at least 2.0 or 75% success at each monitoring point.

Quantitative Standard – The pace of completion is used to measure whether the quantitative standard of achievement is being met. Pacific College measures whether the pace of completion at each monitoring point meets the minimum percentage of coursework that must be satisfactorily completed for the student to complete their academic program within the maximum time frame.

Maximum Time Frame – Students must complete their undergraduate academic program within a maximum time frame of 150% of the published program length to remain eligible for FSA funds.

Pace of Completion – is calculated by dividing the cumulative number of clock/credit hours the student has successfully completed by the cumulative number of clock/credit hours the student has attempted. Students must maintain a 67% pace of completion to complete their undergraduate academic program within the maximum time frame.

Effect of Program Change

For students who change academic programs, credits and grades that do not count toward the new academic program will not be included in the satisfactory academic progress determination.

Effect of Course Incompletes, Withdrawals, Repetitions, or Transfers of Credit

Course Type	Transcript Notation	Units Attempted (Quantitative)	Units Completed (Quantitative)	GPA (Qualitative)
In Progress	IP	Included	Excluded	Excluded
Incomplete	I	Included	Excluded	Excluded
Repeated	R	Included	Included	Included
Transfer Credit	TR	Included	Included	Excluded
Withdrawal	W	Included	Excluded	Excluded

See "Credit, Sources of: Transfer Credit" and "Grading System" for details.

Satisfactory Academic Progress (SAP) Warning

Students not meeting SAP at a monitoring point will be placed on "Academic Probation".
See "Academic Probation" for details.

Students who have applied for FSA funds, but are not meeting SAP at a monitoring point will be notified of "Financial Aid Warning" for the subsequent payment period and remain eligible for FSA funds during the warning period.
See "Financial Aid Warning" for details.

Satisfactory Academic Progress (SAP) Probation

A student must successfully complete the terms of SAP Appeal to be placed on SAP Probation. Probation cannot be given automatically.

As a provision for SAP Probation, the student will be placed on a formal SAP Academic Improvement Plan (SAPAIP). This SAPAIP is developed by the Academic Department, discussed with the student in detail, agreed upon, and the student is notified in writing and a copy of notification is maintained in the student's financial aid file and academic file. If the expectations cannot be agreed upon, the student may be dismissed from enrollment.

If the student agrees to the SAPAIP, the student must meet or exceed the plan to be removed from SAP Probation and returned to regular status. If after the SAP probation period of one semester, the student does not meet the requirements of either SAP or SAPAIP, the student will be dismissed from enrollment.

Satisfactory Academic Progress (SAP) Appeal

Students placed on SAP Probation may appeal by responding within five (5) days from the date of the SAP Probation notification using a formal letter. The SAP Appeal must be a clearly written document, include any supporting documentation of circumstances that prevented the student from maintaining SAP, and explain what has changed in the student's situation that will allow SAP to be met at the next monitoring point. Examples of such circumstances are: death in the family, severe illness, severe injury, or other special circumstances that contributed to academic performance. The SAP Appeal will be reviewed by a committee within ten (10) days following receipt. The reviewing committee shall include personnel representing the Administration, Financial Aid Office, and Registrar's Office. The decision of the SAP Appeal will be provided in a letter sent to the student's last known mailing address and/or email address.

The institution's decision to the SAP Appeal is deemed final and may not be appealed.

Student Records

Transcripts and other documents received by the College for the purpose of admission or other purposes become the property of the College and will not be released to or copied for students. California regulatory agencies require that student records be kept for only five (5) years, Pacific College's student records are retained indefinitely.

Study Time, Required

Outside study, apart from regular classroom work, is required in order to successfully complete the required course assignments. The amount of time will vary according to the individual student's abilities. All assignments must be turned in at the designated time. Students are responsible for reading any study materials issued by their instructors and can expect such assignments to average approximately two hours for each hour of class time over the total length of a program.

Suspension from the College

Students may be suspended from the College based upon unsatisfactory academic progress or violations of the conduct policy. Student may apply for reinstatement through the student appeal process. The final decision to suspend a student is made by the College President.

Transcripts

The College will provide one official transcript without charge to each student upon receipt of diploma. Additional transcripts or transcripts needed prior to or after the receipt of diploma will cost $5.00 each. The student's financial account must be current for transcripts to be furnished.

Tutoring and Study Groups

Students who need extra assistance because of academic difficulties may arrange for tutoring through their instructor, the Program Director, and/or the Director of Education. Additional fees for tutoring may be charged accordingly.

Withdrawal from the College

If a student wishes to voluntarily withdraw from the college for any reason, the student must officially notify the school in writing. Students who wish to withdraw must contact the Program Director and have an exit interview with a representative of the Financial Aid Department. The date of the exit interview is the date of determination; or if a student provides a formal notice of withdrawal in writing, the date which the formal written notice is mailed with appropriate postage is the date of determination.

When a student does not contact the college to withdraw, the date of determination is no later than fourteen (14) days after the student's last date of attendance as determined by the institution from its attendance records. If the student is determined to be a withdrawal, the end of the 14-day period begins the time frame for completing a Return of Title IV Funds calculation.

A student's financial aid eligibility may be affected by the student withdrawing from class. Students are urged to discuss the possibility of withdrawing with a financial aid representative prior to submitting a request to withdraw.

General Policies and Regulations

Annual Security Report (ASR)

The Annual Security Report (ASR) is a compilation and disclosure of a school's campus crime statistics for the previous three calendar years.

In 1990, Congress enacted the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542), which amended the Higher Education Act of 1965 (HEA). This act required all postsecondary institutions participating in HEA's Title IV student financial assistance programs to disclose campus crime statistics and security information. The act was amended in 1992, 1998, 2000 and 2008. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in memory of a student who was slain in her dorm room in 1986. It is generally referred to as the Clery Act and is in section 485(f) of the HEA.

Pacific College publishes its ASR online at https://www.pacific-college.edu/disclosure/clery, or a paper copy of the ASR is available upon request, free of charge, from the Service Desk of the main campus.

Diversity Statement

Pacific College is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Our human capital is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our faculty and staff invest in their work represents a significant part of not only our culture, but our reputation and college's achievement as well.

The college embraces and encourages the faculty and staff's differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our faculty and staff unique.

Pacific College's diversity initiatives are designed to create a work environment built on the premise of gender and diversity equity that encourages and enforces:

1. Respectful communication and cooperation between all faculty and staff
2. Teamwork and participation, permitting the representation of all groups and perspectives
3. Work/life balance through flexible work schedules to accommodate varying needs

Faculty and staff contributions to the communities we serve to promote a greater understanding and respect for the diversity.

Faculty and staff of Pacific College have a responsibility to treat others with dignity and respect at all times. All faculty and staff are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other college and participative events.

Any faculty or staff member found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action.

Faculty or staff members who believe they have been subjected to any kind of discrimination that conflicts with the college's diversity policy and initiatives should seek assistance from a supervisor or the President.

Drug-Free School Policy

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226 requires that, as a condition of receiving funds or any form of financial assistance under any federal program, an

institution of higher education must certify that it has adopted and implemented a program to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. The following information outlines Pacific College's regulations to help insure that the school is drug-free.

All students at the college are required to comply with the following standards of conduct related to alcohol and controlled substances:

- Students may not possess, use, or distribute illegal drugs on any school property or as part of any school activity. The use of illegal drugs or the abuse of legal drugs on school premises is expressly forbidden.
- Students may not be on school property in a drunken, inebriated condition or under the influence of any substance. Students are encouraged to assist other students in seeking treatment if a drug or alcohol related problem is apparent. Students are required to inform the school within five days if they are convicted of any drug offense.

Drug Education

The college, in an attempt to assist its students and their families and staff, maintains a list of hospital and community agencies available to assist employees and students seeking alcohol and drug counseling and treatment.

Sanctions

A student who violates any provision of this policy shall be subject to appropriate disciplinary action, up to and including dismissal from Pacific College. Students may reapply for admission through review, at a later date.

A student accused of possession, sale, manufacture, use or distribution of a controlled substance may be dismissed from the student's program of study. If convicted, the student's relationship with the college will be terminated. In addition, any student or employee who violates the standards of conduct as set forth in this policy may be subject to prosecution.

Equal Opportunity

Pacific College does not discriminate on the basis of race, color, creed, religion, ancestry, national origin, age, non-disqualifying disability, sex, marital status, or veteran status in the recruitment and admission of students, in programs and activities, and in the recruitment and employment of faculty and staff. Pacific College is proud of its goal to help all individuals realize their potential. To this end, the college is committed to providing an equal opportunity for all qualified individuals to be considered for employment and conditions of employment, educational programs and activities, regardless of race, religion, color, sex, disability, national origin, ancestry, age, veteran status, sexual orientation, marital status or parental status.

Information pertaining to an applicant's disability is voluntary and confidential, and is requested to overcome the effects of conditions which may limit the participation of qualified disabled students. Qualified disabled students accepted by the College will be able to access all physical and instructional facilities of the institution. The building was retrofitted in 1996 to fully meet all requirements of section 504 of the Rehabilitation Act. Doorways, hallways, and restroom facilities have been fully modified. Additional handicapped parking facilities were added. Walkways and ramps for wheelchair access are provided. No other special facilities or services are provided. Pacific College applauds every effort to create a positive working and learning environment for all individuals.

The College agrees to comply with:

- Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color, or national origin);
- Title IX of the Education Amendments of 1972, and the implementing regulations 34 CFR Part 106 (barring discrimination on the basis of sex);
- The Family Rights and Privacy Act of 1974, and the implementing regulations 34 CFR Part 99;
- Section 504 of the Rehabilitation Act of 1973, and the implementing regulations 34 CFR Part 104 (barring discrimination on the basis of physical handicap);
- The Age Discrimination Act of 1975, and the implementing regulations 45 CFR Part 90.

Immunizations Policy

Pacific College does not require any specific screenings or vaccinations as a prerequisite for enrollment into the institution. Specific academic programs such as Nursing and Vocational Nursing may have health screening requirements for eligibility to attend clinical activities, the *Student Handbook* for the program should be consulted.

Insurance

The college provides its students with professional liability insurance covering incidents that occur on campus or at the assigned clinical site during normal class hours. The policy is intended to supplement the student's own insurance, and it requires the student to submit any claim to his or her own insurance carrier first (if available).

Notice of Student Rights

The student may cancel their contract for school without any penalty or obligation on the seventh business day following your first class session as described in the Notice of Cancellation. Read the Notice of Cancellation form for an explanation of your cancellation rights and responsibilities.

After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the program not taken. Your refund rights are described in the enrollment agreement. If you have lost your contract, ask the school for a description of the refund policy.

If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary at the address and telephone number printed below for information.

