

WE SERVE THE WORLD WITH SUCCESS



# COLLEGE CATALOG

1/1/2021 - 12/31/2021



GLENDALE  
CAREER  
COLLEGE

[glendalecareer.com](http://glendalecareer.com)

# Table of Contents

History and Educational Philosophy, Our Mission, and Our Staff & Faculty	1
BPPE Approval Statement, Catalog Update Policy, and Statement of Ownership	1-2
A Special Message	3
Accreditation and Approval Information	4
College Locations and Programs Offered	5
Facilities	6
Classroom/Lab Equipment	7-9
General Information	10
<b>Admission Requirements &amp; Procedures</b>	
Admissions Requirements	10-15
Transferability of Credits and Credentials Earned at Our Institution	15
Transfer Credit Policy	15-16
Transfer Credits – VA Students	17
Section 504/ADA Policy	18
Title IX/ Sexual Harassment Policy	19-39
Information Regarding Academic Calendars	40
College Calendar	40
Student & Alumni Services	41
Career Services	42
Code of Conduct	43-44
Disciplinary Procedures and Termination and Appeal Policy	44-45
Copyright Policy	45-46
Attendance Policy	46-47
Internship/Externship/Clinical Experience	47
Make-Up Policy	48
Distance Education Attendance Policy	49
Leave of Absence (LOA)	50-51
Notification of Rights Under FERPA	51-52
Student Complaints/Grievance Procedure	53
Non-Discrimination and Anti-Harassment Policy	54-57
Graduation Requirements and Diploma	58
Other License and Certification Information	58
Use of Images	58
<b>The Programs</b>	
Bachelor of Science in Nursing (RN to BSN)	59-63
Associate of Arts in Nursing (RN)	64-81
Associate of Science in Healthcare Administration	82-90
Associate of Science in Healthcare Administration – Distance Education (DE)	91-94
Central Service Instrument Technician	95-98
Medical Assistant	99-101
Medical Insurance Biller & Coder	102-104
Surgical Technology	105-110
Surgical Technology-Accelerated Alternate Delivery (ST-AAD)	111-113
Surgical Technology-Associate of Occupational Science (ST-AOS)	114-120
Vocational Nurse	121-125
Program Tuition Schedules	126
State of California Student Tuition Recovery Fund (STRF)	127-128
Refund Policy	129-130
Withdrawal Policy	130
Tuition and/or Other Fee Payments	130
Financial Aid Information	131-132
Return of Title IV Funds	133-134
Program Information/Program Credit Hours & Outside Prep Hours Required	135
Grading System	137
Satisfactory Academic Progress (SAP)	138-141
Termination Policy	142
Re-admittance Policy	142
Articulation Agreements	142
Retention of Student Records Policy	142
<b>Veteran's Administration Students Information</b>	
Grading System	143
Satisfactory Academic Progress (SAP)	143-145
Faculty, Staff and Corporate Leadership Information	146-152

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# Service to Humanity

## A Career...Not Just A Job!

### ***History and Educational Philosophy***

In 1946, Dr. Byron Prout established Glendale College of Business. In 1974, Mrs. Gloria Green and Mr. Joseph Blum acquired the College. Later, the College broadened its offerings to include programs for the medical and legal professions. The name of the college was changed to Glendale College of Business and Paramedical, and in 1988 to Glendale Career College. The College established a branch campus, Nevada Career Institute, in Las Vegas, Nevada in 1993. In 1996, the College opened another branch campus in Oceanside, California and later established Nevada Career Institute's West branch campus in 2004. Glendale Career College offers diploma programs mainly in the allied health fields. Glendale Career College reflects the dramatic growth and diversity of the community it serves. On October 1, 1999, Glendale Career College was acquired by Glendale Career Schools, Inc., a division of Landmark Education Services, Inc. On April 15, 2008, Glendale Career Schools, Inc. was acquired by Success Education Colleges (SEC), which operates North-West College, Glendale Career College, and Nevada Career Institute.

### ***Our Mission***

Glendale Career College's mission is to prepare students in career and professional programs. This is accomplished by a professional faculty, as well as a qualified administration and support staff. Facilities are well equipped and the atmosphere is vibrant, friendly and warm. The quality of education is the highest priority at Glendale Career College. Students are accepted on their ability to benefit without regard for race, color or creed.

### ***Our Team Members***

Team Members are chosen with the same non-discriminatory criteria as our students, providing a diverse staff who offer a professional, career-orientated educational experience with enthusiastic support for all students in a multicultural environment. All faculty Team Members are required to have, at minimum, three years of actual work experience in their field. Faculty Team Members providing instruction in programs that lead to licensing and/or certification are required to maintain their own licenses and certifications as well. The College orients all faculty Team Members to Glendale Career College's own unique way of teaching. Faculty Team Member orientation includes ongoing workshops and meetings to help keep skills current.

### ***Approval Statement***

Glendale Career College is a private institution and was granted institutional approval to operate from the Bureau for Private Postsecondary Education (BPPE). The Bureau's approval means that the Institution and its operations comply with the standards established under the law for occupational instruction for postsecondary educational institutions.

***Catalog Update Policy***

Period covered by this catalog: 01-01-2021 to 12-31-2021.

This catalog will be updated at least annually and as necessary at the discretion of the President and can be viewed online at [glendalecareer.com](http://glendalecareer.com). Click on e-campus, then GCC students. Use the following login: Username: student / Password: catalog

***Statement of Ownership***

Southwest College of Medical and Dental Assistants and Practical Nurses, Inc. owns and operates nationally accredited career colleges and institutes with a focus on allied health. The organization currently operates locations in California and Nevada.

**Corporate Officers**

Mitchell Fuerst, President



## *A SPECIAL MESSAGE...*

*Mitchell Fuerst, President*

The Team Members of Glendale Career College, including faculty, administrators, and support staff, welcome you to the College. Your decision to prepare for a career in the health or business field is a great one. You will be successful, as many thousands of the College's graduates before you have been. At Glendale Career College, we prepare you in short-term programs for gainful employment. The knowledge you gain at Glendale Career College will act as a foundation, should you choose to climb the ladder to another career. Thousands of graduates have achieved success because they chose to attend Glendale Career College.

The learning experience at Glendale Career College includes classroom learning, hands-on practice in a laboratory that simulates the real workplace, and an Internship/Externship/Clinical component that provides you with real-world experience. This truly powerful combination will prepare you for a great future.

As a prospective student, you are encouraged to review the 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.

All of us at Glendale Career College are here to assist you. We are excited to share your educational experience during these next months. We are here to support you and look forward to celebrating your accomplishments at graduation with your family and friends.

# Glendale Career College

## Accreditation and Approval Information

Institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043 (Tel 703-917-9503) [abhес.org](http://abhес.org).

Approved to operate by the Bureau for Private Postsecondary Education (BPPE), 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 (Tel 916-431-6959) [bppe.ca.gov](http://bppe.ca.gov).

Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833 (Tel 916-263-7800) [bvnpt@dca.ca.gov](mailto:bvnpt@dca.ca.gov).

The Associate of Arts in Nursing program is approved by the California Board of Registered Nursing (BRN), 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834 (916-322-3350) [rn.ca.gov](http://rn.ca.gov).

The Medical Assistant program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043 (Tel 703-917-9503) [abhес.org](http://abhес.org).

The Surgical Technology program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043 (Tel 703-917-9503) [abhес.org](http://abhес.org).

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Commission on Accreditation of Allied Health Education Programs  
9355 – 113<sup>th</sup> St. N, #7709  
Seminole, FL 33775  
[www.caahep.org](http://www.caahep.org)

Glendale Career College, Glendale Campus is approved by the California State Approving Agency for Veterans Education (CSAAVE).

Glendale Career College, Glendale Campus is approved to train State Vocational Rehabilitation students.

Glendale Career College is approved by the U.S. Department of Education to participate in Title IV programs.

*Documents describing accreditation and approvals may be viewed by contacting the Campus Director.*

Glendale Career College does not have and has never had a pending petition in bankruptcy, is not operating as a debtor in possession, and has never filed a petition, nor had a petition filed against it that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [bppe.ca.gov](http://bppe.ca.gov), telephone 1-916-431-6959, fax 1-916-263-1897.

## College Locations:

Glendale Campus (GCC-GL-*Main Campus*)  
240 North Brand Blvd., Lower Level  
Glendale, CA 91203  
818-243-1131  
[glendalecareer.com](http://glendalecareer.com)  
Irma Pirone, Campus Director

Satellite/Separate/Classroom  
221 North Brand Blvd.  
Glendale, CA 91203

San Diego Campus (GCC-SD-*Branch Campus*)  
8888 Balboa Ave.  
San Diego, CA 92123  
858-715-1120  
[glendalecareer.com](http://glendalecareer.com)  
Tammy Esquivel, Campus Administrator

Nevada Career Institute (*Branch Campus*)  
3231 North Decatur Blvd., Suite 201  
Las Vegas, NV 89130  
702-893-3300  
[nevadacareerinstitute.com](http://nevadacareerinstitute.com)  
Mary Ann Jefferson, Campus Director

### **Programs Offered at Glendale Career College-GL (Credential Awarded):**

Bachelor of Science in Nursing (RN to BSN) (Degree)  
Associate of Arts in Nursing (Degree)  
Associate of Science in Healthcare Administration (Degree)  
Associate of Science in Healthcare Administration-DE (Degree)  
Business Office Administration (Diploma)  
Central Service Instrument Technician (Diploma)  
Medical Assistant (Diploma)  
Medical Insurance Biller and Coder (Diploma)  
Surgical Technology (Diploma)  
Surgical Technology-Accelerated Alternate Delivery (Diploma)  
Surgical Technology-Associate of Occupational Science (Degree)  
Vocational Nurse (Diploma)

## ***FACILITIES***

Glendale Career College-GL is designed to provide an optimum learning environment. The campus has multiple, well-equipped classrooms, consisting of laboratories and lecture rooms. In some cases, the laboratories and lecture rooms are combined within the same classroom. Laboratory equipment is chosen so that students will be acquainted with equipment used in the field. The campus has administrative offices, student unions, restroom facilities, faculty lounge, study spaces, and open labs containing computers and printers (some of which may be in the classrooms themselves). Each program maintains a Learning Resource System and other on-line resources to assist students in their various research projects, as well as providing links to employment websites. Students are provided instructions for accessing the Learning Resource System during the classroom orientation process. Students are encouraged to use the Learning Resource System during class time, as well as other times outside of their class time. Available books can only be used within the facility to ensure accessibility to all students and may not be checked out.

Glendale Career College programs are “non-residential” and the College has no responsibility to find or assist a student in finding housing. Student advisors and other staff members can provide students with information on community resources as necessary.



### **Classroom/Lab Equipment and Supplies**

- Tables and chairs
- White Boards
- Starboard
- LCD projector
- Computers and Printers
- Appropriate posters, charts and handouts

### **Program-Specific Equipment and Supplies**

#### ***Bachelor of Science in Nursing and Associate of Arts in Nursing***

- Functional Headwall
- Welch Allyn integrated diagnostic System (wallmount)
- Electric bed w/4 side rails with traction
- Traction Set With Trapeze and Weights
- Overbed table
- Bedside Cabinet w/3 Drawers
- Adjustable Height Stretcher (Guery)
- Wheelchairs w/Swing Away Footplates
- Vital Signs Monitor Chart for Allyn Spot
- Welch Allyn SPOT Vital Sign NIBP
- Isolation Cart (yellow)
- Emergency Cart (red)
- Treatment Cart (blue)
- Super Erecta Shelf Stem Cart/Wire Shelf
- 3-In-1 Steel Bedside Commode
- Rinsette White Plastic (Patient Hair washing)
- Folding Walker
- Quad Cane
- Aluminum Crutch
- Aluminum Single Point Cane Adjustable
- Nurse Training Baby M/F
- IV Arms
- NG Tube & Trach Teaching Torso
- Cath Enema Simulator
- Chester Chest w/New Advanced Arm
- Table Top Hook Stand
- IV Poles Square Hamper & Replacement Hamper Bag
- Alaris Medley Comb #1
- Kangaroo 924 Enteral Pump
- Kangaroo Gastrostomy Feeding Tube w/Y Port
- Detecto Portable Standard Physician Scale
- 3-Channel Wide-Screen ECG Monitor
- Glucocard 01 Glucose Meter Kit

***Associate of Science in Healthcare Administration – no laboratory equipment required***

***Business Office Administration – no laboratory equipment required***

#### ***Central Service Instrument Technician***

- Surgical equipment
- Surgical instruments
- Skeletal and anatomical models
- Simulated central supply

**Medical Assistant**

- Anatomical Models
- Skeleton
- Weight/Height Scale
- Baby Scale
- Digital Thermometer
- Otoscope/Ophthalmoscope
- Blood Pressure Cuffs
- EKG Machine(s)
- Centrifuge
- Laboratory equipment for urine and blood testing
- Examination tables
- Sterilization Units (Autoclaves)
- Disposable supplies commonly found in a doctor's office
- Office Productivity Software
- Electronic Health Record Simulation
- Doctor's office exam room, including instrument cabinet, and instruments

**Medical Insurance Biller and Coder**

- Insurance Coding
- References
- Office Productivity Software
- Electronic Health Record Simulation
- Appropriate Files

**Surgical Technology**

- Mock operating rooms
- Back Tables
- Mayo Stands
- OR Tables
- Surgical Lights
- Kick Buckets
- Gurneys
- Anesthesia Machine
- Suction Unit
- Electrosurgical Unit
- Laparoscopic Tower (monitor, light source, camera, CO2 Insufflator)
- Surgical Supplies (gowns, gloves, Custom Surgical Packs, sponges, sutures, scalpel blades, dressing materials, etc.)
- Mannequins
- General and Specialty surgical instruments
- Skeletal and anatomical models
- Simulated Central Service

***Surgical Technology-Accelerated Alternate Delivery (ST-AAD) – no laboratory equipment required***

### ***Vocational Nurse***

- Medication cart
- Mannequins
- Face masks
- Isolation gown
- Catheterization kits
- Tongue blades
- Clean gloves
- Sterile gloves
- Bandages and tape
- Thermometers
- Kidney basins
- Staple remover kits
- Disposable supplies
- Walkers
- Wheelchairs
- Crutches
- Canes
- Bedside commode
- EKG Machine
- Suction Machine
- Pediatric Scale
- VN Lab – Simulating hospital patient rooms
- Ear thermometer and supplies
- Blood glucose testing equipment and supplies
- Dressing materials: sterile 4 x 4s, 2x2s, abdominal dressings
- Sterile tracheostomy suctioning kits
- Linen supplies: sheets, blankets, bed spreads, towels, washcloths, pillows, wash basins
- Stethoscopes and blood pressure cuffs
- Syringes (all sizes) and pseudo medications for pharmacology

## **GENERAL INFORMATION**

The College's facilities can accommodate:

- \*400 students at Glendale Career College-GL
- \*350 students at Glendale Career College-SD
- \*350 students at Nevada Career Institute

A typical lecture class size is approximately 35 students; however, many classes may be smaller, and occasionally larger. Laboratory classes, except in Surgical Technology, are conducted observing a 20:1 student-to-instructor ratio. Laboratory classes in Surgical Technology are conducted observing a 10:1 student-to-instructor ratio. All courses at the College are taught entirely in English.