Sexual Harassment

It is the policy of Pacific College to recognize that it is a violation of state and federal law for any employee or student, male or female, to sexually harass an employee or student. The college considers sexual harassment a serious offense and is firmly committed to the philosophy that every employee and student has the right to be treated with courtesy, dignity and respect. Every employee and student is expected to adhere to a standard of conduct that is respectful to all persons within the work and learning environment. Sexual harassment is a form of employee or student misconduct which undermines employment and instructional or peer relationships, debilitates morale, and interferes with the productivity and well-being of its victims. Sexual harassment is banned by Title VII of the Civil Rights Act (concerning employees) and Title IX of the Education Amendments of 1972. In addition, various other statutes, constitutional provisions and common law causes of action prohibit sexually harassing conduct. Pacific College enforces these laws among its employees and students.

Pacific College maintains and follows a strict policy prohibiting sexual harassment, in any form, including verbal, nonverbal, physical and visual conduct, and/or reprisal. This policy applies to all employees, students, and others who use the college's facilities. Pacific College does not tolerate sexual harassment of

employees or students at the school or in any school-related situation by anyone. If, after a prompt and thorough investigation, it is determined that an employee or student or other person has engaged in sexual harassment, that employee or student or other person will be subject to appropriate corrective action, up to and including discharge or dismissal.

Student's Right to Cancel

Students have rights to cancel their enrollment at Pacific College during the first seven (7) business days after starting class:

1. A student has the right to cancel the contract for enrollment, including any equipment or other goods and services enclosed in the contract, within the first seven (7) business days following the first day of class.

2. Cancellation shall occur when a student gives the written notice to Pacific College. The written notice of cancellation needs not to be taken in any particular form or however it is expressed, as long as it indicates that a student is no longer wished to be bound by the contract.

3. Cancellation notice can be sent by mail, hand delivery, or email. Students are required to send the cancellation notice to the President of the College. The letter shall direct to:

    > Pacific College
    > Attn: President's Office
    > 3160 Red Hill Ave
    > Costa Mesa, CA 92626

4. The written notice of cancellation, if sent by mail, is effective when it is deposited in the mail addresses to Pacific College and postage is paid.

5. A student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or through the seventh day of enrollment, whichever is later.

6. If a student pays for tuition with federal financial aid and private funds, a student will receive the refund on the portion that is paid by private money only. Regulations mandate schools to return any 'unearned' portion of federal financial aid fund back to its original source. The school will process the refund within 45 days after receiving the notice of cancellation.

7. Students shall note that Pacific College also reserves the rights to cancel a student's enrollment due to the student's conduct, lack of attendance, or failure to meet academic standards.

Student Identification

Each nursing student is provided an identification badge which must be worn at all times (above the waist) while the student is attending classes at Pacific College or the clinical site (unless otherwise instructed).

Career Services

Pacific College offers career services assistance to students and graduates. Approximately 20 hours of Career Development instruction is available to students prior to entering the workforce. Students receive career counseling directed at initiating a job search, developing a successful strategy, writing a resume, and interviewing techniques.

While the College cannot guarantee employment or salary amounts, the mission of the Career Services Department is to bring potential employers together with appropriately skilled graduates. Career Services assistance is available to alumni at no cost.

Disability Services

Pacific College is committed to providing equal access to all students, including those who qualify as persons with disabilities. While upholding this commitment, the college also expects all students to maintain the high standards of academic achievement and excellence that are essential to the integrity of the college's mission. By advancing these aims, Pacific College ensures that its policies, practices, and procedures conform to federal, state, and local statutes and regulations.

To request accommodation for a disability, provide written documentation to the Director of Student Services regarding the nature of your disability and any considerations/ accommodations that may be necessary. Such documentation must: (1) be from an appropriate professional, (2) not be more than twelve months old and, (3) provide a clear understanding of how the student is presently functioning. The school's confidentiality policy provides that only the appropriate school personnel access this information and it is stored in separate, confidential files. Except in instances of health or safety, information concerning the disability, accommodations, or documentation will not be released without written consent. Provide ample time when requesting a reasonable accommodation(s). Requests must be considered and arrangements made prior to the anticipated need for service/support. Pacific College cannot guarantee that appropriate accommodations/services can be put in place without sufficient lead-time to make arrangements. Whenever possible, please provide at least 60 days advance notice. The Director of Student Services makes determinations of reasonable accommodations for students with disabilities.

Library and Resource Center

The library maintains a variety of books, reference materials, journals, and media that support the school's curriculum. Computers with Internet access are available for students to perform research and school functions. Students have free access to all materials as well as borrowing privileges to the general catalog. Library hours are posted and students have access to support by emailing Library Services: *librarian@pacific-college.edu*.

Students may access online research databases via EBSCO (*http://search.ebscohost.com/*), a leading provider of premium content through databases. Pacific College student access includes:

Academic Search™ Elite which contains full text for more than 2,100 journals, with nearly 150 journals include PDF images dating back to 1985. Title list available at: *https://www.ebsco.com/products/research-databases/academic-search-elite*

Alt HealthWatch focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. It offers full text articles for more than 180 international, and often peer-reviewed journals and reports. In addition, there are hundreds of pamphlets, booklets, special reports, original research and book excerpts. Alt HealthWatch features indexing and abstracts going back as far as 1984, and full text going back as far as 1990.

CINAHL® Plus with Full Text which is a research tool for all areas of nursing and allied health literature providing full text for more than 770 journals indexed in CINAHL®. It offers complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association. CINAHL covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. In addition, this authoritative file offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters.

Student Housing

Pacific College does not control nor maintain dormitory facilities. Housing is available reasonably near the institution's facilities, but the cost of housing may vary according to a student's needs. Pacific College has no responsibility to find or assist a student in finding housing.

General Education

General Education prepares students to be independent learners by providing a range of connected learning experiences. Courses are designed to introduce a breadth and depth of knowledge that includes intellectual competency, technological proficiency, global citizenship, and engage in life-long learning. Students will develop essential knowledge and skills that are transferable to future coursework, career goals, and personal development.

Student Learning Outcomes

Upon successful completion of General Education coursework, students will be able to:

1. Develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas in written and oral forms.
2. Develop and express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies. Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.
3. Reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., writing, speaking, graphs/tables, and mathematical equations) as appropriate.
4. Understand various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

Course Learning Outcomes

Course	Learning Outcomes	Mapped to SLO
COM 100 Human Communication	Write coherent speech outlines that demonstrate the ability to use organizational formats with a clear specific purpose.	SLO 1
	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.	SLO 2
	Demonstrate careful and critical thinking both as speakers and listeners.	SLO 1, 4
	Adapt presentations to an audience based on situational, demographics and psychological audience analysis.	SLO 3
ENG 100 College Writing	Produce written documents and reports containing well-developed text that are focused, coherently organized, and effectively integrate and synthesize sources.	SLO 1, 2
	Demonstrate critical reading, thinking, and research skills through analysis, synthesis, and evaluation of important ideas encompassing multiple points of view.	SLO 1, 2
	Differentiate facts from opinions. Analyze problems	SLO 2, 4

	and be willing to follow the evidence wherever it leads. Revise views and thesis based on evidence.	
	Rewrite work until it is clear and well-organized. Write persuasively, and effectively convey facts and ideas, in college, at work, family and in the community. Consider intended audience and to adapt writing accordingly.	SLO 2, 4
MATH 125 Intermediate Algebra	Demonstrate knowledge of the basic properties of functions in order to apply this knowledge to analyze and graph different types of functions. Understand the properties of linear and non-linear functions, and use them to evaluate expressions, solve equations, solve applications, and graph functions.	SLO 3
	Recognize and analyze polynomial functions. Solve equations involving polynomial and absolute value functions algebraically. Investigate and solve linear and absolute value inequalities by coordinate graphing and algebraic means and explain the relationship between methods and solutions. Use long division and synthetic division to find a quotient, remainder and zeros of a polynomial. Solve quadratic equations.	SLO 3
	Write and analyze linear models for functions with constant rate of change. Graph linear equations and interpret slope as rate of change. Categorize intermediate Algebra problems and use appropriate theorems, formulas, and algorithms to solve them. Solve a system of linear equations in two variables. Graph a system of linear inequalities in two variables.	SLO 1, 2, 4
	Classify matrices and their properties. Demonstrate and analyze the use of matrix algebra with its associated properties. Explore and analyze conic sections. Identify and write the equations of circles, hyperbolas, and parabolas, and analyze their corresponding graphs.	SLO 3
PSY 101 General Psychology	Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	SLO 2, 4
	Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	SLO 1, 3
	Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.	SLO 3
	Understand and apply psychological principles to	SLO 4

	personal, social, and organizational issues.	
SOC 100 Introduction to Sociology	Understand basic sociological concepts and use sociological imagination to think creatively about the connection between local events and larger society.	SLO 4
	Develop a cultural relativist perspective by using sociological tools to analyze other cultures without devaluing them.	SLO 4
	Become critical thinkers to develop and explicate innovative perspectives on topics pertaining to race/ethnicity, gender, globalization, and social inequality.	SLO 3, 4
	Communicate thinking and arguments through class discussion, presentation, and writing.	SLO 1

Associate of Science in Vocational Nursing

Program Description

A Licensed Vocational Nurse is an essential member of the healthcare team. Licensed Vocational Nurses provide care under the direct supervision of Physicians or Registered Nurses. Patient care includes bedside care, prepare and give injections, monitor equipment, record vital signs, dress wounds, and provide patient comfort. Licensed Vocational Nurses are employed in various healthcare settings such as acute medical/surgical hospitals, convalescent hospitals (long-term care, skilled nursing), home healthcare agencies, outpatient clinics, doctor's offices, ambulatory surgery centers, dialysis centers, blood banks, psychiatric hospitals, and correctional facilities.

This program will provide students with theory and clinical learning experiences meeting the educational requirements to apply for Vocational Nurse Licensure in the State of California. Upon satisfactory completion of all Vocational Nursing courses and the specified general education requirements, the student will have earned an Associate of Science in Vocational Nursing.

Program Learning Outcomes

The program outcome of Pacific College Vocational Nursing program reflects the mission, philosophy, and conceptual framework of program. The VN graduate of Pacific College must be equipped with knowledge, skills, and attitudes necessary to continuously improve the quality and safety of the health care systems where they work.

1. Graduates will display competency of knowledge, skills and attitude necessary to pass the NCLEX-PN and work as an LVN;
2. Graduates will develop critical thinking skills and provide quality and safe nursing care where they work;
3. Graduates will be able to utilize psychosocial and physiological integrity, and promote evidence-based nursing practice.
4. Graduates will demonstrate good communicational skills and respect diversity and culture where they work.