## **ADMISSION REQUIREMENTS**

Glendale Career College seeks students who are interested in practical career training and who are motivated to succeed in their chosen career fields. Admissions representatives are available at each campus to assist potential students in the admissions process.

### ***Admissions Requirement Pathways:***

Prospective students can apply to the College using one of the following pathways:

Prospective students can apply to the College using one of the following pathways:

1. Applicants who possess a high school diploma or equivalent;
2. Applicants who do not hold a high school diploma or equivalent, and who established ability-to-benefit (ATB) eligibility under federal regulations prior to July 1, 2012 and registered for or attended a Federal Student Aid eligible program prior to July 1, 2012; or
3. Applicants who do not hold a high school diploma or equivalent, and who did not establish ATB eligibility prior to July 1, 2012.

Students who do not possess a high school diploma or equivalent may not apply for admission to the Central Service Instrument Technician, Surgical Technology, Vocational Nurse, Associate of Science in Healthcare Administration, Associate of Arts in Nursing, and Bachelor of Science in Nursing programs. Students are responsible for verifying licensure/certification eligibility requirements with the respective regulatory agency.

### ***1. Applicants Who Possess a High School Diploma or Equivalent***

Applicants must possess a high school diploma or its equivalent and provide verifiable documentation.

The equivalent to a high school diploma includes:

- a GED<sup>®</sup>, HiSET<sup>™</sup>, TASC<sup>™</sup>, or other approved high school equivalency certificate;
- a certificate of the successful completion of the California High School Proficiency Exam; or

- for homeschooled students, a transcript or the equivalent, signed by the parent or guardian of a homeschooled student that lists the secondary school courses the student completed and documents the successful completion of a secondary school education.

All applicants, with the exception of Surgical Technology Accelerated Alternate Delivery (ST-AAD) applicants, who possess a high school diploma or equivalent must complete the Wonderlic Scholastic Level Exam (SLE) assessment during the enrollment process and achieve a required minimum score for the applicable program of study.

In this admissions pathway, the applicant may apply for enrollment in any of the College's programs for which he/she qualifies. Federal Student Aid is available to those who qualify and are eligible.

2. *Applicants Who Do Not Hold a High School Diploma or Equivalent, but Established Ability-to-Benefit (ATB) Eligibility Prior to July 1, 2012 and Registered for or Attended a Federal Student Aid Eligible Program Prior to July 1, 2012*

Ability-to-benefit (ATB) students are those individuals who wish to attend the College but do not possess a high school diploma or recognized equivalent, and are beyond the age of compulsory school attendance in the State of California.

If the applicant's ATB eligibility was established prior to July 1, 2012, the applicant will be required to provide the official ATB test scores to document eligibility. In addition to the test scores, the student must also have registered for or attended a Federal Student Aid eligible program prior to July 1, 2012. Applicants utilizing this pathway are not required to take an entrance exam or retake the ATB test. An admissions decision will not be made until all required documentation has been received by the College.

Federal Student Aid is available to those who qualify and are eligible.

3. *Applicants Who Do Not Hold a High School Diploma or Equivalent and Did Not Establish ATB Eligibility Prior to July 1, 2012.*

Applicants who do not hold a high school diploma or equivalent and did not establish ATB eligibility prior to July 1, 2012 may apply to the College, but are not eligible to apply for Federal Student Aid. Applicants in this admissions pathway will be required to achieve a minimum score on a U.S. Department of Education-approved Ability-to-Benefit test, in place of the standard entrance exam prior to enrollment at the College. The student must achieve the minimum passing scores to be considered for admission to the College.

### **Admissions Process**

Glendale Career College requires applicants who meet the criteria set forth in one of the three admissions pathways to complete the following admissions process:

- Complete an admissions interview and tour of the College (Note: Central Service Instrument Technician, Surgical Technology, Vocational Nursing, Associate of Arts in Nursing and RN-to- BSN programs require an additional interview with the Campus Director, Program Director, Director of Nursing, Nursing Admissions Committee, or their designee);
- Provide or request official high school graduation or applicable equivalent documentation;

- Take and pass a standardized basic skills assessment designed to measure aptitude for successful completion of the chosen program of study (see the testing requirements in the admissions pathway information above). The College does not require Surgical Technology Accelerate Alternate Delivery (ST-AAD) applicants to take and pass a standardized basic skills assessment exam for admission to the program. Please note that the College does not:
  - require ACT or SAT scores for admission;
  - consider advanced placement credit and experiential learning credit in the admissions process; or
  - give credit for advanced placement courses or experiential learning.
- Applicants from foreign countries where English is not the primary language must be proficient in English as demonstrated with a minimum TOEFL score of 450 or a passing score on the College's entrance evaluation;
- Interview with a Financial Aid Advisor prior to completing the enrollment process;
- Review the College's catalog and all required programmatic, state, and federal disclosures; and
- Complete all necessary paperwork for admission including completion of a College Enrollment Agreement.
- Pay the \$100 Registration Fee;

In addition, students enrolled in the Central Service Instrument Technician, Surgical Technology, Vocational Nursing, and Associate of Arts in Nursing programs are required to pass a background check, physical examination, and drug screening prior to enrollment and/or during their program of study.

In addition, students enrolled in the Associate of Arts in Nursing program have additional admissions requirements. Please see the Associate of Arts in Nursing Program Handbook for additional information. Final acceptance to the Associate of Arts in Nursing program is determined by the Nursing Admissions Committee.

Prior to enrolling, the applicant will be given the College catalog, completion and placement rate data, and the School Performance Fact Sheet. The applicant will also be given an opportunity to review the College's website containing additional disclosures and consumer information. Each publication should be reviewed by the applicant before deciding to enroll. The College makes changes to these disclosures and publications from time to time and publishes the most current version on the College's website.

High school equivalency preparation and testing information in your local area is available through the admissions office at each campus. The College highly recommends each ATB applicant obtain a high school equivalency prior to graduation, as this will improve the graduate's employment options. If an ATB applicant successfully earns a high school equivalency certificate prior to graduation, the student may become eligible to apply for Federal Student Aid if ATB eligibility was not established prior to July 1, 2012.

Glendale Career College does not offer on-campus housing. Student Advisors and other Team Members can provide students with information about housing and other community resources.

The price of housing varies widely by geographical location. On average the cost of housing ranges between \$1,350.00 and \$1,950.00 per month.

Glendale Career College does not discriminate in their admissions practices with regard to race, age, gender, gender identity, disability, religion, sexual orientation, or national and ethnic origin of the applicant. Each student is entitled to all rights, privileges, and access to programs and activities generally accorded or made available to students at the College. However, Glendale Career College reserves the right to refuse admission to any applicant who does not meet the College's established criteria for admission as outlined above or, who, by their behavior in the enrollment process indicates disregard for the College's policies relating to student conduct, or any student who is deemed unable to benefit from the educational program due to certain criminal convictions or related concerns.

***Admissions Requirement Pathway for Futuro Health Students:***

Prospective students referred to the College by Futuro Health need to meet the following admissions requirements:

Applicants must possess a high school diploma or its equivalent and provide verifiable documentation. The equivalent to a high school diploma includes:

- GED®, HiSET™, TASC™, or other approved high school equivalency certificate;
- a certificate of the successful completion of the California High School Proficiency Exam;
- or, for homeschooled students, a transcript or the equivalent, signed by the parent or guardian of a homeschooled student that lists the secondary school courses the student completed and documents the successful completion of a secondary school education.
  
- Either completion and passage of applicable Futuro Health introductory courses, or completion and passage of applicable entrance assessments if direct admitted to HCTC college by Futuro Health.
  
- Applicants in the distance education programs will be required to take and pass the pre-enrollment computer skills assessment.
  
- Complete an admissions interview and virtual or on campus tour of the College.
  
- Provide or request official high school graduation or applicable equivalent documentation.
  
- Meet with a Financial Aid Advisor prior to completing the enrollment process.
  
- Review the College's catalog and all required programmatic, state, and federal disclosures.
  
- Complete all necessary paperwork for admission including completion of a College Enrollment Agreement.

## **ARBITRATION and CLASS ACTION WAIVER DISCLOSURE**

Glendale Career College requires each student to agree to a pre-dispute arbitration agreement and a class action waiver as a condition of enrollment (“Arbitration Agreement”). The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student’s ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student’s Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Campus Director.

Any dispute I may bring against the College, or any of its parents, subsidiaries, officers, directors, or employees, or which the College may bring against me, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration conducted by the American Arbitration Association (the “AAA”), under its Consumer Arbitration Rules (“Consumer Rules”), with the exception that the arbitrator appointment process shall be governed by AAA Commercial Rule 12(a)-(b). The arbitration shall be conducted and decided by a single Arbitrator. Any remedy available from a Court under the law shall be available in the arbitration. The arbitration hearing will be conducted in the city in which the campus is located.

Notice Regarding Borrower Defense Claims: I understand this Agreement is a condition of my enrollment in the College. This Agreement does not, in any way, limit, relinquish, or waive my ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. This Agreement does not require that I participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the US Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by this Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way.

The Federal Arbitration Act (“FAA”) shall govern the interpretation, scope, and enforcement of this Agreement. Any and all disputes concerning the interpretation, scope, and enforcement of this Agreement shall be decided exclusively by a Court of competent jurisdiction, and not by the Arbitrator.

Both the College and I explicitly waive any right to a jury trial. I understand that the decision of the Arbitrator will be binding, and not merely advisory. The award of the Arbitrator may be entered as a judgment in any Court having jurisdiction.

I agree that any dispute or claim I may bring shall be brought solely in my individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action, consolidated or joint action.



This Agreement does not affect either party's right to seek relief in small claims court for disputes or claims within the scope of the small claims court's jurisdiction.

I may, but need not, be represented by an attorney at arbitration.

Except as specifically required by the laws of the State of California, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA. I agree that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.

I understand the information about the AAA arbitration process and the AAA Consumer Rules can be obtained at [www.adr.org](http://www.adr.org). I shall disclose this Agreement to the AAA if I file an arbitration.

If any part of this Agreement is declared unenforceable or invalid, it shall be severable and the remainder of this Agreement shall continue to be valid and enforceable.

### ***TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION***

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

### ***TRANSFER CREDIT POLICY***

At the College's discretion, transfer credits for courses or programs completed in other postsecondary institutions may be accepted when comparable in scope and content to the College's own programs. At a minimum, 25 percent of the required curriculum must be completed at the College.

#### ***Evaluation of Transfer Credit***

Students previously enrolled in a college or university accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) may submit their academic records to Glendale Career College for review and possible transfer of credit during the enrollment process. Students with applicable work experience, training, or competencies may also be evaluated for the receipt of transfer credit.

The transfer credit evaluation process includes the following:

1. Students who wish to transfer college credits must request an official transcript and description of the applicable course(s) be sent directly to Office of the Registrar at Glendale Career College from the transferring institution at least ten (10) business days before the start date of the program.
2. Upon review of the transcript and course description, the College, at its discretion, may award transfer credit for equivalent course(s) that are part of the student's program of study at Glendale Career College and for which the student earned a passing grade at the transferring institution. Courses completed within the following time may be considered for evaluation: Occupational Courses within 1 year, Science Courses within 2 years, and General Education Courses within 5 years.
3. A student with prior applicable experience or military training may also petition to receive transfer credit by submitting to an examination for which the student must score an 80% or higher (75% for the Associate of Arts in Nursing, and Bachelor of Science in Nursing programs) to receive credit.
4. A minimum of 25 percent of the required curriculum must be completed at the College.
5. Students who are granted transfer credit may receive a corresponding reduction in their tuition charges.
6. Granted transfer credit may result in a corresponding reduction in financial aid eligibility based on a reduction in program length.
7. Transfer credits are included in the satisfactory academic progress measurements as attempted and completed credits, but not in the cumulative GPA.
8. Students will be notified, in writing, of the outcome of their transfer credit request. The student may appeal the transfer credit decision, in writing, within 10 days of the receipt of the College's transfer credit decision. The appeal must contain compelling evidence to support the student's request. The College has the final decision regarding all transfer credit appeals.

### ***Transfer Credit Policy – Bachelor of Science in Nursing (RN to BSN)***

The post-licensure RN to BSN program is intended to prepare you to contribute to the nursing profession with an advanced level of professional knowledge and expertise as demonstrated through research-based nursing science and evidenced-based practices, transformational leadership principles, in service to the public's health and well-being.

The College understands that some students may have completed certain general education coursework at other institutions that may be equivalent to the courses required in the RN to BSN program. This is intended to explain the Transfer of Credit requirements for the RN to BSN program, and allows students to determine whether they wish to seek transfer credit or to complete the entire program at the College.

### General Education Credits

For RN to BSN program applicants who have completed general education courses at other accredited institution(s) may be eligible to transfer equivalent credits under the circumstances outlined below. For each course the student wishes to transfer, s/he must:

1. Provide official transcripts for the completed courses from an accredited institution;
  2. Have earned a minimum grade of "C" in the course;
- all science courses must have been completed within the last 2 years
  - non-science courses must have been completed within the last 5 years
  - Depending on the number of successful transfer/challenge credits granted, the student's Financial aid eligibility/award may change.

### ***Transfer Credit Policy – Vocational Nursing Program***

Transfer credit will be granted to those applicants who have successfully completed courses at an accredited school and which are comparable to the courses taught in the College's Vocational Nurse program. The courses must have been completed within the past five (5) years.

Competency-based credit will be granted for knowledge and/or skills acquired through experience. Credit will be determined by written and/or practical examinations. This will be discussed during the interview with the Director of Nursing (DON) prior to the start of classes. The student may waive credit, if they so desire.

The request for Transfer Credit and/or Competency-based credit must be made to the College at least two (2) weeks prior to the desired start date. Official, sealed transcripts and course descriptions from the catalog of the previous college attended must be presented at the time the request is made. The DON and the Campus Director must verify approval of the courses and/or competency.

## ***TRANSFER CREDIT POLICY – VETERAN’S ADMINISTRATION (VA) STUDENTS***

Glendale Career College is required to evaluate transfer credit for all students who qualify for Department of Veteran’s Affairs (VA) education benefits. The student must follow the process outlined in the Evaluation of Transfer Credit Policy. This process is mandatory for all students receiving Veteran’s Benefits, even if the student only has military training and no prior college credits.

A student may petition the College to assess his/her prior learning and skills, including military training, for the awarding of credits. To measure the student’s proficiency, the College will administer a comprehensive exam for each course for which the student has previous education and training experience. A score of 80% or better is required for each such exam in order to receive credit for that particular course.

The College will maintain a record of the transfer credit evaluation in the student’s record. The student’s eligibility for Veteran’s Benefits may be reduced if the student receives transfer credit.

## **STATEMENT OF NON-DISCRIMINATION**

The College does not discriminate in the provision of educational access on the basis of age, race, color, sex, disability, religion, sexual orientation, gender identity or national origin. In addition to the policy information contained in this catalog, please also see the *Non-Discrimination and Anti-Harassment Policy* and *Title IX/Sexual Misconduct Policy*, available at the College's website [glendalecareer.com](http://glendalecareer.com).

## **SECTION 504/ADA AND SPECIAL ACCOMMODATION POLICY**

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College does not discriminate on the basis of disability. The College will provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program, while not creating a fundamental alteration of the academic program or imposing an undue burden.

Applicants and qualified students with disabilities, as defined in Section 504 of the Rehabilitation Act, may request reasonable accommodations and/or auxiliary aids in order to access the College's educational programs. The College will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

If you would like to request academic adjustment or auxiliary aids, please contact the Campus Director. You may request academic adjustments or auxiliary aids at any time. The Campus Director is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should:

1. Notify the Campus Director, in writing, of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be made at least four weeks in advance of the date needed. You may contact the Campus Director by telephone at 818-243-1131.
2. The Campus Director will respond within two (2) weeks of receiving the request.
3. A request for reconsideration of the decision regarding denial of a requested accommodation should be submitted to the Campus Director within five (5) business days of receipt of the accommodation decision. The request for reconsideration should include a written explanation as to why and how you think the response should be modified.

## ***Title IX / Sexual Harassment Policy***

### **PART 1: DEFINITIONS, RESOURCES, AND POLICY OVERVIEW**

#### **I. INTRODUCTION**

##### **A. Notice of Nondiscrimination and Policy on Statement on Sexual Harassment**

The health, safety, and well-being of all members of the North-West College, Glendale Career College, and Nevada Career Institute (“College/Institute”) community are the College’s/Institute’s primary concerns. In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), its implementing regulations at 34 CFR §106, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by the Violence Against Women Act/Campus Sexual Violence Act (“Campus SaVE Act”), and other applicable state, federal and local laws, the College/Institute is committed to maintaining a community free from all forms of sex discrimination, including sexual harassment, as defined in 34 CFR §106 (et seq.). In accordance with Title IX, the College/Institute does not discriminate on the basis of sex in its education programs and activities, and the College/Institute is required by Title IX and 34 CFR §106 not to discriminate in such a manner. This requirement extends to admissions and employment. Inquiries about the application of Title IX and this part may be referred to the Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both. Under Title IX, discrimination on the basis of sex includes sexual harassment, which includes sexual violence.

Sexual harassment includes a broad range of behaviors that will not be tolerated in the College’s/Institute’s education programs or activities. The federal rules governing Title IX define sexual harassment broadly to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education Title IX is designed to protect:

- Any instance of quid pro quo harassment by a school's employee.
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or.
- Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Sexual harassment can occur between strangers, acquaintances, or people who know each other well, including those who are involved in an intimate or sexual relationship, and can be committed by anyone regardless of sex, gender, or gender identity. The College/Institute does not tolerate any form of sexual harassment.

Questions regarding Title IX and the Campus SaVE Act may be referred to the College’s/Institute’s Title IX Coordinator or to the U.S. Department of Education’s Office for Civil Rights.

## **B. The Title IX Coordinator**

The College's/Institute's designated Title IX Coordinator is:

Title IX Coordinator:

Serjik Kesachekian

Chief Compliance Officer

2101 West Garvey Avenue, North

West Covina, CA 91790

626-251-1078

[SerjikK@Success.edu](mailto:SerjikK@Success.edu)

The Title IX Coordinator's responsibilities include, but are not limited to:

- Communicating with all members of the College/Institute community regarding Title IX and VAWA, and providing information about how individuals may access their rights.
- Reviewing applicable College/Institute policies to ensure institutional compliance with Title IX and VAWA.
- Monitoring the College's/Institute's administration of its own applicable policies, including this policy and the College's/Institute's Non-Discrimination and Anti-Harassment Policy and all related record keeping, timeframes, and other procedural requirements.
- Conducting or coordinating training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies.
- Responding to any report or Formal Complaint regarding conduct that violates this policy. For any report of which the College/Institute has actual knowledge (and any Formal Complaint), the Title IX Coordinator shall oversee and implement the explanation and provision of any supportive measures. For any Formal Complaint, the Title IX Coordinator oversees the investigation and resolution of such alleged misconduct, directs the provision of any additional supportive measures, and monitors the administration of any related appeal.

The Title IX Coordinator may delegate certain responsibilities under this policy to designated administrators, who will be appropriately trained.

## **C. Definitions within the Policy**

***Actual knowledge*** means notice of sexual harassment or allegations of sexual harassment to the College's/Institute's Title IX Coordinator or to a Campus/Executive Director.

***Complainant*** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

***Bystander*** means a person who observes a crime, impending crime, conflict, potentially violent or violent behavior or conduct that is in violation of rules or policies of the College/Institute.

***Confidentiality*** may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law.

***Consent*** must be affirmative. Consent means a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The

definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

In **California**, and for the purposes of the College's/Institute's Title IX/Sexual Harassment Policy at its California campuses, an **Affirmative Consent** standard is applied to allegations of sexual harassment. That term is defined in the California Education Code §67386 as follows:

*1) An affirmative consent standard is the determination of whether consent was given by both parties to sexual activity. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.*

*(2) A policy that, in the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:*

*(a) The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.*

*(b) The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.*

*(3) A policy that the standard used in determining whether the elements of the complaint against the accused have been demonstrated is the preponderance of the evidence.*

*(4) A policy that, in the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:*

*(a) The complainant was asleep or unconscious.*

*(b) The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.*

*(c) The complainant was unable to communicate due to a mental or physical condition.*

**Formal Complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the



College/Institute investigate the allegation of sexual harassment. At the time of filing a Formal Complaint, a complainant must be participating in or attempting to participate in the education program or activity of the College/Institute with which the Formal Complaint is filed. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. As used here, the phrase “document filed by a complainant” means a document or electronic submission (such as by email) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the Formal Complaint.

**Incapacitation** (or incapacity), for purposes of this policy, is the state in which an individual’s perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes Title IX Sexual Harassment as defined by this policy.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Retaliation** mean taking any adverse action or attempting to take adverse action, including intimidating, threatening, coercing, or in any way discriminating against an individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

**Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the College/Institute conditioning the provision of an aid, benefit, or service of the College/Institute on an individual’s participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s/Institute’s education program or activity; or
- (3) one of the following offenses:
  - (a) “Sexual assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Forcible sex offenses means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent; these offenses include:
    - Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
    - Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
    - Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;

- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;

Nonforcible Sex Offenses (Except Prostitution Offenses) means unlawful, nonforcible sexual intercourse; these offenses include:

- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

(b) “Dating violence” means violence committed by a person—

(i) who is or has been in a social relationship of a romantic or intimate nature with the

victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

(c) “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

(d) “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—(i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress.

**Supportive measures** means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College’s/Institute’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The College/Institute must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College/Institute to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

**Third party** refers to any individual who is not a College/Institute student, a faculty member, or a staff member (e.g., vendors, alumni/ae, or local residents).

**Witness** refers to any individual who shares information relating to an allegation of prohibited conduct under this policy.

#### **D. Scope of Policy**

This policy governs sexual harassment involving persons in the United States, and applies regardless of sex, race, national origin, disability, part-time/fulltime status, sexual orientation, gender identity, or other protected status.

Under Title IX, the College/Institute must respond when sexual harassment occurs in the school's education program or activity, against a person in the United States. "Education program or activity" includes locations, events, or circumstances over which the College/Institute exercises substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the College/Institute. Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on campus or off campus.

Complaints of discrimination or harassment on the basis of sex that do not involve Title IX-defined sexual harassment, or do not otherwise meet the Title IX threshold for investigation, are governed by the College's/Institute's Non-Discrimination and Anti-Harassment Policy contained in the College's/Institute's catalog.

#### **E. Rights of the Complainant and Respondent**

1. The complainant may make a report to local law enforcement and/or state police;
2. The complainant will have reports of Sexual Harassment treated seriously;
3. The complainant will have the right to make a decision about whether or not to disclose a crime or violation and participate in the investigation and hearing process and/or criminal justice process free from pressure from the College/Institute;
4. Both parties will be provided a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. The complainant will be treated with dignity and to receive from the College/Institute courteous, fair, and respectful referral to health care and counseling services, where available;
6. The complainant will be free from any suggestion that s/he is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. The complainant will be asked to describe the incident with as few College/Institute representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Both parties will be protected from retaliation by the College/Institute, any student, and/or their friends, family and acquaintances within the jurisdiction of the College/Institute;
9. Both parties may be accompanied by an advisor of choice who may assist and advise a complainant or respondent throughout the grievance process, including during all meetings and hearings related to such process;
10. Both parties may exercise civil rights and practice of religion without interference by the investigative, criminal justice or judicial or conduct process of the College/Institute;
11. Both parties will be informed of the outcome of the College's/Institute's investigation;
12. All members of the College/Institute community may obtain information about health and counseling support resources from the College's/Institute's Title IX Coordinator.

Local community resources include:

Agency	Location	Telephone Number
<b>California</b>		
Rape Crisis Center	7116 Sophia Ave. Van Nuys, CA 91406	818-886-0453
Sexual Assault Crisis Agency	1703 Termino Ave. Long Beach, CA 90804	562-494-5046
Riverside Area Rape Crisis Center	1845 Chicago Ave, Suite A Riverside, CA 92507	951-686-7273
Project S.I.S.T.E.R.	PO Box 1369 Pomona, CA 91769	909-626-4357
Glendale Adventist Medical Center	1509 Wilson Terrace Glendale, CA 91206	818-409-8027
Foothill Family Services – West Covina	1215 West Covina Pkwy, Suite 200 West Covina, CA 91790	626-338-9200
<b>Nevada</b>		
Community Action Against Rape (CARR)–Rape Crisis Center	6375 West Charleston Blvd., W1B Las Vegas, NV 89146	702-385-2153
Mental Health Services for Children & Adults	6600 W. Charleston Blvd., #140 Las Vegas, NV 89146	702-437-4673

13. Both parties will be notified of options for changing academic, living, transportation, and working situations;
14. The complainant may report the incident to the College's/Institute's Title IX Coordinator using any of the published contact methods, including during non-business hours;
15. Both parties will be provided a prompt, impartial, and thorough investigation of the complaint in accordance with this policy;
16. Both parties will be informed of the importance of preserving evidence;
17. Both parties will be provided confidentiality in accordance with this policy.

## **II. RESOURCES AND REPORTING OPTIONS FOR VICTIMS OF SEXUAL HARASSMENT**

### **A. Immediate Medical Assistance and Counseling**

If you or someone you know is or may be the victim of any form of sexual assault, the College/Institute strongly urges you to seek immediate assistance. Assistance is available 24 hours a day, 7 days a week, from the local police and Emergency Assistance—call 911, and from the following:

Hospital	Location	Telephone Number
<b>California</b>		
Glendale Adventist Medical Center	1509 Wilson Terrace Glendale, CA 91206	818-409-8202
UC Irvine Medical Center	101 The City Drive South Orange, CA 92868	714-456-7890
Queen of the Valley Hospital	1115 S. Sunset Ave. West Covina, CA 91790	626-962-4011
Pomona Valley Hospital	1798 N. Garey Ave. Pomona, CA 91767	909-865-9500
Riverside County Regional Medical Center	26520 Cactus Ave. Moreno Valley, CA 92555	951-486-4000
<b>Nevada</b>		

University Medical Center	1800 W. Charleston Blvd. Las Vegas, NV 89102	702-383-2000
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## **B. College Counseling Resources**

The College/Institute does not offer campus based counseling resources. However, whether or not an official complaint of sexual harassment is made, students may be referred to various community counseling options.