Course Learning Outcomes

Course	Learning Outcomes	Mapped to PLO
VN 110 Fundamentals	Identify the cognitive and physical limits of human performance.	PLO 1, 2, 3, 4
	Identify ethical and regulatory standards of vocational nursing practice.	PLO 1, 4
	Recognize professional working environmental in communication and clinical decision making, and be sensitive with patients in different ethnic, cultural and social backgrounds.	PLO 1, 4
VN 110-C Fundamentals	Practice basic nursing skills using proper techniques and safety measures.	PLO 1, 2, 3, 4

Course	Learning Outcomes	Mapped to PLO
Clinical	Identify legal parameters that govern vocational nursing practice.	PLO 1, 2, 4
	Identify evidenced-based practice and learning communicate with patients and other members of the health care team.	PLO 1,2, 4
VN 120 Medical/Surgical 1 & Introduction to Pediatrics	Understand basic pharmacology and drug calculations.	PLO 1, 2, 3
	Identify risk factors related to integumentary, musculoskeletal & GI disorder.	PLO 1, 2, 4
	Recognize the basic pediatrics patient care.	PLO 1, 2, 4
VN 120-C Medical/Surgical 1 & Introduction to Pediatrics Clinical	Identify physical and psychosocial needs of an adult client.	PLO 1,2,3,4
	Identify scientific principles that support plan of care for an adult & pediatric patient.	PLO 1, 2, 3
	Identify factors that affect the quality of care for a patient.	PLO 1, 2, 3, 4
VN 130 Medical/Surgical 2 Adult & Pediatric Nursing	Justify the concept of evidence based practice as integral in determining best clinical practice.	PLO 1, 2, 3, 4
	Discuss the vocational nurse's role in promoting safety and preventing errors.	PLO 1, 2, 3
	Comply with ethical, organizational, and professional standards affecting the practice of vocational nursing.	PLO 1, 2, 3, 4
VN 130-C Medical/Surgical 2 Adult & Pediatric Nursing Clinical	Perform focused assessment on adult clients.	PLO 1, 2, 3, 4
	Provide a safe and competent nursing care to patients.	PLO 1, 2, 3, 4
	Work with members of the health care team in providing nursing care to patients.	PLO 1, 2, 3, 4
VN 140 Medical/Surgical 3 & Maternity	Implement therapeutic strategies that promote client safety and prevent errors.	PLO 1, 2, 3, 4
	Organize nursing tasks with the concepts of teamwork and collaboration.	PLO 1, 2, 3, 4
	Seek opportunities to improve client care experience.	PLO 1, 2, 3, 4
VN 140-C Medical/Surgical 3 & Maternity Clinical	Initiate focused assessment on adult clients.	PLO 1, 2, 3
	Modify issues that affect quality of care of adult clients.	PLO 1, 2, 3, 4
	Use information technology to enhance care of adult patients.	PLO 1, 3, 4

Course	Learning Outcomes	Mapped to PLO
VN 150 Medical/Surgical 4 & Leadership & Mental Health	Identify the cognitive and physical limits of human performance.	PLO 1, 2, 3
	Acknowledge scientific basis of vocational nursing practice.	PLO 1, 2, 4
	Recognize personally held attitudes about working with clients from different ethnic, cultural and social backgrounds.	PLO 1, 3, 4
VN 150-C Medical/Surgical 4 & Leadership & Mental Health Clinical	Organize delivery of safe and competent nursing care to clients across the life span.	PLO 1, 2, 3
	Create evidence-based plans of care for clients across the life span.	PLO 1, 3, 4
	Initiate inter-professional teamwork and collaboration.	PLO 1, 3, 4

Admissions Requirements

In addition to fulfilling the *Undergraduate Admissions Requirements*, an applicant to the Vocational Nursing program shall:

1. Pass the undergraduate entrance assessment in the combined "Reading and Language" or "Mathematics Computation and Applied Mathematics" subjects with a grade equivalence score of 9.5 or greater, or demonstrate equivalency as determined by the Director of Education.
2. Complete a background screening to determine eligibility to participate in clinical activities.
3. Complete health screening requirements and furnish evidence to determine eligibility to participate clinical activities.
4. Complete an interview with the Program Director or designee.

Refer to Student Handbook for more information.

Background Screening

A background screening may include, but is not limited to:

- Name verification including prior names or aliases
- Social Security Number verification
- Address verification for the past seven (7) years
- Excluded Parties List System (EPLS) search
- Felony and misdemeanor criminal record search
- Office of Inspector General (OIG) search
- Sex offender search

This screening is not a replacement for a background screening required during application for state licensure.

Nursing students must have a clear background screening in order to participate in clinical placement(s). Participation at clinical facilities may be denied dependent on the type and severity of the offenses appearing in the background report. Should infractions appear in the background screening, the student

will be responsible for providing documentation of corrective action. A finding on a background screening does not necessarily negate enrollment at Pacific College, as each situation will be reviewed and evaluated on a case-by-case basis.

If the student is found to be ineligible for participation in clinical activities, s/he will be required to withdraw from the program, and will be financially responsible for all charges incurred as stated in the withdrawal policy.

It is the student's responsibility to notify the Director of Nursing of any infractions occurring during the program.

Live Scan Fingerprinting Requirements

The student may be asked to complete Live Scan Fingerprinting as part of clinical facility requirement. A student whose fingerprinting result is not clear will not be eligible to participate in the clinical rotation; it is the student's responsibility to clear his/her record in order to participate in clinical activities or obtain state licensure.

A live scan fingerprinting completed during enrollment does not replace the live scan fingerprinting required during application for state licensure.

Notice of Misdemeanor and Felony Convictions

The college does not believe that students should make an investment of time and money before knowing if they are able to secure employment in their chosen field based on convictions. Applicants with misdemeanor or felony convictions should meet with the Program Director to determine their eligibility for employment in the field. Prospective students are required to disclose any information related to convictions to the admissions representative.

Health Requirements

The VN student must have the physical and psychosocial capacity to perform the duties and responsibilities of a student vocational nurse throughout the program. *Refer to Vocational Nursing Student Handbook for more information.*

Class Size

The class size for Vocational Nursing program is approved by Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Although actual class size may vary, the maximum number of students per class is 45. The maximum number of students per clinical group is 15; however, certain clinical facilities may specify a fewer number of students per rotation.

Program Length

The program requires completion of Vocational Nursing courses which has 1668 hours (65 semester units) and five general education classes which have 225 hours (15 semester units).

Vocational Nursing Course Requirements

Course	Title	Clock Hours	Sem Units
VN 110	Fundamentals	154	10
VN 110-C	Fundamentals Clinical	206	4.5
VN 120	Medical/Surgical 1 & Introduction to Pediatrics	136	9
VN 120-C	Medical/Surgical 1 & Introduction to Pediatrics Clinical	192	4
VN 130	Medical/Surgical 2 Adult & Pediatric Nursing	120	8
VN 130-C	Medical/Surgical 2 Adult & Pediatric Nursing Clinical	232	5
VN 140	Medical/Surgical 3 & Maternity	108	7
VN 140-C	Medical/Surgical 3 & Maternity Clinical	216	5
VN 150	Medical/Surgical 4 & Leadership & Mental Health	128	8.5
VN 150-C	Medical/Surgical 4 & Leadership & Mental Health Clinical	176	4
	Total Hours and Units	**1668**	**65**

General Education Course Requirements

Course	Title	Clock Hours	Sem Units
COM 100	Human Communications	45	3
ENG 100	College Writing	45	3
MATH 125	Intermediate Algebra	45	3
PSY 101	General Psychology	45	3
SOC 100	Introduction to Sociology	45	3
	Total GE Hours and Units	**225**	**15**
	Total Program Hours and Units	**1893**	**80**

Equipment

Throughout the training program students will use various types of equipment in the skills lab and in the clinical setting. Examples of such equipment include but are not limited to anatomical torso and organ models, basins, bedpans, computers, crutches, glucometers, hospital beds, anatomical mannequins, restraints, skeleton models, sphygmomanometers, stethoscopes, thermometers, wheelchairs, and walkers. Students will be taught on the proper use of this equipment. Once taught, student's proficiency in the use of this equipment is required.

Class/Clinical Schedule

Students are given schedule at the beginning of a term. The schedule is a working document. It is subject to change depending on the feasibility of learning, availability of resources, availability of clinical facilities, and other reasons.

Theory classes are held at Pacific College campuses. Classroom assignments may be changed any time. Theory instructors may require students to follow a seat plan which may be changed any time.

Clinical rotations may be scheduled for 8 or 12 hours per day and cannot be modified without approval from the Program Director. Clinical facility assignments are determined by the VN faculty and, ultimately, by the VN Program Director. Clinical rotations may be held in the morning, afternoon, or at night. Facility orientation may be required on a date other than the regular schedule. Students may be given a choice for a clinical facility assignment. The student may request for a change of clinical facility assignment.

The college employs clinical placement coordinators who endeavor to maintain scheduling with minimal deviations and send notices to students for anticipated changes. Last minute changes and cancellations may be possible. The hours missed during cancellations will have to be made up at another date. Students may be removed at a clinical facility at any time and sent to the skills lab to continue the clinical schedule. Students may be refused by a clinical facility because of behavioral or competency issues.

Travel Requirements

Students are required to travel to clinical facilities to complete the required clinical hours. Clinical facility locations vary and may be beyond 50-mile radius from the campus where the student is taking theory classes. Students based on satellite campuses are required to travel to the Costa Mesa Main Campus to complete academic requirements. Students are responsible for finding means of transport and cannot use lack of means for transport as excuse to completely or partially miss a class or clinical rotation.

Graduation Requirements

An Associate of Science degree in Vocational Nursing will be awarded upon completion of all the specified courses of the Associate of Science Degree in Vocational Nursing program. Students must meet all general education requirements with a grade of 'C' or higher. Students must also complete all Vocational Nursing courses with a minimum grade of 75%, as well as pass the exit exam administered at the end of the Vocational Nursing Program. Students must also meet all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical hands-on portion of their training. *Refer to Vocational Nursing Student Handbook for more information.*

State Licensure Requirements

Graduates of the Vocational Nursing program must meet the licensure requirements of the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in order to practice in California:

1. Minimum Age - 17 Years.
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Vocational Nurse Licensure".
4. Complete and sign the "Record of Conviction" form.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. A License will not be issued until BVNPT receives the background information from DOJ.
6. Attach the appropriate nonrefundable fee made payable to the "BVNPT".
7. Successful completion of a California Approved Vocational Nursing Program.
8. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX) or the National League for Nursing Test Pool Practical

Nursing Examination (NLN). A passing score on a Registered Nurse examination will not satisfy this requirement.

9. When the requirements of Steps 1-8 have been met, the Board will advise the licensure applicant of the Initial License Fee to be paid.

Further details of Vocational Nursing licensure requirements in California are available online at: https://www.bvnpt.ca.gov/applicants/summary_vn.shtml.

Graduates intending to practice in another state must meet licensing requirements in that state prior to practice. Details of licensing requirements can be found on the state's governing nursing board's website.

Career Opportunities and Occupational Duties

The primary focus for a Vocational Nurse is restoration of health. The scope of this care ranges from detection of illness to rehabilitation and patient teaching during recovery. Duties and responsibilities include direct patient care, the administration of medication, and the application of procedures and treatments. Vocational Nurses work with a wide variety of people ranging from children to the elderly in a wide variety of medical setting such as the medical office, acute care hospitals and medical centers, skilled nursing facilities, out-patient centers, and private and government health care agencies. Upon successful completion of the program and upon successfully passing the State of California Vocational Nursing Licensure Exam, the student will be eligible to work in an entry-level position as a License Vocational Nurse.

Vocational Nursing Student Handbook

Students of Vocational Nursing diploma program are given VN Student Handbook. Stipulations in the VN Student Handbook supersede the stipulations of this catalog.