## **C. Reporting Options:**

For complainants who wish to make a Formal Complaint, s/he should contact the Title IX Coordinator using the contact information provided in this report, or report it to a Campus/Executive Director who will coordinate a report with the Title IX Coordinator. A complainant is always free to reach out to a faculty member, program director, or other administrator regarding sexual harassment allegations, but doing so will not be considered “notice” of a Formal Complaint. If a student requests to make a Formal Complaint to one of these employees, s/he will be referred to the Title IX Coordinator.

## **III. REPORTING OF INCIDENTS OF SEXUAL HARASSMENT**

### **A. Law Enforcement Notification**

If you are the victim of sexual assault, the College/Institute strongly encourages you to promptly report the incident to the police. Timing is a critical factor in collecting and preserving evidence that may assist in proving that the alleged assault occurred, or may be helpful in obtaining a protection or restraining order from the police. College/Institute representatives are available to assist you in notifying law enforcement of an incident of sexual assault and in contacting law enforcement or legal service organizations to learn about these remedies. You may also decline to notify law enforcement.

### **B. College Notification**

The College/Institute is committed to providing a prompt, fair, and impartial investigation and resolution to all allegations of sexual harassment. Therefore, the College/Institute also encourages the reporting of sexual harassment to the College/Institute Title IX Coordinator in a timely manner. Any incident of sexual harassment reported to another College/Institute employee, other than the Campus Director, as set forth herein, will not be reported to the Title IX Coordinator unless the complainant requests to be referred to him/her for a Formal Complaint.

When the Title IX Coordinator receives a report of sexual harassment, the Title IX Coordinator will confidentially and promptly contact the complainant and provide the complainant with an explanation of his or her rights and options, including the availability of supportive measures and the process for filing a Formal Complaint, if one has not been filed. The Title IX Coordinator will also discuss the complainant’s wishes regarding supportive measures, regardless of whether a Formal Complaint is filed. The College/Institute will also provide information regarding existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims in the community.

The complainant reserves the right to withdraw a complaint or his/her involvement in the College’s/Institute’s investigation or resolution process at any time. However, in such instances the College’s/Institute’s ability to respond will be limited and Title IX may, nevertheless, require the College/Institute to complete the investigation processes for the safety of the campus community.

### **C. Reports of Sexual Harassment from Someone Other than Complainant**

If the College/Institute receives a report of alleged sexual harassment by someone other than the complainant (e.g., friend or roommate, resident advisor) or from an anonymous source, the College's/Institute's Title IX Coordinator will promptly notify the Complainant of the report, inform the complainant of the available resources and assistance, and will follow the process outlined in this policy.

### **D. Time for Reporting**

There is no time limit for reporting sexual harassment. Nevertheless, any member of the College/Institute community who believes that he or she has been a victim of sexual harassment is encouraged to report the alleged sexual harassment immediately in order to maximize the College's/Institute's ability to obtain evidence and conduct a thorough, impartial, and reliable investigation.

Under no circumstances will the College/Institute allow an impending graduation to compromise its resolution of a sexual harassment complaint. The conferral of a degree or diploma may, therefore, be withheld, if necessary, until proper resolution of any sexual harassment allegations, provided that a hearing opportunity be scheduled for the earliest practical date that can accommodate the parties and their witnesses.

### **E. Confidentiality**

The College/Institute understands that confidentiality is a primary concern when making a report of sexual harassment. However, certain College/Institute employees are required by state and federal law to share information from a report of sexual harassment within the College/Institute or governmental agencies. However, College/Institute employees who cannot guarantee confidentiality will maintain the privacy of the reporting individual to the greatest extent possible. The information that the reporting individual provides to a non-confidential resource will be relayed only to the Title IX Coordinator to investigate and/or seek a resolution only if the complainant makes that request and files a Formal Complaint. When reporting crimes for the purposes of Clery Act compliance, the College/Institute will not release identifying information regarding the victim.

*Confidentiality Rights of Complainants and Respondents.* While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents that cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

#### **1. Professional and Pastoral Counselors**

The College/Institute does not offer professional, licensed counselors, or pastoral counselors (ordained clergy).

#### **2. Other College/Institute Employees**

Under this policy, other than the Title IX Coordinator, the only College/Institute employee who has the authority to redress sexual harassment, and thus has a duty to report incidents of sexual harassment, is the Campus/Executive Director. If a report of sexual harassment is made to the Campus/Executive Director, s/he must report all relevant

details about the alleged sexual harassment shared in the report to the Title IX Coordinator. The Director will strive to maintain privacy and information reported, including the identities of the parties, will be shared only with those having a need to know such information in order to respond in accordance with College/Institute policy, and in compliance with the Family Education Rights and Privacy Act (FERPA).

If a complainant files a Formal Complaint but wishes to remain anonymous or requests that no investigation into the incident be conducted, the College/Institute will weigh that request against the College's/Institute's obligation to provide a safe, nondiscriminatory environment for all members of the College/Institute community, including the complainant. In certain circumstances, the College/Institute may not be able to honor a complainant's request when doing so would jeopardize the College's/Institute's responsibility to provide a safe, non-discriminatory environment. The Title IX Coordinator is designated to evaluate the complainant's request and make the final determination.

#### **F. College Amnesty Policy**

The health and safety of every student at the College/Institute is of utmost importance. The College/Institute recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College/Institute strongly encourages students to report sexual harassment to College/Institute officials. A bystander acting in good faith or reporting individual acting in good faith that discloses an incident of sexual harassment to College/Institute officials or law enforcement will not be subject to the College/Institute Code of Conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident.

#### **G. Supportive Measures**

Supportive measures are nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the College's/Institute's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's/Institute's educational environment and campus community, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The College/Institute will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College/Institute to provide the supportive measures.

Requests for supportive measures should be made to the College's/Institute's Title IX Coordinator. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. The College/Institute will provide supportive measures, provided they are reasonable and available, regardless of whether the complainant chooses to report the crime to law enforcement, or make a Formal Complaint.

## **H. Anti-Retaliation Policy**

The College/Institute prohibits retaliation against an individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Retaliation should be reported promptly to the College's/Institute's Title IX Coordinator. Reports of retaliation will be investigated in accordance with the appropriate College/Institute policy.

## **PART 2: PROCEDURES FOR RESPONDING TO A COMPLAINT OF SEXUAL HARASSMENT**

The College/Institute is committed to providing a prompt, fair, and impartial investigation and resolution of all allegations of sexual harassment. Incidents of sexual harassment should be reported to the College's/Institute's Title IX Coordinator. Any incident of sexual harassment reported to the Campus/Executive Director will be reported to the Title IX Coordinator.

### **I. INITIAL STEPS**

#### **A. Initial Report**

Upon notice of any allegation of sexual harassment, the Title IX Coordinator or his or her designee will reach out to the complainant. At that time, the Title IX Coordinator or his or her designee will provide the complainant with a general understanding of this policy for reports of student sexual harassment, and identify forms of support or immediate assistance available to the complainant (e.g., referrals to appropriate law enforcement agencies, referrals for medical treatment at local hospitals and trauma centers), discuss any supportive measures that may be appropriate concerning the complainant's academic schedule and/or College/Institute employment arrangements, as well as the College's/Institute's Grievance Process.

#### **B. Formal Complaint**

If the complainant wishes to proceed with filing a Formal Complaint, the College/Institute will promptly respond, providing the following information to both the complainant and the respondent:

- (1.) Notice of the College's/Institute's grievance process, including any informal resolution process.
- (2.) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in Title IX/34 CFR §106.30, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. The written notice will:
  - Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
  - Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence collected as part of the investigation.
  - Inform the parties of the College's/Institute's Code of Conduct, which prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The College/Institute seeks to resolve every report of sexual harassment within a reasonable period of time following the Formal Complaint, excluding any appeal. The College/Institute may



extend any time frame for good cause, provided the complainant and respondent are given a written explanation as to the reason for such extension.

After issuing the notices outlined above, the Title IX Coordinator or his/her designee will schedule an individual intake meeting with each party.

## **II. INFORMAL RESOLUTION PROCESS**

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College/Institute permits informal resolution processes in cases in which a Formal Complaint has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College's/Institute's formal grievance processes under the Title IX Sexual Harassment Policy. The purpose of the informal resolution process is to address the conduct that has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment. Under this process, there will be no disciplinary action taken against a respondent, and the resolution will not appear on the respondent's disciplinary record.

The College/Institute may facilitate the informal resolution process prior to conducting a hearing. Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process and must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

The College/Institute will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of Formal Complaints of Title IX sexual harassment. Similarly, the College/Institute will not require, encourage, or discourage the parties from participating in the informal resolution process. The College/Institute will not offer the informal resolution process unless a Formal Complaint is filed.

## **III. FORMAL RESOLUTION—GENERAL TERMS**

The College/Institute is committed to providing a prompt and impartial investigation and adjudication of all Formal Complaints alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

### **A. Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will be trained as provided by federal regulations. Parties will be notified at the appropriate junctures of the identities of the individuals serving as investigators, Hearing Panel members, and Appeal Panel members. A party who has

concerns that one or more of the individuals performing one of the aforementioned roles has conflicting interest or is biased must report those concerns to the Title IX Coordinator within 48 hours of being notified of their identities and include a brief explanation of the basis for the conflict or bias concern. The Title IX Coordinator will assess the allegations of conflict or bias to determine whether the identified individual(s) can fulfill their duties in an impartial way. If the Title IX Coordinator concludes the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

### **B. Responsibility to Review Reports and Formal Complaints**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations of this policy even absent the filing of a Formal Complaint, or under certain circumstances, even if a Formal Complaint has been withdrawn. The Title IX Coordinator may need to themselves file a Formal Complaint and proceed with an investigation even if a complainant specifically requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College/Institute community, fair treatment of all individuals involved, and the College's/Institute's obligations under Title IX.

Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

### **C. Presumption of Good Faith Reporting**

The College/Institute presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

### **D. Presumption of Non-Responsibility**

The respondent is presumed to be not responsible for the alleged conduct unless and until a determination regarding responsibility is made at the conclusion of the grievance process.

### **E. Honesty and Cooperation during Grievance Process**

The College/Institute expects all members of the campus community to be honest and cooperative in their official dealings with the College/Institute under this policy. In this regard, individuals are expected to acknowledge requests from College/Institute officials for information in a timely fashion and to make themselves available for meetings with College/Institute officials or any officials acting on behalf of the College/Institute; any student or member of the faculty or staff who fails to do so may be subject to discipline. However, parties and witnesses may choose not to attend the hearing or may choose not to participate in cross examination at the hearing.

### **F. Advisers**

Throughout the grievance process, each party may have an adviser of their choice; parties may change their adviser at any time during the grievance process. An adviser is an individual chosen by a complainant or a respondent to provide guidance during the grievance process. An adviser may be a member or non-member of the College/Institute community, and may be an attorney.

The role of the adviser is narrow in scope: the adviser may attend any interview or meeting connected with the grievance process, but the adviser may not actively participate in interviews and may not serve as a proxy for the party. The adviser may attend the hearing and may

conduct cross-examination of the other party and any witnesses at the hearing; otherwise, the adviser may not actively participate in the hearing.

Any individual who serves as an adviser is expected to make themselves available for meetings and interviews throughout the investigation process, as well as the hearing, as scheduled by the College/Institute. The College/Institute (including any official acting on behalf of the College/Institute, such as an investigator or a hearing panelist) has the right at all times to determine what constitutes appropriate behavior on the part of an adviser and to take appropriate steps to ensure compliance with this policy.

### **G. Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process, unless offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

### **H. Consolidation**

The Title IX Coordinator has the discretion to consolidate multiple Formal Complaints as to allegations of Title IX sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of Title IX sexual harassment arise out of the same facts or circumstances.

### **I. Emergency Removal**

In connection with this policy, whether or not a grievance process is underway, the College/Institute may summarily remove an individual from an education program or activity on an emergency basis, after undertaking an individualized safety and risk analysis, and upon the determination that the individual poses an immediate threat to the physical health or safety of any student or other individual (including themselves, the respondent, the complainant, or any other individual). In these situations, the College/Institute will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

## **IV. INVESTIGATION AND ADJUDICATION**

### **A. Timing**

The College/Institute will seek to complete the investigation and adjudication within ninety (90) business days after the investigators' first interview of the complainant. Timeframes for all phases of the grievance process, including the investigation, the hearing, and any related appeal, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or adjudication, comply with a request by external law enforcement, accommodate the absence of a party, adviser, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College/Institute will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.

In accordance with College/Institute policy, the College/Institute will review requests for language assistance and accommodation of disabilities throughout the investigation and adjudication process.

Although cooperation with law enforcement may require the College/Institute to temporarily suspend the fact-finding aspect of an investigation, under such circumstances, the College/Institute will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the evidence gathering process. The College/Institute will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

## **B. Investigation**

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will refer the matter for investigation.

### **1. Notice of Investigation**

Following the receipt and review of the Formal Complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this Title IX/Sexual Harassment policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

- The identities of the parties, if known.
- A concise summary of the alleged conduct at issue (including when and where it occurred, if known).
- Notice of the allegations potentially constituting Title IX Sexual Harassment.
- A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement informing the parties that they may have an adviser of their choice, who may be, but is not required to be, an attorney.
- A statement informing the parties that they may request to inspect and review evidence.
- A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College/Institute policy.
- Information regarding the applicable grievance procedures, including the informal resolution process.
- If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

### **2. Collection of Evidence**

The investigator will collect information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. However, each party will be given an equal opportunity to suggest witnesses; provide other relevant information, such as documents, communications, photographs, and other evidence; and suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation. If a party or witness fails to provide available relevant evidence during the investigation, such evidence may, at the discretion of the Hearing Panel, be excluded from consideration at the hearing. While parties are not restricted from presenting information attesting to the parties' character, such evidence generally is not considered relevant.

The investigator will provide to a party written notice of the date, time, location, participants, and purpose of all investigative interviews to which they are invited or expected, with sufficient time for the party to prepare to participate.

Parties will be interviewed separately and will be interviewed by the investigator. The investigator will interview witnesses as necessary and may, at their discretion, delegate witness interviews to other investigators. The investigator will record all interviews, or notes of the interviews will be taken by the investigator. Any other recording of interviews is prohibited and violations may result in discipline.

In general, a party's medical and counseling records are confidential. The investigator will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the investigators obtain that party's voluntary, written consent to do so.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless the individual holding such privilege has waived the privilege.

### **3. Case File**

After each party has been interviewed and had the opportunity to identify witnesses and other potentially relevant information and evidence, and the investigator has completed any witness interviews and any gathering of evidence, the investigator will prepare a case file. The case file will include all collected evidence directly related to the allegations raised in the Formal Complaint, including the evidence upon which the College/Institute does not intend to rely in reaching a determination regarding responsibility and any inculpatory or exculpatory evidence, whether obtained from a party or other source as part of the investigation. The case file may include, as applicable, transcripts or summaries of party and witness interviews and other collected documents and evidence. The investigator will provide the case file, redacted of personally identifiable information in accordance with privacy regulations, to each party and their adviser in electronic form or hard copy. In all cases, any information relied on in adjudicating the matter will be provided to the parties and their advisers. The investigators will also provide an updated Notice of the Allegations, as appropriate.

Within ten (10) business days of receiving the case file, each party may respond in writing, which may include a request that the investigator collect additional evidence. If the investigator believes further information is needed following receipt of any responses from the parties, the investigator will pursue any additional investigative steps as needed. The parties and their advisers will be provided with each party's written responses to the case file, if any, as well as any additional information collected by the investigators, in electronic format or hard copy.

### **4. Investigative Report**

Following their review of the parties' responses (if any) to the case file, the investigator will create a written investigative report that summarizes all relevant evidence; the report will not contain irrelevant information.

At least ten (10) business days prior to the hearing, the investigative report will be provided to the parties and their advisers via electronic format.

The parties may choose to provide a written response to the investigative report, which must be submitted at least five (5) business days prior to the start of the hearing. At least 48 hours prior to the hearing, the parties and their advisers will be provided with the other party's written response to the investigative report, if any, in electronic format.

### **C. Hearing**

A panel of three individuals ("Hearing Panel") will hear every case. The panel may consist of members of the College/Institute community, or, if required to maintain neutrality, an unrelated third party.

The Hearing Panel will have absolute discretion with respect to administering the hearing, will decide whether evidence and witnesses are relevant or irrelevant, with the understanding that the introduction of relevant evidence and witnesses will always be permitted, will be responsible for maintaining an orderly, fair, and respectful hearing and will have broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding the offending individual, including a party, witness, or adviser.

Prior to the hearing, the Hearing Panel will be provided with the case file, investigative report, and any responses to the investigative report. All members of the Hearing Panel shall review the case file (including the parties' responses), ask questions during the hearing as they deem appropriate, and participate in the deliberations leading to the Presiding Hearing Panelist's adjudication of responsibility.

At least five (5) business days prior to the hearing, the parties and their advisers will be notified of the hearing date, time, and location (or relevant electronic information, if the hearing will be conducted remotely).

In advance of the hearing, parties will be required to identify witnesses to be called at the hearing, as well as to provide a brief written explanation of the information each witness would be asked to provide, such that the Hearing Panel can determine their relevance. The Hearing Panel has the discretion to exclude from the hearing evidence/witnesses/questions deemed irrelevant.

At the Hearing Panel's discretion, pre-hearing meetings may be scheduled with each of the parties and their advisers to explain the hearing protocol.

#### **1. Standard of Proof**

The standard of proof under this policy is a preponderance of the evidence. A finding of responsibility by a preponderance of the evidence means that it is more likely than not, based on all the relevant evidence and reasonable inferences from the evidence, that the respondent violated this policy.

#### **2. Expectation regarding the Complainant, the Respondent, and the Witnesses regarding the Hearing**

In all proceedings under this policy, including at the hearing, the complainant, the respondent, and the witnesses and other individuals sharing information are expected to provide truthful information.

If the complainant, the respondent, or a witness informs the College/Institute that they will not attend the hearing (or will refuse to be cross-examined), the hearing may proceed, as determined by the Title IX Coordinator. The Hearing Panel may not, however: (a) rely on any statement or information provided by that non-participating

individual in reaching a determination regarding responsibility; or (b) draw any adverse inference in reaching a determination regarding responsibility based solely on the individual's absence from the hearing (or their refusal to be cross-examined).

Each party may make requests related to the format or the nature of their participation in the hearing. The Hearing Panel will accommodate requests by either party for the hearing to occur with the parties located in separate locations with technology enabling the Hearing Panel and the parties to simultaneously see and hear the party answering questions. As appropriate and/or at the discretion of the Hearing Panel, hearings may be conducted in person or by video conference or any other means of communications by which all individuals participating are able to see and hear each other.

### **3. Case Presentation**

While the hearing is not intended to be a repeat of the investigation, the parties will be provided with an equal opportunity for their advisers to conduct cross-examination of the other party and/or of relevant witnesses. A typical hearing may include brief opening remarks by the Hearing Panel, questions posed by the Hearing Panel to one or both of the parties, questions posed by the Hearing Panel to any relevant witnesses, and cross-examination by either party's adviser of the other party and relevant witnesses.

The parties' advisers will have the opportunity to cross-examine the other party (and witnesses, if any). Such cross-examination must be conducted directly, orally, and in real time by the party's adviser and never by a party personally. Only relevant cross-examination questions may be asked of a party or witness. Before a party or witness answers a cross-examination question that has been posed by a party's adviser, the Hearing Panel must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

### **4. Record of Hearing**

The College/Institute shall create an official record in the form of a recording or transcript of any live (or remote) hearing and make it available to the parties for inspection and review. Any other record of the hearing or any other recording is prohibited and violations may result in discipline.

### **5. Written Determination**

Following the hearing, the Hearing Panel will consider all of the relevant evidence and deliberate regarding responsibility. The Hearing Panel shall make a determination, by a preponderance of the evidence, whether the respondent has violated the policy. The Hearing Panel shall write a written determination, which will contain: (1) the allegations potentially constituting Title IX sexual harassment; (2) a description of the procedural steps taken from the receipt of the Formal Complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits [if any], methods used to gather other information, and the hearing); (3) findings of fact supporting the determination; (4) conclusions regarding the application of this policy to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred), any disciplinary sanctions imposed if there has been a finding of responsibility, and whether any remedies designed to restore or preserve equal access to the College's/Institute's education program or activity or working environment will be implemented; and (6) relevant appeal information for the parties. Disciplinary sanctions and remedies will be determined in accordance with the procedures listed below, and the information will be provided to the Hearing Panel for inclusion in the written determination.

The parties and their advisers will simultaneously be provided with the written determination via electronic format.

#### **D. Disciplinary Sanctions and Remedies (to be included in the Written Determination)**

If a party is found to have violated this policy, before finalizing the written determination, the Hearing Panel will refer the matter to the appropriate College/Institute official(s) to determine sanctions and remedies. Sanctions being imposed will be included in the written determination.

Sanctions will take into account the seriousness of the misconduct as compared to like cases in the past, the respondent's previous disciplinary history (if any), and institutional principles. Remedies, which may include supportive measures, will be designed to restore or preserve equal access to the College's/Institute's education program or activity. Any sanctions and remedies will be included in the Hearing Panel's written determination, and sanctions will be subject to appeal under this policy.

The Hearing Panel may consider a number of sanctions and remedies when a respondent is found to have violated the Title IX/Sexual Harassment Policy, including:

- Suspending or expelling any student found responsible for sexual harassment.
- Terminating the employment of any employee found responsible for sexual harassment.
- Reprimand or warning.
- Changing the respondent's academic schedule.
- Disciplinary probation.
- Revocation of honors or awards.
- Restricting the respondent's access to College/Institute facilities or activities.
- Community service.
- Issuing a "no-contact" order or requiring that such an order remain in place.
- Dismissal from or restricting or reassignment of College/Institute employment.

#### **E. Appeal**

Appeals under this policy will be heard by an appeal panel ("Appeal Panel") comprised of three individuals. The Appeal Panel shall decide appeals by majority vote.

Both parties have equal rights to an impartial appeal at the following junctures:

- Upon the dismissal of a Formal Complaint or any allegations therein.
- Upon receiving the Presiding Hearing Panelist's written determination regarding responsibility and, when applicable, sanction and remedies.

Appeals may be submitted on the following bases: (1) procedural irregularity that affected the outcome of the matter; (2) new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made which could affect the outcome of the matter; (3) the Title IX Coordinator or their staff, investigator(s), or any member of the Hearing Panel had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; and/or (4) the sanctions (or recommended sanctions) are not commensurate with the violation.

To appeal, a party must electronically submit a written appeal statement to the Title IX Coordinator within five (5) business days of receipt of the written determination or dismissal. The appeal shall consist of a written statement not to exceed 1,500 words, outlining the basis for appeal and the relevant information to substantiate the appeal. The non-appealing party will be provided with a copy of the appealing party's written statement and may submit a written response, not to exceed 1,500 words, to the Title IX Coordinator within five (5) business days of receipt of the appealing party's written statement. The non-appealing party's statement will be provided to the appealing party. No further appeal submissions from the parties shall be permitted.



An appeal is limited in scope. The purpose of an appeal is not to initiate a review of substantive issues of fact or a new determination of whether a violation of College/Institute rules has occurred.

In deciding an appeal, the Appeal Panel may consider the case file and any responses, investigative report and any responses, the hearing record, the written determination, and any written appeal(s) or statements by the parties. The Appeal Panel also may consider any other materials the College/Institute deems relevant and that have been shared with the parties.

The parties and their advisers will simultaneously be provided (via electronic format) with the written decision describing the result of the appeal and the rationale for the result.

If the Appeal Panel finds that the earlier decision should stand, the parties will be so informed and the Title IX process is concluded.

If the Appeal Panel finds that there was procedural irregularity that affected the outcome of the matter, the matter will be remanded to the Hearing Panel to determine appropriate further action.

If the Appeal Panel finds that new evidence is available which was not reasonably available at the time of the determination regarding responsibility or dismissal, and such evidence could alter the outcome of the matter, the matter will be remanded to the Hearing Panel for appropriate further action.

If the Appeal Panel finds that the Title IX Coordinator or their staff, investigator(s), or member of the Hearing Panel, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter, the Appeal Panel will take appropriate measures to address and remediate the impact of the bias or conflict consistent with the general procedures of this policy.

If the Appeal Panel finds that the sanctions (or recommended sanctions) are not commensurate with the violation, the matter will be remanded to the Sanction Officer for reconsideration.

The Appeal Panel will seek to complete the appeal review within thirty (30) business days of receipt of the appealing party's written statement.

Unless further proceedings are necessary, the determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of an appeal if an appeal is filed (at which point the Title IX grievance process is concluded), or if an appeal is not filed, the date on which an appeal would no longer be considered timely (at which point the Title IX grievance process is concluded).

## **V. TRAINING**

The College/Institute will either provide appropriate training, or ensure appropriate training is provided by a qualified third party, to the Title IX Coordinator and Campus/Executive Directors, investigators, Hearing Panel members, Appeal Panel members, and any individual who facilitates the informal resolution process. Such training will cover the definition of Title IX Sexual Harassment; the scope of the College's/Institute's education program or activity; how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes under this policy, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The College/Institute will ensure that Hearing Panel members receive training on any technology to be used at a hearing and on issues of relevance of questions and evidence, including questions and evidence about the irrelevancy of complainant's sexual predisposition or prior sexual behavior. The College/Institute will ensure that investigators receive training on issues of relevance in order to create an investigative report that fairly summarizes relevant evidence. These training materials are publicly available on the College's/Institute's website and will be made available for in-person review upon request. In addition, College/Institute officials with responsibilities under this policy will receive training related to intersectionality.

## **VI. RECORD RETENTION**

The College/Institute will maintain for a period of seven (7) years records of the following:

- Each Title IX Sexual Harassment grievance process conducted under this policy, including any determination regarding responsibility and any audio or audiovisual recording or transcript from a hearing, any disciplinary sanction imposed on the respondent, and remedies provided to the complainant designed to restore or preserve access to the College's/Institute's education program or activity.
- Any appeal and the result therefrom.
- Any informal resolution and the result therefrom.; and
- All materials used to train Title IX Coordinators, investigators, Hearing Panel members, Appeal Panel members, and any individual who facilitates the informal resolution process under this Title IX/Sexual Harassment Policy.
- Records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of sexual harassment. In each instance, the College/Institute will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's/Institute's educational and working program or activity. If the College/Institute does not provide a complainant with supportive measures, then the College/Institute will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **VII. MODIFICATION AND REVIEW OF POLICY**

The College/Institute reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances. At regular intervals, the College/Institute will review this policy to determine whether modifications should be made.

## **INFORMATION REGARDING ACADEMIC CALENDARS**

The College can enroll cohorts on a periodic basis throughout the calendar year for the Medical Assistant and Medical Insurance Biller and Coder programs of study. Enrollment cohorts for the Associate of Science in Healthcare Administration, Associate of Arts in Nursing, Central Service Instrument Technician, Surgical Technology, Surgical Technology-Accelerated Alternate Delivery (ST-AAD), and Vocational Nursing are limited to several times each year. The Academic Calendar for each enrollment cohort is provided to students at the beginning of each program of study. Specific start dates can be obtained from your Admissions Representative.