Diploma in Vocational Nursing

Students may elect to enroll in the Diploma in Vocational Nursing program; the same admissions and entrance requirements apply for the Diploma program. Students in the Diploma program enroll only in the classes listed below. Upon successful completion the student will receive the Vocational Nursing Diploma. To become a Licensed Vocational Nurse, students must successfully pass the NCLEX exam.

Vocational Nursing Diploma Program Requirements

Course	Title	Clock Hours	Sem Units
VN 110	Fundamentals	154	10
VN 110-C	Fundamentals Clinical	206	4.5
VN 120	Medical/Surgical 1 & Introduction to Pediatrics	136	9
VN 120-C	Medical/Surgical 1 & Introduction to Pediatrics Clinical	192	4
VN 130	Medical/Surgical 2 Adult & Pediatric Nursing	120	8
VN 130-C	Medical/Surgical 2 Adult & Pediatric Nursing Clinical	232	5
VN 140	Medical/Surgical 3 & Maternity	108	7
VN 140-C	Medical/Surgical 3 & Maternity Clinical	216	5

VN 150	Medical/Surgical 4 & Leadership & Mental Health	128	8.5
VN 150-C	Medical/Surgical 4 & Leadership & Mental Health Clinical	176	4
	Total Hours and Units	**1668**	**65**

Bachelor of Science in Nursing (RN-to-BSN Completion)

Program Description

The Bachelor of Science in Nursing program is designed for a person who is currently a Registered Nurse and is seeking to complete the requirements to earned Bachelor of Science degree. The curriculum provides registered nurses with a better understanding of the ethical, cultural, political, economic, and social issues that affect patients and influence healthcare delivery. Critical thinking, leadership, management, research, physical assessment, and health promotion across a variety of community-based healthcare settings is emphasized in the program.

Philosophy

The philosophy of the Pacific College Nursing Department is to design holistic evidence-based programs that create a culture of inquiry promoting the utilization of critical reasoning, technical and leadership skills to provide safe, quality patient care in a diverse world.

Program Learning Outcomes

Upon successful completion of the Bachelor of Science in Nursing Program, the graduate will be able to:

1. Integrate the knowledge and values learned from a liberal education with the practical skills of nursing and apply them to safe patient care.
2. Demonstrate written, verbal, non-verbal and emerging technology methods to communicate effectively across lifespan, culture, and members of the healthcare team
3. Identify the roles, traits and contributions of the nurse in leadership, management, accountability and ethics in health care organizations across the continuum of care.
4. Demonstrate critical thinking skills used to analyze current nursing research and apply it to evidence-based nursing practice to make collaborative decisions about safe patient care.
5. Develop nursing professionals practicing nursing within a legal/ethical framework that is responsive to the needs of the profession, community and self.

The student learning outcomes were developed based on professional nursing standards and guidelines from the following sources:

*   The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN)
*   Standards of Accreditation for Baccalaureate and Graduate Degree Nursing Programs (CCNE)
*   Quality and Safety Education for Nurses Core Competencies (QSEN)
*   IOM- Institute of Medicine
*   California Nurse Practice Act
*   Public Health Nursing: Scope and Standards of Practice
*   American Nurses Association Standards of Professional Practice and Performance
*   ANA Nursing Administration Scope and Standards of Practice

Course	Learning Outcomes	Mapped to PLO
NUR 330 Principles of Nursing *(Writing Intensive)*	Identify the roles, traits, and contributions of the nurse in leadership, management, accountability, and ethics in health care organizations across the continuum of care.	PLO 1
	Develop nursing professionals to practice within a legal/ethical frame- work that is responsive to the needs of the profession, community, and self.	PLO 1
	Demonstrate critical thinking skills used to analyze current nursing re- search and apply it to evidenced based nursing practice to make collaborative decisions about safe patient care.	PLO 1
	Integrate the knowledge and values learned from a liberal education with the practical skills of nursing and apply them to safe patient care.	PLO 1
NUR 340 Health Assessment, Education, and Promotion	Describe the components of the complete health history.	PLO 1, 4
	Discuss the key factors to consider in choosing among treatment options, including risk, cost, evidence about efficacy, and consistency with pathophysiologic reasoning.	PLO 1, 4
	Discuss, perform and document different methods and the sequencing used for the basic physical assessment for each body system.	PLO 1, 4
	Discuss, perform and document the normal assessment and common abnormal findings for each body system.	PLO 1, 4
NUR 410 Disease Process/Role of Nursing	Discuss alterations to the neurosensory system	PLO 1
	Discuss alterations to the respiratory system	PLO 1
	Describe alterations to the cardiovascular and lymphatic systems	PLO 1
	Describe the alterations to the renal and gastrointestinal systems	PLO 1
	Describe data that indicate alterations to the musculoskeletal and integumentary systems	PLO 1
	Discuss alterations to the endocrine system	PLO 1
	Discuss alterations to the hematological system and cancer related alterations.	PLO 1
NUR 425 Community	Demonstrate knowledge of the concept of community health and public health.	PLO 5

Course	Learning Outcomes	Mapped to PLO
Health Nursing *(Experiential Learning)*	Explore the nurse's role in care and management of health issues commonly found in the community	PLO 5
	Identify the principles of public health with respect to the epidemiological approach, communicable diseases, health and safety as related to the health of the community (individual, families, and communities, critical thinking, and health system).	PLO 5
	Explore the nurse's role in prevention, detection, and management of common health alterations found in the community (health, health promotion, role development, individual, families, and communities).	PLO 5
	Review the health issues of selected aggregate populations (individual, families, and communities, health, health promotion, critical thinking).	PLO 5
NUR 427 Evidenced- Based Practice	Analyze evidence -based practice in the nursing profession. Describe how models of evidence -based practice in nursing; Describe the history and principles of evidence -based practice.	PLO 4
	Create a plan to implement an evidence -based change within the nursing practice. Explain change theories; Describe how evidence -based practice influences motivations for change; Illustrate strategies to incorporate changes in nursing that include evidence-based practice	PLO 4
	Explain research credibility as it relates to nursing. Determine if findings are credible and pertinent to proposed research problems.	PLO 4
	Analyze quantitative research as it relates to nursing. Explain quantitative research methodology; analyze the types of research questions that will benefit from a quantitative study; Identify strengths and weaknesses of quantitative research.	PLO 4
	Identify sources of finding studies grounded in evidence -based practice; Explain purpose of lit review and the elements of a research article.	PLO 4
NUR 430 Transformational Leadership	Assess change in the workplace and the role of the nurse leader.	PLO 2, 3, 5
	Differentiate leadership theories used by nurse leaders.	PLO 2, 3, 5
	Evaluate an opportunity for health care quality improvement in an area of nursing practice.	PLO 2, 3, 5
	Analyze disparities in health care.	PLO 2, 3, 5

Course	Learning Outcomes	Mapped to PLO
	Analyze financial concerns of nurse managers and current practices for reimbursement.	PLO 2, 3, 5
	Analyze the role of informatics in health care and nursing and evaluate the impact of informatics on practice.	PLO 2 3, 5
NUR 440 Organizational Behavior *(Experiential Learning & Writing Intensive)*	Differentiate leadership theories used by nurse leaders.	PLO 2, 3
	Analyze ethical issues as a nurse leader.	PLO 2, 3
	Analyze the role of nurse leaders in the change process.	PLO 2, 3
	Evaluate an opportunity for healthcare quality improvement in an area of nursing practice.	PLO 2, 3
	Evaluate the effectiveness of communication among professions in a healthcare context.	PLO 2, 3
	Recommends nursing team management plan based on team management principles.	PLO 2, 3
NUR 445 Nursing Seminar	Be able to analyze the skills and behaviors of nurse leaders in relationship to interdisciplinary leadership.	PLO 2, 3, 4, 5
	Be able to describe the role of interdisciplinary leadership in an evidence based project.	PLO 2, 3, 4, 5
	Be able to evaluate person communication and how it fits into an interdisciplinary health care team.	PLO 2, 3, 4, 5
	Be able to analyze potential ethical and legal concerns related to the scope and standards of nursing.	PLO 2, 3, 4, 5
NUR 450 Pharmacology	Explain the role of pharmacology in nursing. Summarize the potential safety issues of medication administration. Recognize the legal implications associated with medication administration.	PLO 1
	Apply pharmacological knowledge of cardiovascular system medications to nursing.	PLO 1
	Apply pharmacological knowledge of renal system and respiratory medications to nursing.	PLO 1
	Apply pharmacological knowledge of gastrointestinal and endocrine medications to nursing.	PLO 1
	Apply pharmacological knowledge of neurologic medications to nursing.	PLO 1
	Apply pharmacological knowledge of integumentary system, ear, nose, and throat, and musculoskeletal	PLO 1

Course	Learning Outcomes	Mapped to PLO
	system medications to nursing.	
	Apply pharmacological knowledge of immune system and oncological medications to nursing.	PLO 1
	Apply pharmacological knowledge of mental health, pain management, and anesthetic medications to nursing.	PLO 1
NUR 455 Nursing in the Geriatric Population	Demonstrate awareness of professional values in Gerontological nursing and discuss effective methods for communicating with older adults in various communities.	PLO 1, 2, 5
	Apply theoretical foundations for the care of the elderly population and incorporate nursing research as a foundation for evidence based practice.	PLO 1, 2, 5
	Identify the impact of an aging population on professional nursing practice and physiological and psychological changes in normal aging.	PLO 1, 2, 5
	Incorporate knowledge about the problems that occur with role transition and changing dynamics in the family structure.	PLO 1, 2, 5
	Demonstrate knowledge about the problems that occur with role transition and changing dynamics in the family structure.	PLO 1, 2, 5
NUR 495 Nursing Management *(Writing Intensive)*	Prepare adult learners for the workplace, to educate them in leadership roles and to make a positive impact in a changing society.	PLO 3, 5
	Provide an opportunity to apply the knowledge and skills acquired in their courses to a specific problem or issue.	PLO 3, 5
	Allow students to extend their academic experiences into new areas of personal interest, working with new ideas, issues, organizations, and individuals.	PLO 3, 5
	To encourage students to think critically and creatively about academic, professional, or social issues and to further develop their analytical and ethical leadership skills necessary to address and help solve these issues.	PLO 3, 5
NUR 415 Ethical Decision Making	Discuss the influence of personal values in ethical decision making.	PLO 1, 2, 3, 4, 5
	Discuss the application of theories and principles in making an ethical decision.	PLO 1, 2, 3, 4, 5
	Apply the MORAL model in resolving ethical dilemmas.	PLO 1, 2, 3, 4, 5