The majority of our weekday classes meet Monday through Thursday, while others meet Monday through Friday and/or include weekend classes. Programs scheduled to meet evenings and/or weekends may have a longer program length than the day programs. Special classes, holiday make-up classes, workshops and seminars are usually held on non-class days, which may include Fridays, Saturdays, and Sundays depending on the program's schedule, and include: New Student Orientation, CPR Certification, Internship Workshops, and Career Readiness Workshops. Students attend mandatory workshops as scheduled for their program of study.

### **COLLEGE CALENDAR**

The College observes the following holidays:

Martin Luther King Jr. Day

President's Day

Spring Day

Memorial Day

Independence Day

Labor Day

Veteran's Day

Thanksgiving and the Friday following Thanksgiving Day

The College does not conduct most classes during the two weeks generally considered "Winter Break" (including Christmas Day and New Year's Day). Other days may be approved by College Administration.

## **STUDENT & ALUMNI SERVICES**

The College offers student services to facilitate career success during the student's stay at the College and after graduation.

### ***Student Assistance***

Most campuses have Student Advisors who visit with the student at appropriate times during the program. Students are strongly encouraged to meet with their advisor with or without an appointment for student advising. Students may also meet with any of the College's Team Members for advising purposes.

### ***Tutoring***

The College offers a full range of tutoring services at each campus. Tutoring may be obtained for study skills and program subject matter content. Tutoring appointments may also be arranged prior to the student beginning their program of study at the College.

### ***Refresher Assistance***

The College offers Refresher Assistance to its graduates for a two-week period at no additional charge. Graduates may contact the College and arrange to attend various class sessions at the College or utilize the College's online platform. Refresher Assistance must be related to the program from which they graduated. This assistance is especially helpful to graduates who have taken time off and then want to resume their working career. Graduates changing positions within their field who also wish to take advantage of Refresher Assistance, are charged a small fee determined by the College's Campus Director, based on the graduate's needs.

### ***Student Loan Assistance***

The College maintains a full-service Student Loan Assistance department. The Student Loan Assistance Department contacts students periodically and maintains current student/graduate contact information (mailing address and telephone numbers). Students not able to make their loan payments, for a limited time period, may be offered opportunities for deferments, or for reduced payments, as allowed by the lender.

### ***Seminars Given By the College***

Periodic seminars are given for graduates on new developments and procedures in the field. Currently enrolled students may attend some of these seminars, either as a requirement or as an option.

### ***Seminars Available Through Outside Groups***

Students are encouraged to attend seminars, conventions, and meetings affiliated with their program of study. These seminars are offered by various professional associations, such as the American Association of Medical Assistants (AAMA) and the Association of Surgical Technologists (AST).

## **CAREER SERVICES**

### ***Placement Assistance***

The College maintains a career services program for its students and graduates at each campus and provides services at no additional charge. Students and graduates may contact the Career Services Department for employment referral information, assistance with résumé writing, conducting mock interviews, and assistance in arranging interviews with prospective employers. The College is proud of its career services that assist with the employment of many graduates in the working world every year. Our Career Services Department collaborates with doctors, dentists, medical clinics, pharmacies, medical billing offices, short term care facilities, surgery centers, and hospitals in order to best serve the needs of our students. The College makes no guarantees concerning employment placement as an inducement to enroll, nor does the College promise or guarantee employment to any student or graduate.

### ***Intern/Extern or Outside Clinical Facilities***

Internship/Externship/Clinical refers to the clinical phase of the programs. Each student spends multiple weeks (please refer to the specific information for each program of study) in a clinical setting applying their knowledge and skills in a “real world setting,” interacting with patients or customers and other employees and supervisors.

Most externships are scheduled on a four-hour per day basis. If a student wishes a full-time externship schedule over a shorter period, arrangements may be made. Facilities evaluate the student’s practical performance by written reports at the end of the period. Hundreds of facilities cooperate with the College to provide externships for our students.

The College’s Career Services Team Members work with the students to schedule their Internship/Externship/Clinical, since clinical experiences and graduate employment opportunities are closely related. Depending upon the program of study, students may be required to attend an Internship/Externship Workshop, on non-scheduled class day, approximately ten weeks prior to completing classes. Career Services Team Members interview each student individually to determine the best possible Internship/Externship/Clinical experience and to gather information for future employment search assistance.

Clinical experiences are typically completed during the day, including Internships/Externships/Clinical for students enrolled in evening/night programs. The College does not guarantee that Internships/Externships/Clinicals can be completed during the evening/night hours. Some programs require the student to travel a certain distance for Internship/Externship/Clinical. The student must have reliable transportation, whether it is their own car, a reliable ride, or public transportation. The College is not responsible for arranging student transportation to clinical experience locations.

## **CODE OF CONDUCT**

Glendale Career College is a professional environment. It is expected that students will conduct themselves in a professional manner consistent with this Code of Conduct in preparation for entering the world of work. In the event there is a question as to what is appropriate regarding dress code, conduct, appearance, and behavior, the Campus Director or Program Director will make the final determination. Should a student disagree with the application of this Code of Conduct to his/her actions/behavior, the appeals procedure as stated in the College catalog should be followed.

Note that allegations of sexual misconduct or other violations of Title IX such as sexual assault, domestic or relationship violence, or stalking should be reported to the Title IX Campus Security Authority and/or Title IX Deputy as outlined in the *Sexual Misconduct/Title IX Policy*. These reports will be handled according to the processes outlined in that policy.

### **Standards**

- Demonstrate professional behavior at all times
- Follow all published policies and direction from Team Members
- Use respectful and professionally acceptable language towards fellow students, Team Members, and during the internship/externship/clinical experience
- Adherence to the dress code
- Academic honesty and integrity
- Show respect towards fellow students, Team Member, and anyone with whom you interact while on internship/externship/clinical experience
- Follow classroom and internship/externship/clinical rules; including food, drinks, Internet, and cell phone usage

### **Prohibited Behavior**

Prohibited behaviors involve behaviors on-campus, at internship/externship/clinical sites, and/or off-campus at College-sponsored activities. Prohibited behaviors include, but are not limited to:

- Acts of abuse, violence, harassment, hazing, stalking, threats, intimidation, or retaliation
- Use of profanity in any communications
- Refusal to comply with appropriate requests
- Being involved in criminal acts including use of the Internet or College property for illegal or inappropriate activities
- Engaging in academic dishonesty or providing false information
- Interfering with the rights of others to access their education
- Being disruptive and disrespectful
- Malicious and intentional actions intended to harm others
- Theft, vandalism, or causing intentional damage to school property or the property of others
- Violation of College drug and alcohol policy
- Unprofessional, harassing, profane or bullying language or behavior towards students, staff or faculty of the College, or related third parties, such as extern facilities and their employees, whether verbally, in writing, in electronic communication (email and texts), or on social media
- Making false statements in relation to the College verbally, in writing, in electronic communication (email and texts), or on social media.
- Violation of safety and security rules
- Improper use of the Internet or cell phones during class time

- Smoking in the campus buildings
- Eating and drinking in the classroom or internship/externship/clinical site where prohibited

### ***Dress Code***

- All allied health program students are expected to be in College-approved uniform while in the classroom or at an internship/externship/clinical site. The uniform must be neat, clean, and in good repair.
- Student must wear conservative, white, non-canvas, closed-toed shoes at all times. Athletic shoes are best; sandals, flip-flops, and high heels are prohibited.
- All students must be conservative in their hairstyles and use of cosmetics; well groomed (including facial hair and fingernails); and present themselves with a professional appearance when on campus or representing the College at an internship/externship/clinical site.
- Jewelry should be worn in good taste, with no visible body piercing except earrings. Jewelry should be limited to a wedding band, watch, and small earrings. (Students who need a reasonable accommodation because of religious beliefs, observances, or practices should contact the Campus Director to discuss the need for accommodation.)
- Tattoos should not be visible and should be covered with clothing or makeup.

### ***Grounds for Disciplinary Action***

- Unsatisfactory academic performance
- Unsatisfactory attendance
- Violation of the Code of Conduct
- Violation of the Dress Code
- Non-compliance with any Glendale Career College policy and standard

## ***DISCIPLINARY PROCEDURES AND TERMINATION***

All disciplinary matters will be reviewed by the Campus Director or their designee. The student will be notified of the violation and given the opportunity to meet with the Campus Director or their designee to discuss the matter before a determination is made. Disciplinary action will be determined based on the seriousness and frequency of the offense or violation. Students will be immediately notified, in writing, of any disciplinary action taken by the College.

One of the following disciplinary actions may be taken:

- Notice of Violation
- Disciplinary Warning
- Disciplinary Probation
- Suspension
- Dismissal/Termination
- Reporting to Law Enforcement
- Other Appropriate Action

## ***DISCIPLINARY ACTION APPEAL POLICY***

All appeals must be submitted, in writing, within 10 days of notification of the violation. The student must provide supporting documentation for the appeal. Appeals will be reviewed within ten (10) business days by the Appeals Committee, under the coordination of the Corporate Director of Academic Operations. The decision of the Appeals Committee is final.

## ***COPYRIGHT POLICY***

### ***Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws***

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 [copyright.gov](http://copyright.gov).

### ***College Consequences for Student Violations***

If the College receives a copyright violation notice relating to student activity, the College will take the following actions:

#### **First Violation:**

The student will receive a Copyright Policy Warning in writing. The student will be required to meet with the Campus Director or their designee to review the College’s Copyright Policy and signs the Copyrights Policy Warning acknowledging understanding and agreement. The documentation regarding the Warning will be placed in the student’s disciplinary record.

#### **Second Violation:**

The student will be considered to be in violation of the College’s Student Conduct Policy. The student will be placed on Disciplinary Probation. The student will be required to meet with the Campus Director or their designee to review the College’s Copyright Policy and sign the Copyrights Policy Probation notification. The student may be subject to sanctions based on the student’s responsibility in the violation and a history of previous incidents of Conduct Policy violation(s). Possible sanctions can include but are not limited to:

- Writing an essay regarding copyright infringement
- Required completion of an ethics class
- Suspension

The documentation regarding the Conduct Probation will be placed in the student’s disciplinary record.



Third Violation:

The student may be dismissed/terminated from the College. The dismissal/termination can be appealed. The student will be required to meet with the Campus Director or their designee to justify why dismissal/termination is not warranted, including the submission of supporting documentation. The decision of the Campus Director is final. The documentation regarding the dismissal/termination will be placed in the student's disciplinary record.

For further questions, please contact your Campus Director.

## ***ATTENDANCE POLICY***

Maintaining good attendance is a fundamental element of successful career preparation. Students are expected to attend all classes according to their established schedules. Frequent absences and/or tardiness will cause disruption to a student's learning process and the establishment of good employment habits. Poor attendance can lead to disciplinary action such as Probation or dismissal/termination.

Students who are absent for 14 consecutive calendar days will be considered an Unofficial Withdrawal by the College. A student can officially withdraw by notifying the Campus Director/Registrar before reaching the 14<sup>th</sup> day of absence. The 14-day absence timeline does not include scheduled calendar days designated as official College breaks. Please refer to the College's SAP Policy and Grading Policy for information regarding grades awarded when student's Withdraw from the College.

Students must maintain a minimum of 90% attendance in all scheduled clock hours of instruction in their program of study. This requirement applies to students in both clock hour and credit hour programs. The clock hour is the basis for the credit hours earned in a given course.

The student will be placed on Attendance Probation if his/her attendance percentage falls below 90%. The maximum amount of excused absences is 10% of the scheduled clock hours attempted in the program. A letter notifying the student of his/her placement on Attendance Probation will be provided to the student. All students placed on Attendance Probation are given thirty (30) days to raise their attendance percentage. This may include attendance at a faculty supervised make-up session. See the College's Make-Up Policy for additional information. If the student's attendance percentage is still below 90% at the end of the thirty (30) day Attendance Probation period, the student may be dismissed/terminated.

The student may submit an appeal to the Campus Director or their designee for an extension of the Attendance Probation period if the student has documented mitigating circumstances. The extended Probation period may not exceed thirty (30) additional days. If a student is dismissed/terminated due to unsatisfactory attendance, he/she may appeal to the Campus Director for re-entry following the College's published appeal process.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## **TARDINESS/EARLY DEPARTURE**

In order to obtain the maximum benefit of their instructional program, students are expected to be in class on time and remain for the entire instructional period. Tardiness and early departure will count as time out of class, just like an absence, and may result in disciplinary action up to and including Attendance Probation, course failure or dismissal/termination. Time out of class will be rounded up to the nearest quarter-hour increment and reported as absent time. *For example, if a student is tardy 10 minutes, the student will be reported as missing 15 minutes of class time which will reduce the student's attendance percentage.*

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## **INTERNSHIP/EXTERNSHIP/CLINICAL EXPERIENCE**

Clinical experiences are typically completed during the day, including Internships/Externships for students enrolled in evening/night programs. The College does not guarantee that Internships/Externships/Clinicals can be completed using any particular day or evening schedule. Some programs require the student to travel a certain distance for Internships/Externships/Clinicals. The student must have reliable transportation, whether it is their own car, a reliable ride, or public transportation. The College is not responsible for arranging student transportation to Internships/Externships/Clinicals experience locations.

The student is required to begin Internship/Externship/Clinicals on the dates and times scheduled by the program. Students working full-time may Intern/Extern on a pre-approved modified schedule.

The clinical component of the Vocational Nurse program starts in Term 1.

The clinical component of the Associate of Arts in Nursing program starts in Semester 3.

The clinical component of the Bachelor of Science in Nursing program starts in semester 10.

The clinical component of the Surgical Technology program is described in detail in the Surgical Technology program's Student Handbook and is scheduled to begin at the end of the didactic and laboratory components of the program.

Students required to complete clinical experiences are not employees of the clinical agency and are not paid for these experiential learning opportunities by either the clinical agency or by the College.

Students must complete 100% of all scheduled Internship/Externship/Clinical hours.

Students who are dismissed/terminated by their Internship/Externship/Clinical site will be evaluated by the College to determine if the student will be offered a second Internship/Externship/Clinical site or be dismissed/ terminated. This determination will be based on the seriousness of the circumstances surrounding the dismissal/termination.

In a rare case where the Campus Director determines the student was wrongfully dismissed/terminated from the site or there were unique circumstances surrounding his/her dismissal/termination, an additional Internship/Externship/Clinical opportunity may be provided. Students who are terminated from a second Internship/ Externship/Clinical site opportunity may be subject to dismissal/termination from the College.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## **MAKE-UP POLICY**

### **Academics**

- There is no make-up allowed for missed quizzes. Points for missed quizzes are forfeited by the student.
- Students are allowed to make-up one (1) exam per course. This exam may be used as the unscheduled make-up exam or to improve a failing grade.
- Scheduled make-up exams may be given before a scheduled absence or immediately upon return to class.
- A scheduled make-up exam must be approved by the instructor before the absence. No point deduction is taken from a scheduled make-up exam.
- Unscheduled make-up exams are given immediately upon return to class. The maximum grade that a student can earn is a 70 on an unscheduled make-up exam, unless extenuating circumstances, as determined by the Instructor, would indicate otherwise. (Surgical Technology and Vocational Nursing students should refer to their program handbook regarding make-up exams and grading.)
- If a student is absent on the agreed-upon date of a make-up exam, a grade of “0” will be recorded and the student will not be given an additional opportunity to make-up the exam.

### **Make-up Time Procedure**

- a. Student must obtain a make-up slip from the Instructor to make up time.
- b. Students making up time must wear the prescribed uniform for their program, unless the dress code for the day states otherwise (Casual Dress Day). Students, who are not properly attired, will not be permitted to complete make-up time on that day.
- c. Student must check in with the Instructor-in-Charge to receive make-up time assignment(s). Students must ensure that the Instructor-in-Charge can easily locate him/her throughout the make-up time period.
- d. In order for the Instructor-in-Charge to sign off on make-up time, all assigned make-up work must be completed and submitted.
- e. Student should ask the Instructor-in-Charge to complete and return the make-up slip to him/her at the end of the make-up time, for that day.
- f. Upon returning to regularly scheduled class, the Student must give the make-up slip to his/her Instructor.
- g. Make-up time for students in the Vocational Nursing and Surgical Technology programs must be scheduled with the Instructor, Program Director, and/or Clinical Coordinator, and make-up time is scheduled at the discretion of the Instructor/Program Director/Clinical Coordinator.

It is the student’s responsibility to complete all required make-up time, as well as complete any assignments, exams, or other work missed. It is also the student’s responsibility to obtain missed work from his/her Instructor, and to make arrangements with the Instructor to ensure that all work is made-up before the end of the course in which the work was missed.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance and make-up policy requirements.

### ***DISTANCE EDUCATION ATTENDANCE REQUIREMENTS***

Students are required to attend an online course by actively participating in at least three (3) academically-related activities each week.

#### ***Academic Attendance Activity***

In order for the student to receive full participation credit for the week, he or she must attend by logging in and completing at least three (3) required academically-related activities for that week. Academically-related activities that constitute online course attendance include:

- Academically-relevant discussion board postings, blogs and/or chats
- Submitting completed assignments/projects/exams/quizzes
- Completing virtual classroom activities

The course Instructor will assess each student's participation during the week and record attendance. The Instructor will give participation credit and record attendance based on the first and last day of the student's participation in academically-related activities for the week. Recorded attendance for students in the same class will vary based on when the student completes his or her assignments. If a student fails to participate in any academically-related activities during the week, he or she will be given no participation credit for that week and will get two absences. If the student only participates in one academically-related activity during the week, the student will receive only partial participation credit for the week and will get one absence.

#### ***Last Date of Attendance in an Online Course***

If a student does not attend an academically-related activity for fourteen (14) consecutive days, the student will be withdrawn from the course. The online attendance record will be used to determine the student's last day of attendance, and the day of the last recorded academic attendance activity for that student will be considered the student's last day of attendance. The last day of attendance is used to determine the student's charges and how much financial aid has been earned upon withdrawal. Documentation supporting the last day of attendance must be reviewed, confirmed, and retained by the faculty and Registrar's office before the student's refund calculations can be processed.

## **LEAVE OF ABSENCE (LOA)**

If it becomes necessary for a student to temporarily stop attending classes, the student must request and be approved for a Leave of Absence (LOA), or the student will be considered Withdrawn. Leaves of Absence must be pre-approved unless an unforeseen circumstance prevents the student from doing so. If the student's LOA is not approved, the student will be treated as a Withdrawal for financial aid purposes. An LOA request will be considered for approval only if:

- the student has completed a minimum of 30 calendar days of coursework or one (1) completed course;
- the LOA is requested in writing and signed and dated;
- the LOA request includes the reason for the leave;
- there is a reasonable expectation that the student will return after the LOA;
- on a subsequent LOA request, the cumulative number of days on leave does not exceed 180 days per 12-month period; and
- prior arrangements have been made for the student to be able to continue his or her academic coursework upon return from the LOA, which may include repeating course(s) at no additional charge to the student.

The student must notify the College if he or she intends to return from the LOA early.

A student with extenuating circumstances may be granted a subsequent Leave(s) of Absence not to exceed 180 days of leave within a 12-month period. Supporting documentation must be provided for a subsequent LOA request(s). The number of days of a LOA is counted beginning with the first day of the student's initial LOA.

If the student is unable to provide a written LOA request for pre-approval due to unexpected, extenuating circumstances, such as a car accident, the College will accept a verbal LOA request. The student must subsequently provide a written LOA request, along with supporting documentation within 14 days. If the student is unable to provide the subsequent written LOA request within 14 days, the College will assume that there is not a reasonable expectation that the student will return from LOA and the student will be Withdrawn from the program.

The student will not be charged any fee or additional tuition as a result of taking an LOA. The student will not be eligible for additional financial aid as a result of taking an LOA. However, the student's financial aid package may change.

The student will be charged a fee to retake a course, when the student fails a course and subsequently requests an LOA.

Failure to return on the expected LOA return date will result in immediate Withdrawal from the College per the College's Withdrawal Policy. Withdrawal from the College places the student in his or her student loan grace period starting at the first day of the LOA. For example, if a student is on LOA for 60 days and does not return, the 2 months on LOA will be deducted from the student's 6-month grace period. The student's loan repayment will begin four (4) months after Withdrawal instead of six (6) months.

### ***Re-Entry Policy***

If the student leaves the College without requesting a Leave of Absence and then elects to return to the College, the student must meet with the Campus Director to determine whether the student may re-enter the program of study. The decision to allow the student to return to the

program of study will be based on the length of time the student has been away from the College and their prior academic standing.

### ***Tuition for Repeating Class Work***

Students who are required to repeat a portion of the program for which they did not receive credit due to excessive absences or unsatisfactory grades, will be charged a pro-rated tuition based on the tuition at the time of initial enrollment.

### ***Program Re-entry Requests***

Students terminated from their program of study due to excessive absences or unsatisfactory grades may request re-entry into their program of study.

The Campus Director, in collaboration with the Corporate Director of Academic Operations, may elect to allow the student to re-enter their program of study. Re-entry into the College/program of study is not guaranteed.

To be considered for re-entry, former students must request re-entry in writing.

Re-entry considerations are as follows:

- Students may only re-enter into their original program of study
- Eligibility for re-entry status is open for 12 months after the original last day of attendance
- If the re-entry request exceeds 12 months from the last date of attendance, the request must be approved by the Campus Director and the Corporate Director of Academic Operations
- The applicant may be required to undergo knowledge and skills assessment

Any classroom nursing course with a required co-requisite clinical course is integrated and inseparable from the clinical course; therefore, a student must pass both courses with a “B” (80%) or better in the same semester in order to be eligible to enroll in the next level of courses.

## ***NOTIFICATION OF RIGHTS UNDER FERPA***

Education records are defined as records which are comprised of materials and documents containing information directly related to a student and their education that are maintained by the College. Records are supervised by the Campus Director and access is afforded to the College’s Team Members for the purposes of recording grades and attendance, documenting career services and advising notes, and admissions and financial aid information. Student information is also reviewed by the financial aid department for purposes of determining financial aid eligibility.

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

1. The right to inspect and review the student’s education records within forty-five (45) days of the day that the College receives a request for access. Students may request a review of their records, in writing and submitted to the Campus Support Center at 2121 West Garvey Avenue, North, West Covina, California 91790. Students will be allowed to review the education record under appropriate supervision, during regular business hours.

2. The right to request the amendment of a student's education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may request that the College amend a record by requesting the amendment, in writing, submitted to the official responsible for the record, clearly identify the part of the record the student requests be amended, and specify why the amendment should be made. If the College decides not to amend the record as requested, the College 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 College discloses personally identifiable information in the student's education record, except to the extent that FERPA Authorizes disclosure without consent. The College discloses an education record without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. 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 20202-5901  
[FERPA@ed.gov](mailto:FERPA@ed.gov)

A charge of \$25.00 will be made for copying a complete set of the student's education record or any portion thereof.

"Directory Information" showing student's name, address, telephone number, birth date and place, program undertaken, dates of attendance and certificate awarded may be provided to third parties by the College, unless a request to omit such information is presented in writing 30 days prior to graduation or termination.

Written consent is required before an education record will be disclosed to third parties with the exception of accrediting commissions or governmental agencies so authorized by law. Academic Transcripts and Proof of Attendance are available within ten days of receiving a written request for same. The charge is \$15 per copy. Financial Aid Transcripts are available, upon request, for other educational institutions which a North-West College student or graduate may wish to attend. There is no charge for a Financial Aid Transcript.

North-West College secures, retains, and disposes student record information in accordance with local, state, and federal regulations.

## ***STUDENT COMPLAINTS/GRIEVANCE PROCEDURE***

Many issues or concerns can be resolved by discussing the situation with an appropriate Team Member. Students seeking to resolve problems or complaints should follow the steps below when seeking a resolution:

- Contact the appropriate Instructor or Team Member;
- If the issue remains unresolved, contact the Program Director or Campus Director:

**Irma Pirone  
Campus Director  
Glendale Career College  
240 North Brand Blvd., Lower Level  
Glendale, CA 91203**

- If the concern remains unresolved, students should contact the Student Experience Helpline at:

**[StudentExperienceHelpline@Success.edu](mailto:StudentExperienceHelpline@Success.edu)**

Please send an email to the address above. The email will be forwarded to a Student Experience Helpline Team Member at our Campus Support Center who will endeavor to reach a resolution acceptable to both the student and the College.

A student, or any member of the public, may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [bppve.ca.gov](http://bppve.ca.gov).

Schools accredited by the Accrediting Bureau of Health Education Schools (ABHES) must have a procedure and operational plan for handling student complaints. ABHES reviews complaints against an accredited institution or program that relate to the accreditation requirements set forth in the *Accreditation Manual*. If a complaint raises a question of possible violation of these requirements, the institution or program will be given the opportunity to respond to the complaint. If a violation is found, ABHES will take enforcement action as necessary.

All complaints must be submitted in writing using the ABHES Complaint Form. This form is available from ABHES or at [abhes.org](http://abhes.org). The written complaint and supporting documentation must be emailed to Complaints Specialist, [info@abhes.org](mailto:info@abhes.org), or mailed to Complaints Specialist, 7777 Leesburg Pike, Suite 314 North Falls Church, Virginia 22043. Complaints must be in sufficient detail and clarity to permit the institution or program to respond effectively and to permit ABHES to make a determination of the facts relating to the complaint. Complaints must be made within 90 days of the last event that is material to the complaint.



## **NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

The College is committed to equal opportunity and creating and maintaining an educational and working environment free from discrimination and harassment as described in this policy.

This policy prohibits such discrimination and harassment and applies to all students and employees.

When the College becomes aware that a member of the College community may have been subjected to or affected by discriminatory and/or harassing behavior, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate action to stop the discrimination and/or harassment. The course of action taken by the College, including any disciplinary penalty, will depend on the particular facts and circumstances involved.

This policy does not address sexual assault, domestic or dating violence, or stalking. Those categories of prohibited conduct are governed by the College's *Title IX/Sexual Misconduct Policy*, which also establishes separate procedures that outline reporting options and explain how the College assesses, investigates, and resolves reports of such prohibited conduct against students and employees. The *Title IX* policy and related procedures supersede any conflicting information contained in this Policy.

### I. Definitions

Protected characteristics are those personal traits, characteristics and/or beliefs that are defined by applicable law as protected from discrimination and/or harassment. They include race, creed, color, sex, gender identity or expression, age, national origin, ancestry, religion, physical or mental disability, military and veteran status, marital or domestic partnership status, affectional or sexual orientation, and/or other characteristics protected by applicable law.

Discrimination is adverse treatment of an individual based on a protected characteristic, rather than individual merit. Examples of conduct that can constitute discrimination, if based on an individual's protected characteristic, include but are not limited to:

- Singling out or targeting an individual for different or less favorable treatment (e.g., more severe discipline, lower salary increase) because of their protected characteristic
- Failing or refusing to hire or admit an individual because of their protected characteristic
- Terminating an individual from employment or an educational program based on their protected characteristic.

Harassment is unwelcome verbal or physical behavior which is directed at a person based on a protected characteristic and which are sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment. Examples of conduct that can constitute harassment, if based on an individual's protected characteristic, include but are not limited to:

- Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
- Disparaging remarks to a person about a legally protected characteristic (e.g., negative or offensive remarks or jokes about a person's religion or religious garments);
- Displaying negative or offensive posters or pictures about a legally protected characteristic;
- Electronic communications, such as e-mail, text messaging, and internet use, that violate this Policy.