Course	Learning Outcomes	Mapped to PLO
	Discuss the role of ethics in the development of standards of care.	PLO 1, 2, 3, 4, 5
	Analyze the ethical issues involved in self-determination and the ethical applications of the Health Insurance Portability and Accountability Act (HIPAA) of 1996.	PLO 1, 2, 3, 4, 5
	Recommend how education, the regulating board, the accrediting organizations, and the community can work more effectively together to preserve the ethical integrity in health care.	PLO 1, 2, 3, 4, 5
	Evaluate methods that nurses can use to limit liability when communicating with clients and/or the health care team.	PLO 1, 2, 3, 4, 5
	Evaluate one's readiness towards ethical decision making in Nursing. Readings, discussions, assignments. and Quizzes	PLO 1, 2, 3, 4, 5
NUR 420 Nursing Research	Identify and describe the differences between qualitative and quantitative research and why you would choose one over the other.	PLO 4
	Identify and describe the necessary components of a quality research report.	PLO 4
	Identify and discuss the differences between descriptive and inferential statistics and discuss where each type of statistic used.	PLO 4
	Describe the differences between parametric and non-parametric statistics and determine why a researcher would choose one over the other.	PLO 4
	Demonstrate an understanding of how to critique a qualitative and quantitative research report.	PLO 4
NUR 426 Community Health Nursing (*Clinical*)	Identify the economic, political, cultural and legal influences on community healthcare.	PLO 2, 4, 5
	Demonstrate an understanding of how family theory is used to assess the health status of a family.	PLO 2, 4, 5
	Apply the principles of epidemiology in a communicable disease investigation and a chronic disease situation.	PLO 2, 4, 5
	Demonstrate an understanding of the regulations for mandated reporting regarding child and elder abuse/neglect, family violence, and communicable disease in California.	PLO 2, 4, 5

Course	Learning Outcomes	Mapped to PLO
	Utilize knowledge of legal responsibilities of nursing and public health personnel in developing a plan of care for individuals, families, and/or communities.	PLO 2, 4, 5
NUR 435 Nursing Education and Promotion	Analyze how client factors influence health promotion.	PLO 1, 2, 3
	Assess implementation factors of a health promotion intervention, develop a health promotion evaluation strategy and construct a health promotion plan.	PLO 1, 2, 3
	Analyze models and theories used in community health promotion and how change impacts health promotion.	PLO 1, 2, 3

Admissions Requirements

In addition to fulfilling the *Undergraduate Admissions Requirements*, an applicant to the RN-to-BSN Completion program shall:

1. Provide proof of an active, unencumbered Registered Nurse (RN) license from the United States. Applicants awaiting their licensure exam may be admitted if they meet all other admissions criteria, but must show proof of licensure prior to completing the 24 semester credits.
2. Submit official academic transcripts from a state Board of Nursing approved Registered Nursing program. Applicants can be provisionally accepted into the first session of the program by providing unofficial transcripts or a copy of the conferred nursing degree. Official academic transcripts which meet the admissions requirements must be received by the end of the first session.
3. Have achieved a grade point average of 2.50 or the equivalent in the basic nursing program.
4. Be a graduate of an associate degree in nursing or meet equivalency requirements for Pacific College.
5. Complete Online Program Orientation;
6. Complete interview with Program Director

Program Length

The program is 49 semester units and can be completed in as few as 17 months.

Program Requirements

Course	Title	Sem Units
GE 301	Technological Impact on Society	3
GE 302	Working Around the World	3
GE 330	Communication for the Workplace	3
NUR 330	Principles of Nursing	3
NUR 340	Health Assessment, Education and Promotion	4

NUR 410	Disease Process/Role of Nursing	4
NUR 425	Community Health Nursing	3
NUR 427	Evidence-Based Practice	3
NUR 430	Transformational Leadership	4
NUR 440	Organizational Behavior	4
NUR 445	Nursing Seminar	3
NUR 450	Pharmacology	4
NUR 455	Nursing in the Geriatric Population	3
NUR 495	Nursing Management	3
	Nursing Units	47

Upper-Division Nursing Elective Courses (2 credits required)

Course	Title	Sem Units
NUR 415	Ethical Decision Making	2
NUR 420	Nursing Research	2
NUR 426	Community Health Nursing Clinical	2
NUR 435	Nursing Education and Promotion	2
	Nursing Elective Units	2
	Total Program Units	49

Graduation Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 120 semester units; 27 of which must be completed in residence at Pacific College, a minimum of 49 of which must be completed at the upper-division level, and the general education requirements.

A maximum of 71 semester units of lower division credit may be allowed for courses a registered nurse who is a graduate of a three-year hospital nursing school. Up to 15 semester units may be granted for academically equivalent coursework.

Career Opportunities and Occupational Duties

Candidates with a BSN degree may be eligible for supervisory and management positions at hospitals and managed care facilities. A BSN is also a prerequisite for admissions to graduate nursing programs in research, consulting, teaching, or clinical specialization.

Bachelor of Science in Healthcare Administration

Program Description

The Bachelor of Science in Healthcare Administration is a program designed for professionals seeking entry-level administrative roles in a wide array of healthcare organizations. The program incorporates both theory and practical classes in all aspects of the healthcare industry to provide the student with the managerial skills for positions in a range of healthcare organizations. The program is for individuals who have already earned an associate degree or its equivalent in a healthcare field. Students may transfer credits from prior post-secondary technical education to satisfy the lower-division technical and general education requirements. Students may receive up to 45 semester units of credit for previous college courses in a health care discipline.

Program Learning Outcomes – Healthcare Administration

The Bachelor of Science in Healthcare Administration is a program designed for professionals seeking entry-level administrative roles in a wide array of healthcare organizations. The program incorporates both theory and practical classes in all aspects of the healthcare industry to provide the student with the managerial skills for positions in a range of healthcare organizations.

1. Identify the components of the healthcare system in the United States and the impact of social, cultural, political, economic and environmental factors have on the organization.
2. Use technology to create, assess, analyze, and interpret healthcare data for effective decision-making.
3. Demonstrate critical thinking skills using principles of accounting, law, financial analysis, human resources, information technology, planning and marketing to solve problems and increase performance in healthcare organizations.
4. Demonstrate the ability to integrate business practices and health sciences to make good ethical decisions, improve performance and become a respected member of the healthcare community.

Course Learning Outcomes

Course	Learning Outcomes	Mapped to PLO
HCA 300 Introduction to Health Policy	Demonstrate understanding of how federal, state, and local health policy is made.	PLO 1, 4
	Identify the organization of health care systems, including principles and examples of health insurance and health care finance.	PLO 1, 4
	Demonstrate understanding of the principles of cost, rationing, quality of care, and comparative effectiveness research in U.S. health policy.	PLO 2, 3, 4
HCA 301 Crisis Management Regulatory Compliance	Demonstrate understanding of basic concepts of risk management, employment practices, and general risk management strategies.	PLO 1, 3, 4
	Identify risks of outpatient medicine and the risks associated with electronic medical records.	PLO 2, 4
	Identify specific risk areas including medical malpractice, strategies to reduce liability, managing	PLO 1, 3, 4

Course	Learning Outcomes	Mapped to PLO
	positions and litigation alternatives.	
HCA 302 Legal and Ethical Practice	Demonstrate familiarity with the website of the regulatory body having primary responsibility for regulating the student's workplace. If the student is not working, the student can choose a hypothetical workplace.	PLO 1, 2
	Demonstrate with accuracy the ability to analyze a fact situation as done by lawyers and the courts.	PLO 3, 4
	Demonstrate with accuracy a usable legal vocabulary.	PLO 1, 3
HCA 305 Patient Care and Education	Explain the role of healthcare professionals within the context of ethical, legal and economic foundations of the educational process.	PLO 1, 3, 4
	Effectively communicate the evolution of patient education within health care.	PLO 1, 4
	Identify and communicate the methods for conducting an evaluation.	PLO 2, 4
HCA 325 Health Information Technology	Evaluate the current issues affecting healthcare information technology, and the organizational and governmental efforts to address them	PLO 1, 4
	Apply basic informatics concepts to the architecture, management, and security of healthcare information systems	PLO 2, 3
	Demonstrate the healthcare delivery and management benefits of electronic health records	PLO 2, 3
HCA 335 Healthcare Organization and Management	Define diversity, cultural competence and identify changes in US demographics that can affect the healthcare industry.	PLO 1, 4
	Demonstrate understanding of theories of motivation and attribution.	PLO 1, 3
	Learn to select, use and critically analyze current Healthcare Management research and literature.	PLO 2, 3
HCA 405 Healthcare Economics	Demonstrate understanding of governmental roles and responsibilities in economics.	PLO 1, 4
	Identify how to measure economic success and pitfalls.	PLO 2, 3
	Demonstrate understanding of international implications of trade and the interconnectivity of markets.	PLO 1, 2, 3
HCA 410 Financial	Demonstrate understanding of Financial accounting used in a healthcare setting	PLO 3, 4

Course	Learning Outcomes	Mapped to PLO
Accounting for Healthcare	Utilize and understand the financial statements issued by companies.	PLO 2, 3, 4
	Research and apply financial concepts to real world scenarios to gain an understanding of decision making.	PLO 1, 2, 3, 4
HCA 415 Managed Care and Health Insurance	Demonstrate knowledge of health plans, payers and regulations.	PLO 1, 4
	Identify key components of recent health care and insurance regulations.	PLO 1, 2, 3, 4
	Demonstrate understanding of provider networks and insurance conglomerates.	PLO 1, 4
HCA 420 Budget Management and Profitability	Differentiate the operating characteristics of budget management concepts.	PLO 1, 3
	Compare the principles of objective-oriented budget management systems with the interrelationship within the organizational culture.	PLO 1, 2, 4
	Describe the relationship of budget and profitability functions within the organization.	PLO 2, 4
HCA 425 Healthcare Marketing	Identify and describe the five P's for a business or organization when developing a marketing program.	PLO 1, 3, 4
	Recommend comprehensive marketing strategies for healthcare organizations.	PLO 2, 3, 4
	Demonstrate ability to develop a SWOT analysis.	PLO 1, 2, 3, 4
HCA 440 Human Resources	Demonstrate understanding of the role of the EEOC and issues of discrimination.	PLO 1, 4
	Identify the issues surrounding staff development and motivation.	PLO 2, 3
	Demonstrate understanding of benefits and non-monetary payment.	PLO 3, 4
HCA 450 Current Topics in Public Policy	Synthesize data to form a clear argument regarding current situations in the medical field.	PLO 1, 2, 4
	Discuss complete public policy issues by comparing different opinions and using references to back up assertions made.	PLO 2, 3, 4
	Utilize multiple knowledge points to develop a Public Service Announcement for a community.	PLO 3, 4
HCA 465 Leadership and Change in	Demonstrate knowledge of how ethics and integrity play a role in leadership.	PLO 1, 4
	Identify measurable outcomes and competencies of	PLO 2, 3

Course	Learning Outcomes	Mapped to PLO
Healthcare Administration	effective leadership.	
	Distinguish, define and communicate relationship management.	PLO 1, 4
HCA 499 Capstone in Healthcare Administration	Strategically plan and create business ideas using learned business principles and knowledge of the landscape.	PLO 1, 2, 3, 4
	Identify the practical implications of decision making as it applies to a plan and its timeline.	PLO 1, 2, 3, 4
	Utilize available technology to identify and solve complex business needs and understand requirements.	PLO 1, 2, 3, 4

Program Length

The length of the BSHCA program is dependent on the number of units the prospective student is transferring in. Classes are eight weeks in length.

Program Requirements

Lower-Division Courses

Course	Title	Sem. Units
	Med. Asst., VN, Respiratory Tech, Dental Asst., etc., transfer	45
COM 100	Human Communications	3
PSY 101	General Psychology	3
MATH 135	College Algebra	3
ENG 100	College Writing	3
SOC 100	Introduction to Sociology	3
Lower Division Courses Total Units Possible		60

Upper-Division General Education Courses

Course	Title	Sem. Units
GE 300	Computer Information Systems	3
GE 301	Technological Impact on Society	3
GE 302	Working Around the World	3
GE 330	Communication for the Workplace	3
Upper-Division General Education Courses Total		12

Upper-Division Core Courses

Course	Title	Sem. Units
HCA 300	Introduction to Health Policy	3

HCA 301	Crisis Management	3
HCA 302	Legal and Ethical Practice	3
HCA 305	Patient Care and Education	3
HCA 325	Health Information Technology Management	3
HCA 335	Healthcare Organization and Management	3
HCA 405	Healthcare Economics	3
HCA 410	Financial Accounting for Healthcare	3
HCA 415	Managed Care and Health Insurance	3
HCA 420	Cost Management/Profitability	3
HCA 425	Healthcare Marketing	3
HCA 440	Human Resources	3
HCA 450	Current Topics in Public Policy	3
HCA 465	Leadership and Change in Healthcare Administration	3
HCA 499	Capstone in Healthcare Administration	6
Upper-Division Core Courses Total Units		48
Total Program Units		120

Graduation Requirements

To receive a Bachelor of Science degree in Healthcare Administration students must complete at least 120 semester units as follows: up to 45 semester credits of technical courses accepted for transfer credit, 15 semester credits of lower-division general education courses, 12 semester units of upper-division general education courses, and 47 semester units of Health Care Administration core courses. All students must complete all lower and upper-division general education requirements. In the absence of transfer credit, additional courses may be necessary to satisfy total units for the degree.

Career Opportunities and Responsibilities

Employment as an administrator in the healthcare profession can be found in hospitals, group physician practices, public and private primary care clinics, dental offices, optometrist's offices, nursing homes, senior living centers, outpatient care centers/day surgery centers, mental health organizations, rehabilitation centers, ambulance companies.

Administrators are either specialists in charge of a specific clinical department or generalists who manage an entire facility or system. They operate in a dynamic and politically charged environment characterized by rapidly changing regulatory standards, constantly evolving medical technology and practices and dynamic business realities.

Master of Science in Nursing

Family Nurse Practitioner Program

Program Description

The Master of Science in Nursing, Family Nurse Practitioner program is focused on developing the knowledge and skills necessary to deliver nursing care to persons of all ages across primary care settings, including those in rural and under-served areas. MSN-FNP graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum. The program is designed for working professionals seeking advanced skills in nursing who have already earned a baccalaureate degree in nursing and have worked as an RN. Coursework is completed online and clinical experiences are completed in local primary care settings. The curriculum is consistent with the highest national standards, including guidelines established by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing.

Program Outcomes

Upon successful completion of this program, graduates will be able to:

1. Demonstrate awareness of the current and historical impact of economic, political, legal, and ethical issues on healthcare in society.

2. Utilize theories from nursing and other disciplines to improve health outcomes for individuals, families, and communities.

3. Design and operationalize system changes to impact the delivery of health care in advanced practice roles and settings.

4. Demonstrate a value for personal integrity and personal and professional growth as an essential element in effective leadership within professional nursing organizations and health care systems.

5. Apply standards of practice within an ethical decision making framework utilizing an identified process for guidance in making ethical decisions that meet clients' health care needs.

6. Consider human diversity when planning and implementing healthcare actions.

7. Contribute as a leader to the restructuring of professional nursing roles as healthcare and education needs emerge in modern society.

8. Collaborate with other disciplines to provide holistic care to prevent illness, improve, promote and maintain optimum health for culturally diverse populations.

9. Critically appraise research and synthesize research and practice evidence.

10. Analyze the relevance of research outcomes for clinical and health system and integrate them into advanced practice.

Family Nurse Practitioner Track
Graduates of the Family Nurse Practitioner program are prepared for and eligible to take Family Nurse Practitioner advanced practice certification exams offered by American Academy of Nurse Practitioners National Certification (AANPCB) or American Nurses Credentialing Center (ANCC). FNP graduates have the knowledge and experience to manage healthcare needs of individuals and their family across the life span in a changing health care system. Focus is on health promotion and primary care management of the both the acute and chronically ill patient in rural and urban communities.

The Family Nurse Practitioner (FNP) graduate is prepared to:

1. Integrate knowledge, experience, research, and theory in the delivery of safe, effective, high-quality, and comprehensive care to individuals, families, and communities.
2. Demonstrate competence in the design and delivery of health promotion and prevention strategies in individuals, families, and communities.
3. Monitor and safeguard quality health care delivery options for individuals and families in acute care settings, clinics, and communities.
4. Incorporate an understanding of family systems and dynamics in planning and providing health care for diverse patient populations.
5. Demonstrate leadership and competence in implementing the role of the family nurse practitioner.
6. Engage in counseling, communication, collaboration and teaching in a manner that reflects caring, advocacy, ethics, diversity, cultural sensitivity, and professional standards.
7. Conceptualize one's individual role as a family nurse practitioner and one's personal philosophy of care to individuals, families, and communities.
8. Develop and cultivate inter-professional relationships by communicating and consulting with other health care professionals to improve healthcare services.

Admissions Requirements

In addition to fulfilling the *Graduate Admissions Requirements*, an applicant to the Master of Science in Nursing, Family Nurse Practitioner program shall:

1. Provide a statement of professional goals. The Statement is your opportunity to tell faculty what you are planning to do with your career after you finish your master's degree. Your Goal Statement should indicate your understanding of the role of the advanced practice nurse and your impact on the healthcare system and patient population you serve.
2. Provide a resume.
3. Provide three letters of professional reference. References should be from faculty members, professional colleagues, or work supervisors who can evaluate your potential for success in a graduate program. Recommendations from family, friends, other students or co-workers are NOT appropriate.
4. Provide proof of an active, unencumbered Registered Nurse (RN) license from the United States.
5. Provide proof of a current CPR (BLS) certification
6. A $50 application fee.
7. Telephone Interview.

Both the writing style (i.e., grammar, punctuation, spelling, word use) and content of your responses will be used in the overall evaluation of your application to the program. After a preliminary review of your application, you will be contacted to schedule the phone interview.

Official transcripts should be mailed to:

Pacific College
Registrar's Office
3160 Red Hill Avenue
Costa Mesa, CA 92626

If your school uses an electronic transcript service have your College/University Registrar send the transcript to registrar@pacific-college.edu .

Program Length

The Master of Science in Nursing degree program contains 42 semester units and includes 576 clinical hours. The program is delivered over a period of 96 weeks.

Program Requirements

Course	Title	Sem. Units
NUR 511	Principles of Advanced Practice Nursing	3
NUR 512	Theoretical Perspectives of Advanced Nursing Practice	3
NUR 513	Scholarly Inquiry I in Advanced Practiced Nursing	3
NUR 514	Scholarly Inquiry II in Advanced Practiced Nursing	3
NUR 521	Ethics, Leadership, Finance Leadership in the Healthcare System	3
NUR 522	Healthcare Quality & Safety	3
NUR 523	Advanced Physical Assessment and Diagnostic Reasoning with Lab	3
NUR 524	Advanced Pathophysiology	3
NUR 526	Advanced Pharmacology and Clinical Decision Making	3
NUR 531	Health Promotion & Disease Prevention	3
	Specialty Courses 12 credit hours and 576 Practicum Hours	
NUR 552	Advanced Health Care and Health Promotion of Adults and Elderly	3
NUR 553	Advanced Health Care and Health Promotion of Women and Children	3
NUR 555	Advanced Health Care and Health Promotion of Vulnerable Populations	3
NUR 559	Integrated Care Practicum	3
	MSN Core Courses Total Units	42

Graduation Requirements

To receive a Master of Science degree in Nursing, Family Nurse Practitioner, students must complete at least 42 semester units as detailed in the table above. Specialty courses require clinical experiences.

Career Opportunities and Responsibilities

Family nurse practitioners (FNPs) are advanced practice registered nurses who work autonomously or in collaboration with other healthcare professionals to deliver family-focused care. FNPs offer a wide range of healthcare services that revolve around the family unit; from health promotion and disease prevention to direct care and counseling across the lifespan.

FNPs are qualified to diagnosis and treat complex health conditions of the body and mind. Their advanced training and education also often qualifies FNPs to serve as hospital and clinic administrators and policy makers.

FNPs perform duties that include:

- Developing treatment plans for acute and chronic diseases
- Educating and guiding patients on disease prevention and healthy lifestyle habits
- Understanding the changes in health promotion throughout the aging process
- Conducting exams
- Performing diagnostic tests and screening evaluations
- Managing overall patient care regarding lifestyle and development issues

- Emphasizing preventative care and disease management
- Prescribing medications

FNPs work in doctor's offices, clinics, private homes, schools, hospitals and other institutions. Family nurse practitioners place a strong emphasis on wellness and prevention, but also provide treatment for everything from mild ailments to serious conditions affecting any member of the family.

Course Information

Course Numbering

Pacific College courses follow this basic course numbering system:

Number Range	
100 – 299	Undergraduate, lower-division courses
300 – 499	Undergraduate, upper-division courses
500 – 699	Graduate-level courses

Course Prefixes

Course Prefix	Definition
ACC	Accounting
ALH	Allied Health
BIOL	Biological Sciences
CIS	Computer Information Systems
COM	Communications
ECON	Economics
ENG	English
GE	General Education
HCA	Healthcare Administration
ISC	Information Systems Cybersecurity
MATH	Mathematics
NUR	Nursing
PSY	Psychology
SOC	Sociology
VN	Vocational Nursing

Course Descriptions

ACC 200. Financial Accounting (3)
A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of generally accepted accounting principles (GAAP). It is designed for students have little or no prior knowledge of financial accounting.

ALH 100. Introduction to Allied Health (3)
This class is designed as a preparatory class for allied health students. The course will begin development of skills needed to succeed in a patient centered health care curriculum where students must be able to assimilate knowledge and apply it in a medical environment. The course will provide students with behavioral and problem solving tools to develop personal and professional strategies for success in the health care field.

ALH 300. Allied Health Independent Study (0.5 – 4)
Semester hours: 7.5 – 60 depending on units attempted. This course is designed for capable students enrolled in an allied health program or options of the program who wish to increase their knowledge and experience in applied areas of patient care or administration. Students will participate in independent study on assigned areas under staff supervision. Variable Unit Class. May be taken for credit 4 times.

BIOL 225. General Human Anatomy (4)
54 lecture hours, 54 laboratory hours
This course presents a systemic approach to the study of the human body. Lecture presentation begins with an introduction of anatomical terminology and an overview of cellular processes and tissue classification. Students then learn the gross and microscopic anatomy of the following systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, and reproductive. The laboratory component of the course generally parallels and reinforces lecture concepts through the use of models, histological slides, skeletal materials and cadaver demonstration.

BIOL 226. General Human Physiology (4)
54 lecture hours, 54 laboratory hours
This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Course content will include neural and hormonal homeostatic control mechanisms, as well as study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems. The basic mechanisms underlying human life processes and important diseases affecting normal human function will be studied. Prerequisite Class: Human Anatomy or successful completion of the chemistry pre-test.

BIOL 227. Medical Microbiology (4)
54 lecture hours, 54 laboratory hours
This course presents information regarding the world of microorganisms, to include bacteriology, mycology, virology and the study of protozoa. There is a focus on the structure, biology, and genetics of microbes in relation to human disease and the immune system. Basic aspects of microbiology including sterilization, disinfection, and action of antimicrobial chemotherapeutic agents, concepts of infection and immunity and the study of certain selected infectious agents are covered.

CIS 100. Computer Information Systems (3)
This course provides the essentials of computer software applications including e-mail, spreadsheet, database, presentation, and word processing software. Students will also learn to use electronic library resources to perform research and format research papers.

CIS 300. Computer Information Systems (3)
This course provides a working knowledge of microcomputers, microcomputer operating systems, and computer applications used in the workplace. The focus of this course is on productivity software applications and professional behavior in computing, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

COM 100. Human Communication (3)
This course provides an introduction to the fundamentals and principles which underlie effective speech communication. Practical experience, emphasizing content, organization and delivery, will be required in speaking situations, specifically including persuasive and informative speaking.

ECON 200. Principles of Economics (3)
This course provides an introduction to macro and micro economic analysis. This course will focus on the structure and operation of the American economy, as well as, the basic structure of the United States economic system, and interrelationships within this structure. This course includes national income accounting, employment theory, business cycles, fiscal

and monetary policy and economic growth, study of supply and demand and resource pricing and allocation.

ENG 100. College Writing (3)
This course stresses the principles and practice of written communication, with an emphasis on reading and writing expository essays and on research skills. It is designed to develop reading, critical thinking, and writing strategies necessary for academic success.

GE 301. Technological Impact on Society (3)
This course provides a framework for understanding the ways in which human societies transform themselves through technological innovation. Ethical questions concerning the social effects of technological change are presented and discussed.

GE 302. Working Around the World (3)
This course is an examination of the effects that religion, language and culture, political structure, economics, and physical environment have on the development of the workplace and people's perceptions of work, occupations, and working conditions.

GE 330. Communication for the Workplace (3)
Development of an understanding of what is needed and meant by workplace literacy and what can be done to improve the basic skills and literacy for working employees. Course content includes principles of effective writing and oral communication for education and the workplace, extensive practice in various forms of writing for the workplace, the methodology of teaching communication skills to employees, and case studies of workplace reports, negotiations, and oral presentations.

HCA 300. Introduction to Health Policy (3)
An overview of the U.S. health care system, its components, and the policy challenges created by its organization. The focus is on the major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP). Disparities in access to care, the role of pharmaceuticals in health care and the pricing and regulation of the pharmaceutical industry, the quality of care, the challenges of long-term care and the aging of the population, and the drivers of cost growth will be discussed.

HCA 301. Crisis Management/Regulatory Compliance (3)
This course examines crisis management and methods of managing risk in healthcare organizations. The topics include comprehensive emergency management, public and private roles and partnerships for emergency and crisis management, the risk management process, strategic crisis management, contingency planning, training and exercises, emergency response, business continuity and recovery, the role of the crisis management team, and crisis communication.

HCA 302. Legal and Ethical Practice (3)
Introduction to biomedical and healthcare ethics from an administrative perspective. Students learn to integrate ethical and legal aspects into administrative decision-making. Topics include a wide range of subjects to help students understand how healthcare professionals and consumers make difficult healthcare choices. The course will also focus on the regulatory and business issues essential to representing healthcare professionals and organizations including laws that specifically regulate the internal structure of healthcare organizations and the relationships between healthcare providers.

HCA 305. Patient Care and Education (3)
An overview of the comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will also be addressed. Communication, health histories, and psychosocial impacts will also be explored in the development of holistic health assessment skills.

HCA 325. Health Information Technology Management (3)
An introductory course for non-information management students covering the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Topics include HIPAA and other legislation, application of electronic health records, and other clinical and administrative applications of health information systems.

HCA 335. Healthcare Organization and Management (3)
The design and behavior of healthcare organizations. It provides an overview of the various forces and elements that shape the way healthcare is delivered and received in the United States. Managerial issues of motivation, leadership, work design, communication,

conflict resolution and negotiations will be discussed as well as how healthcare organizations manage change, acquire resources and engage in strategy planning.

HCA 405. Healthcare Economics (3)
An examination of the application of both micro and macro-economic principles to the healthcare industry. This course focuses on healthcare demand, healthcare supply behavior, financial healthcare, public health insurance and issues of economic measurement, i.e., cost benefit analysis and cost effectiveness analysis.

HCA 410. Financial Accounting for Healthcare (3)
This course is designed to give healthcare-based non-financial managers and students a general understanding and practical application of accounting, its processes and terminology, and the budgeting process related to the healthcare environment.

HCA 415. Managed Care and Health Insurance (3)
A broad study of health insurance and reimbursement methods used in various healthcare settings, including a focus on managed care settings. Students will learn effective techniques for managing departments that provide this function and how major insurance programs and federal health care legislation play a major role in this process.

HCA 420. Cost Management/Profitability (3)
This course covers the unique structure and process of financial management in healthcare organizations. Students learn to examine and understand statements of profit and loss, balance sheets and cash flow statements in order to make administrative decisions regarding operations and resource allocation.

HCA 425. Healthcare Marketing (3)
An examination of the role and function of marketing and strategy development in healthcare organizations. Marketing concepts including market research, segmentation, branding and advertising are reviewed. Strategy development includes the role of vision and mission, internal and external assessment, developing strategic initiatives, tactical planning and strategic execution.

HCA 440. Human Resources (3)
An overview of the principles and practices of human resource management in health services organizations. Attention is given to personnel management, major factors in personnel problems and labor relations, and the organization and diversity of personnel work including job analysis, recruitment and retention, selection and placement, training and development, performance appraisal and compensation for an effective team. The regulatory and corporate environments, legal and economic factors, and organizational strategy as they impact human resource management are discussed.

HCA 450. Current Topics in Public Policy (3)
An analysis of major policy issues of the United States healthcare system, in both the public and private sector. The course focuses on debated topics in health services, the policy process, and key management issues of healthcare reform, medical care and medical policy. Also discussed is the utilization of biomedical technologies in the healthcare system and how these emerging technologies could affect the administration of healthcare. Students learn to be discriminating users of healthcare research studies in managerial decision making. This course is writing intensive.

HCA 465. Leadership and Change in Healthcare Administration (3)
An overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCA 499. Capstone in Healthcare Administration (6)
Prerequisite: Successful completion of all core courses

The Healthcare Management Capstone is designed to integrate knowledge and skills from previous coursework. This class focuses on the key issues affecting the administration of modern healthcare organizations and explores how those issues impact the delivery of care. The goals of the course are to provide a solid foundation of applying managerial knowledge within the healthcare industry. The students will demonstrate the knowledge in a professionally competent and ethical manner conducive to the advancement of healthcare in the local community. This course is writing intensive.

ISC 100. Introduction to Information Technology (4)
This course provides an in-depth understanding of how to assemble, configure, and validate computer platforms. Students will learn about the mobile and PC hardware, software, and operating systems used in respective platforms. Students will learn about the hardware and network troubleshooting tools, techniques, operational procedures, and problem solving methodologies.

MATH 120. General Algebra (3)

This course introduces elements of algebra that include fractions, linear equations, and inequalities. Coursework progresses to introduce exponents, polynomials, and polynomial expressions. The use of graphing of one and two variables is used to highlight applications. The course concludes with quadratic functions and their solutions. The emphasis is on general concepts and applications of algebra that are aligned with the student's field of study.

MATH 125. Intermediate Algebra (3)

This course introduces algebraic concepts, such as set operations, factoring, linear equations, quadratic equations, exponents, radicals, polynomials, rational expressions, rectangular coordinates, ratios and proportions.

MATH 135. College Algebra (3)

This course covers algebraic relationships, functions and graphs that build on basic, intermediate algebra, emphasizing solving for one or two unknown variables in complex equations, graphing single-variable polynomial functions, quadratic and rational inequalities, linear and quadratic variables, remainder and factor theorems and exponential and logarithmic functions.

MATH 211. Calculus I (4)

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology

NUR 330. Principles of Nursing (3)

This course applies major concepts from the liberal arts and sciences to nursing interventions (physiologic, communicative, behavioral, and environmental). RN students will be introduced to the supervisorial nurse role and its influence on health and illness within the context of social, cultural, ethical and legal issues. The course is designed to focus on the development of the practicing RN to systematically analyze information and recognize patterns of patient needs. This course is writing intensive.

NUR 340. Health Assessment, Education and Promotion (4)

This course provides the framework for the systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals across the life cycle. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. National health objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, aggregates, and communities. Students identify, explore, plan, and implement wellness teaching through development of service learning projects that educate populations and promote healthy behaviors.

NUR 410. Disease Process/Role of Nursing (4)

The human response to physiological disease processes and the role that nursing plays in supporting patients to achieve an optimal level of wellness. Pathophysiological conditions that occur most commonly across the lifespan will be examined from an occurrence perspective to include genetic, acute, chronic and rehabilitative conditions.

NUR 415. Ethical Decision Making (2)

This course examines the foundations of ethical behavior within business and medical organization structures. The course is designed to provide students with the skills and knowledge needed to assess ethical issues within a business or medical setting. The study of social responsibility of business and individuals in the decision making process and a focus on value systems and their development and operations is also covered.

NUR 420. Nursing Research (2)

The significance of research in nursing is considered with emphasis on the scientific approach and its application in evidenced based nursing practice, including e-health issues. The major components of the research process are addressed with a focus on the professional nurse as a consumer of research. Critical thinking skills are emphasized in the analysis of current nursing research.

NUR 421. Foundations of Nursing and Research (3)

This course is designed for students who are entering the Family Nurse Practitioner Program (FNP) at Pacific College and who have a baccalaureate degree outside of nursing. Students will be introduced to the supervisory nurse role and its influence on health and illness within the context of social, cultural, ethical, and legal issues. Additionally, the student will be introduced to nursing research and its importance in nursing, especially the impact on clinical practice. Research is a major force in nursing, creating changes in practice, education, and health policy. This course will enhance the student's knowledge of research, and teach the student to read, analyze, and synthesize research so evidence can be

used to make changes in clinical practice.

NUR 425. Community Health Nursing (3)
Experiential learning: 30 hours.
This course explores the continuum of health and illness across the lifespan. The connection between physical illnesses, public health, and community health is discussed. An emphasis is placed on the concept of nursing roles and models of care utilized in the community health and public health this setting. Students will draw on their personal experiences in clinical situations for interpersonal skill development with individuals, families, vulnerable populations, and communities as an integral part of the course. This course requires 30 clock hours of leadership shadowing experience in a public or community health nursing environment.

NUR 426. Community Health Nursing Clinical (2)
Clinical application of population-focused public health nursing practice. Examination of health and/or quality of life relating to individuals/families, communities and systems. Course covers pertinent health issues within respective clinical settings. This course requires 90 clock hours of clinical practice in a community health nursing environment.

NUR 427. Evidence-Based Practice (3)
This course examines a systematic process that uses current evidence in making decisions about patient care, evaluation of quality and applicability of existing research, preferences of patients, costs, and clinical expertise in clinical settings. Nursing students will learn how to search for literature, use Evidence-Based Nursing (EBN) as a practicing nurse, and understand how EBN fits into a nursing organization

NUR 430. Transformational Leadership (4)
This course will focus on the professional nurse's roles in applying the principles of leadership, management and ethics in health care organizations across the continuum of care. The course will provide opportunities in problem solving, critical thinking, constructive communication, as well as, teaching learning strategies that emphasize the leadership/management roles of the nurse.

NUR 435. Nursing Education and Promotion (2)
Health education and promotion throughout the life cycle is presented using concepts and theories from nursing, adult teaching and learning principles, the humanities and sciences. Teaching/learning health promotion within the changing health care delivery system and in various client contexts will be explored. This course will develop skills in interviewing and

therapeutic communication, curriculum development, and teaching in formal education settings.

NUR 440. Organizational Behavior (4)
This course examines organizational change including what effective managers can do to understand and anticipate such change and to respond accordingly. Topics include concepts in organizational behavior; learning, motivation and performance; groups and organizational design; and organizational processes. This course requires experiential learning, and is writing intensive.

NUR 445. Nursing Seminar (3)
The course provides a forum for in-depth exploration of contemporary issues in nursing or health care which can influence the quality of services provided to patients. Students have the opportunity to develop greater knowledge and skill in an area of personal interest. Critical thinking, decision-making and self-directed learning undergirds these seminars. Specific issues covered in the course will change from term to term.

NUR 450. Pharmacology (4)
This course focuses on current nursing practice inclusive of the pharmacologic, classifications of drugs, their physiologic impact, monitoring for therapeutic responses, side effects, adverse reactions, drug interactions, toxicity, patient-teaching responsibilities and nursing implications. Nursing process and the role of the nurse when caring for patients receiving drugs, is emphasized in addition to understanding the significance of reducing medication errors.

NUR 455. Nursing in the Geriatric Population (3)
This course will focus on the nursing management of older adults. Theories of aging, Physiological/psychological functioning, impact of developmental changes, illness, and dysfunction will be emphasized. The geriatric patient will be examined at various levels- healthy older adult, older adult at risk, and the older adult experience acute and chronic illness.

NUR 495. Nursing Management (3)
This course is the capstone course for the BSN student. The course provides an examination of the roles, traits, and contribution of the nurse in leadership and managerial positions. Conceptual aspects of power, problem solving/decision making, effective communication, conflict resolution, horizontal violence, delegation and team building are applied to a variety of situational contexts. The course focuses on identification and development of leadership skills and

includes opportunities for scholarly inquiry, professional writing and presentation. The course is designed to facilitate student self-assessment of their leadership and management abilities as they develop the necessary skills. This course is writing intensive.

NUR 511. Principles of Advanced Practice Nursing (3)

This course examines the scope and status of professional roles and responsibilities of advanced practice nurses in a continuously changing healthcare environment. This course prepares advanced practice nurses to integrate services across the healthcare system, collaborate and build professional teams, and facilitate the translation of evidence into practice. This course focuses on personal leadership and will analyze the effects of changing social, cultural, legal, economic, political and ethical trends on advanced practice nursing roles. Prerequisite to all graduate courses

NUR 512. Theoretical Perspectives of Nursing Practice (3)

This course will explore the conceptual, theoretical and ethical foundations of nursing. Selected conceptual models and frameworks will be analyzed with an emphasis on implications for nursing practice. This course provides students with frameworks, concepts, and specific skills for application in nursing and healthcare.

NUR 513. Scholarly Inquiry I (3)

Examines the philosophical and historical basis of the relationship among nursing theory, science, practice and research. Theories, concepts and research methodologies are analyzed using case studies. Students identify and begin a scholarly project.

NUR 514. Scholarly Inquiry II (3)

Builds on knowledge from NURS 6310 gained in the areas of research methods, critical analysis, and synthesis of literature, quality improvement and evidence-based practice. Students implement and disseminate scholarly projects begun in NUR 513.

NUR 521. Ethics, Leadership, Policy & Finance in the Healthcare System (3)

Integrates ethical principles in decision making and the application of ethically sound solutions to complex issues related to individuals, populations and systems of care. Presents an intensive examination of the role of organizational leaders in building and leading high performance teams for maximum effectiveness. Health care policy as a framework is utilized in this course to analyze how healthcare delivery systems are designed and delivered in the United States. Emphasis is placed on leadership issues related to cost, quality, access, disparities, and finance.

NUR 522. Healthcare Quality and Safety (3)

Focuses on the knowledge, skills, and attitudes needed to assure quality patient centered care provided through interdisciplinary collaborative care. Students will focus on strategies that contribute to building a culture of safety assuring accountability and reliability in care processes.

NUR 523. Advanced Physical Assessment and Diagnostic Reasoning (3) Lab

Focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. This course focuses on the clinical reasoning needed in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients. Emphasis is placed on the differentiation between normal and abnormal findings, recognition of common health problems, development of a differential diagnosis and the process of critically evaluating problems related to adult/geriatric health. Prerequisite to all specialty courses

NUR 524. Advanced Pathophysiology (3)

Focuses on pathological conditions encountered in clinical practice across the life span in individuals and families. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring disease. Disease process is emphasized throughout the course.

NUR 526. Advanced Pharmacology and Clinical Decision Making (3)

Focuses on the knowledge and application of advanced pharmacotherapeutic principles related to the health needs of individuals and families. Emphasis is on the pharmacotherapeutic modalities applied by advanced practice nurses in primary care settings.

NUR 532. Health Promotion Disease and Disease Prevention (3)

This course focuses on current issues, theories, and research in health promotion and disease prevention related to individuals, families, and communities. This course focuses on the role of the advanced practice nurse on assessment, counseling, education, and clinical issues relevant to health promotion throughout the lifespan.

NUR 552. Advance Health Care and Health Promotion of Adults and Elderly (3) (144 practicum

hours)
Emphasizes comprehensive assessment and management of common acute health problems seen in Adults and Elderly. Focuses on the primary care of the individual and family within a culturally diverse environment. Course content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests and follow up care for patients with both acute and chronic conditions.

NUR 553. Advanced Health Care and Health Promotion of Women and Children (3) (144) practicum hours)
Emphasizes comprehensive assessment and management of common acute health problems seen in women and children. Focuses on the primary care of the individual and family within a culturally diverse environment. Course content includes reproduction, pregnancy, contraception, growth and development, as well as health promotion and health maintenance for women and children. Clinical practice is performed under supervision by a faculty instructor and individual preceptor.

NUR 555. Advanced Health Care and Health Promotion of Vulnerable Populations (3) (144 practicum hours)
Examination and application of evidence based practice in the care of vulnerable populations. Focus is in the developing an understanding of the social determinants impacting the health of underserved communities. Students will examine the influence of implicit bias on disease diagnosis treatment, management and evaluation. This course emphasizes community health promotion, intervention and organizing.

NUR 559. Integrated Primary Care Practicum (3) (144 practicum hours)
Integrated clinical practicum and scholarly activities designed to develop competence in the family nurse practitioner with a selected population. (Final practicum).

PHL 201. Critical Reasoning (3)
This course provides the basic tools for analytical reasoning. Students will explore practical applications of logic. A variety of reasoning skills from verbal argument analysis to formal logic, visual and statistical reason, scientific methodology, and creative thinking will be introduced.

PSY 101. General Psychology (3)
This course is a scientific consideration of the psychological foundations of behavior. It will investigate psychological development, motivation, sensation, perception, learning, thinking, language, psychological measurement, and principles of mental illness and mental health.

PSY 102. Human Growth and Development (3)
This course explores the different stages of human life, beginning with prenatal and progressing through infancy, childhood, adolescence, and adulthood. Human development is explored from the psychological point of view.

SOC 100. Introduction to Sociology (3)
This course analyzes human societies and relationships through a study of cultural origins, personality development, social interaction, and social change.

VN 110. Fundamentals (10)
This course is designed to provide the learner with the fundamental nursing concepts necessary for client-centered care. Areas of study include introduction to Vocational Nursing practice; health care delivery system; introduction to anatomy and physiology; nursing process; hygiene and infection control; safety and emergency response; legal, ethical aspects of care; therapeutic communication; culturally congruent care; growth and development; care of the older adult; basic nutrition; and, fluid & electrolyte balance.

VN 110-C. Fundamentals Clinical (4.5)
This course introduces the learner to evidenced-based practices through demonstration and return-demonstration of nursing skills required for a safe and quality client-centered care.

VN 120. Introduction to Pharmacology, Pediatrics, and Medical/Surgical (9)
This course provides the learner the opportunity to understand the basics of pharmacology and a basic introduction to Pediatric Nursing. Areas of study also include peri-operative care, as well as care of clients with integumentary, musculoskeletal & gastrointestinal disorders.

VN 120-C. Introduction to Pharmacology, Pediatrics, and Medical/Surgical Clinical (4)
This is an evidenced-based practice course where learners provide client-centered care to address the medical/surgical needs of adults and pediatric clients.

VN 130. Medical/Surgical 2 & Pediatric Nursing (8)
This course covers the care of adult clients with medical-surgical needs specifically those with

integumentary, musculoskeletal, gastrointestinal, hematologic, and immunologic disorders. It also includes care of clients with cancer. Professional behavior, leadership, supervision, teamwork, and informatics are also incorporated in the course.

VN 130-C. Medical/Surgical 2 Pediatric Nursing Clinical (5)
This is an evidenced-based practice course where learners apply the concepts of teamwork and collaboration in caring for clients with medical/surgical and psychosocial needs.

VN 140. Medical/Surgical 3 & Maternity (7)
This course is about caring for adults with medical-surgical needs specifically those with respiratory, cardiovascular, urinary, and reproductive disorders. Maternal and newborn nursing concepts are also discussed.

VN 140-C Medical/Surgical 3 & Maternity Clinical (5)
This is an evidenced-based practice course where learners provide client-centered care to adults with medical-surgical needs. Care of women during pregnancy, labor and delivery, and post-partum period as well as care of newborns are also included.

VN 150. Medical Surgical 4 & Leadership (8.5)
This course gives the student the opportunity to apply the concepts of nursing process, growth and development, client education, and leadership & supervision in the clients with complex needs across the life span. Endocrine, neurologic, and sensory disorders are also covered.

VN 150-C. Medical Surgical 4 & Leadership Clinical (4)
This course is the practical application of care concepts for clients with complex needs across the life span with emphasis on nursing leadership.

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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:

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