Retaliation is any attempt to seek retribution against an individual or group of individuals involved in filing a complaint or report under this Policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action believed to constitute a violation of this Policy. Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this Policy are considered retaliatory if they have a materially adverse effect on the working, academic, or College-controlled environment of an individual; or if they hinder or prevent the individual from effectively carrying out their College responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this Policy.

## II. Options for Addressing Discrimination and/or Harassment

The College encourages everyone to report all incidents of discrimination and/or harassment, regardless of the offender's identity or position. When individuals feel that they have been subjected to discrimination and/or harassment or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor, or their Campus Director.

The Campus Director oversees the College's response to concerns of discrimination and/or harassment, and is made aware of all such concerns. Please contact the Campus Director at your campus to discuss any concerns or complaints.

In addition, the College encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and to request that it be discontinued. Often this action alone will resolve the problem. The College recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures.

## III. Complaint Reporting, Investigation, and Resolution Involving Complaints Against Faculty or Staff Members

### 1. Complaint Reporting

When individuals feel that they have been subjected to discrimination and/or harassment, or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor or their Campus Director.

The written complaint should identify the parties involved, describe the harassing or discriminatory behavior, including when and where it occurred, and identify by name or description any witnesses and/or evidence. Written complaints should be treated as confidential, should only be provided to appropriate designated individual listed above, and should be provided directly to that individual.

### 2. Interim Steps

When appropriate, prior to or during the investigation, the College may take reasonable and appropriate interim steps to protect the safety and well-being of members of the College community, maintain the integrity of the investigative and/or resolution process, and deter retaliation.

### 3. Investigation Process

The purpose of the investigation is to gather facts relating to the incident(s) outlined in the written complaint and to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes discrimination and/or harassment. The investigator (or co-investigators, as necessary) will conduct a fact-finding inquiry that may include written statements, interviews, and any other sources of evidence the investigator deems appropriate. During the course of the investigation, the investigator may receive counsel from other parties as needed.

While the length of an investigation will depend on a variety of factors, including the nature and scope of the allegations, the number of parties and witnesses, and the availability of parties and witnesses, the investigator will seek to conclude the investigation within forty-five (45) business days of receipt of the complaint.

Note: The College expects faculty, staff, and other members of the College community to cooperate fully in the investigation process. Any faculty or staff member who is the subject of or potential witness regarding a discrimination or harassment complaint and refuses to cooperate in an investigation is subject to discipline, up to and including termination of employment.

Note: Adversarial hearings, including confrontation, cross-examination by the parties, and active advocacy by attorneys or other outside advocates, are neither appropriate nor permitted during the investigation process.

#### 4. Complaint Resolution

At the conclusion of the investigation, the investigator will prepare a report. The report will explain the scope of the investigation and whether any allegations in the complaint were substantiated. The report will be submitted to the appropriate parties as deemed necessary.

##### *Finding of “No Violation” of the College’s Policy on Discrimination and/or Harassment*

If there is a determination that the behavior investigated did not violate this Policy, both parties will be so informed. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

##### *Finding of “Inappropriate Behavior Not Rising to the Level of a Violation” of the College’s Policy on Discrimination and/or Harassment*

There may be a determination that the behavior was inappropriate and unprofessional but did not rise to the level of violating this Policy. Such inappropriate behavior may merit discipline, ongoing monitoring, coaching, or other appropriate action. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

##### *Finding of “Violation” of the College’s Policy on Discrimination and/or Harassment*

If there is a determination that the behavior did violate this Policy, the Campus Director, in consultation with the appropriate Corporate Director, and /or Executive Committee member, the Human Resource Consultant, and/or legal counsel will determine the appropriate corrective actions to be taken, up to and including academic expulsion or employment termination. In addition, where appropriate, the Campus Director may implement measures to ensure that the person who filed the complaint is not subjected to further discrimination or harassment, and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps, where appropriate, are at the discretion of the College, may include, but are not limited to, counseling or training and separation of the parties. Sanctions against the perpetrator may include a written warning, probation with or without conditions, suspension, academic dismissal or expulsion, and demotion or termination of employment in accordance with College’s policy. The process for appealing such a finding is set forth in Section VII below.

The College’s ability to discipline an individual who is not an employee or student (such as a vendor or contractor) is limited by the degree of control, if any, that the College may have over such individual. Nonetheless, the College will seek to take appropriate action in response to violations of this Policy.

#### IV. Confidentiality

Any allegation of discrimination or harassment brought to the attention of the College will be discreetly addressed. Investigations will be conducted in a confidential manner to the extent possible. However, the investigation of complaints may also require disclosure to the accused individual and to other witnesses for the purpose of gathering pertinent information. In such case, disclosures will be limited to the extent possible.

Individuals involved in investigations or disciplinary proceedings under this policy are encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation. While discretion regarding the process is important, complainants and respondents are not restricted from discussing and sharing information with others who may support or assist them in presenting their case.

Medical and counseling records are privileged and confidential documents that parties will not be required to disclose.

#### V. Protection from Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the working, or educationally hinder or prevent the individual from effectively carrying out their College responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this policy.

Prior to the conclusion of an investigation and findings, a complaint of discrimination or harassment does not constitute proof of prohibited conduct. As such, the complaint shall not be taken into account during promotion, merit or other evaluation or review until a determination has been made that the College's Policy has been violated.

Complaints of retaliation should be reported as violations of this Policy. Retaliatory conduct may result in serious disciplinary sanctions, up to and including termination/expulsion from the student's program of study or employment.

#### VI. Protection from Bad Faith Complaints

It is the responsibility of the College to balance the rights of all parties. Therefore, if the College's investigation reveals that the complaint is malicious or knowingly false, such charges will be dismissed and the person who filed the complaint may be subject to discipline, up to and including termination/expulsion from the student's program of study or employment.

## **GRADUATION REQUIREMENTS**

Students who complete their prescribed program of study, which includes Internship/Externship/Clinical, must then meet the following additional requirements in order to be considered a graduate of Glendale Career College and receive a diploma from the College:

1. Have satisfied all financial obligations to the College.
2. Completed the program of study and all prescribed requirements with a minimum cumulative GPA of 2.0.

Additional graduation requirements may apply. Please see the applicable Student Handbook.

## **DIPLOMA/DEGREE**

California statute requires that a student who successfully completes a program of study, be awarded an appropriate diploma or degree. Students completing all courses offered at Glendale Career College receive a diploma or degree.

## **OTHER LICENSE AND CERTIFICATION INFORMATION**

Vocational Nurses must become licensed by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to practice as a Licensed Vocational Nurse in the state of California. Vocational Nurses will become licensed by taking and passing the NCLEX-PN®, a year-round computer-adaptive vocational nurse licensure examination. For further information regarding the requirements for eligibility for licensure in the state of California, please refer to the BVNPT website: [bvnpt.ca.gov](http://bvnpt.ca.gov).

Surgical Technology students are required to sit for the CST Exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The cost of the exam is included in the student's tuition and fees.

Registered Nurses must become licensed by the California Board of Registered Nursing (BRN) to practice as a Registered Nurse in the state of California. Registered Nurses will become licensed by taking and passing the NCLEX-RN®, a year-round computer-adaptive registered nurse licensure examination. For further information regarding the requirements for eligibility for licensure in the state of California, please refer to the BRN website: [rn.ca.gov](http://rn.ca.gov).

## **USE OF IMAGES**

Students acknowledge that during a program, there may be photographic or video images taken of you. You understand that these images might be used in print media publications, advertisements, online and in any other format that Glendale Career College chooses.

Students release Glendale Career College, their officers, Team Members, agents and designees from liability for any violation of any personal or proprietary right you may have in connection with such use of these images.

**BACHELOR OF SCIENCE IN NURSING**  
**(RN to BSN)**

**CIP Code: 51.3801**

**SOC Code: 29-1141.00**

**Semester Credits: 120.0**

**Program Length: 144 Weeks**

**Method of Delivery: Residential, Blended**

**Program Objectives:**

Upon completion of the Bachelor of Science in Nursing (BSN) program, the graduates will: Utilize critical thinking to synthesize knowledge derived from nursing, design competent, patient centered professional nursing care for individuals, families and populations across the health continuum in a variety of community based settings and institutions, emphasizing patient safety and quality.

After successful completion of the program, nurse generalists will be able to function as providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue graduate level education.

**Required Courses:**

The Bachelor of Science in Nursing program is a post-licensure RN to BSN program for nurses who already possess an associate's degree.

Completion of the 44 total semester credit hours when added to the 76 semester credit hours of transferred credit from the required Associate's Degree, will total the 120 semester credit hours of required credits for a Bachelor's Degree in Nursing.

**ENG300 – English Literature – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

The main purpose of English 300 is to introduce the college student to masterpieces in English literature, drawing from the Norton Anthology of Major Authors. We will explore, analyze, discuss, and reflect upon classic English literature, as well as debate that has persisted for more than 2000 years among philosophers, writers, and critics over the following kinds of questions: What is the nature, function, and value of literature? How can we deal objectively with literary art? How can readers gain greater access to the richness and complexity of literary texts? What criteria do we use to determine a work's "greatness"? What do we mean when we speak of the "beauty" of a literary work? What is the function of the artist, the critic, and of criticism and theory itself? Can we know the artist's true intentions in a work? How do we account for multiple interpretations of a text? What is the relationship between the content and the form of a literary work? Does literary language differ from ordinary language?

**PSY301 – Psychopathology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course will provide an in depth review of a broad spectrum of psychopathological conditions as defined in the DSM-V. The focus of this review will include the signs & symptoms, and criteria for differential diagnosis. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these theoretical perspectives. The scientific bases of contemporary theories and research of major psychological disorders will be studied, and the societal implications of mental disorders will be explored.

**SOC401 – Cultural Diversity – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

The course examines the origins of cultural pluralism in the United States emphasizing the evolution of autonomous, interdependent societies coexisting both separately and interdependently. The history of discrimination is reviewed considering diversities of race, ethnicity, gender, disability, socioeconomic status, religion, and sexual preference with reflection on progress toward a more equitable society. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**HUM301 – Critical Thinking – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

The course teaches the student how to think about societal issues more carefully, more objectively, and more analytically, a critical skill for health professionals or anyone who wants to make more informed and healthier choices for themselves or their families. Research into how our mind works has found that we reach conclusions based on subconscious mental shortcuts and emotional and instinctive cues rather than from careful conscious fact-based reasoning. As a result, our views may feel right, but sometimes they do not match the evidence. That can create problems for us as individuals, and for society. This course is about how to understand and fight back against the built-in subconscious obstacles that impair more careful critical thinking. You will be asked to approach issues on behalf of a public looking to you for objectivity and 'the truth'. Written expression and analysis of ideas, arguments and issues in the health sciences will be emphasized. Instruction in critical thinking, inductive and deductive reasoning, and the scientific method will occur, with a particular emphasis on compositional expression necessary in developing a complex scientific argument; therefore, this will be an interdisciplinary course.

**BIO301 – Pathophysiology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course is focused on the pathophysiological basis for alterations in health. Examples and theories of disease causation and treatment therapies will be explored. The major objective of this course is to provide an examination of the altered physiological processes manifested in human diseases. By understanding these examples and situations, students will be better able to understand the pathophysiological processes involved in human disease and implementation of therapeutic clinical treatment.

**BSN300 – Health Assessment in Nursing– 3.0 Semester Credit Hours**

**BSN300C – Health Assessment in Nursing Clinical– 2.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog.

Co-requisites: None

This course is designed to help the student refine the physical assessment techniques of patients across the entire lifespan. In addition, the student will refine the physical assessment techniques of the pregnant patient and their unborn child. Assessment of the patient history, mental, and neurological status will also be covered. In addition, the student will learn to assess for violence. Finally, this course will help the student refine their interview techniques to be able to assess for emotional, social, and cultural health.

**BSN310 – Nursing Research Methodology – 4.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog.

Co-requisites: None

This course introduces the student to nursing research methodology concepts and their application. Both quantitative and qualitative research methods will be covered. In addition, the student will be introduced to posing a research question, formulating a hypothesis, and stating a research problem. The student will also learn about theoretical frameworks, literature review, data collection and data testing. Finally, this course will culminate in the production of a formal research study conducted and presented in written format by the student



**BSN410 – Leadership in Nursing – 3.0 Semester Credit Hours**

**BSN410C – Leadership in Nursing Clinical – 2.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog

Co-requisites: None

This course is designed to prepare the student or licensed nurse to transition from the role of clinician to manager. It will help the student develop the critical decision-making skills required to be an effective nurse leader in healthcare organizations. All four functions of management will be covered as they relate specifically to nursing leadership roles. Students enrolled in this course will gain the ability to effectively explain the difference between leadership and management. They will also be more prepared to function along the entire management - leadership continuum.

**BSN411 – Introduction to Biostatistics – 3.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog

Co-requisites: None

This course provides Introduction to Biostatistics provides an introduction to selected important topics in biostatistical concepts and reasoning. This course represents a variety of statistical techniques. These techniques include but are not limited to: data collection, sampling principles, and graphical techniques for data display necessary for appropriate analysis and interpretation of data relevant to health sciences. Statistical concepts will be presented and enhanced through the use of numerous “real life” data sets and case studies.

**BSN420 – Introduction to Public Health– 3.0 Semester Credit Hours**

**BSN420C – Introduction to Public Health– 2.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog

Co-requisites: None

This course introduces Theories and concepts from nursing and public health are presented from a bio-psycho-social perspective to the senior level student. The focus is on the health of the population, as well as, individuals, families, and groups living in the community. The Watson Model of Caring is threaded through the broad topics, which include Community-Oriented Practice, Family, Community Assessment, Epidemiology, and Communicable Disease.

**BSN422 – Nursing Roles and Issues– 4.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog

Co-requisites: None

This course prepares the student to deal with contemporary issues facing the nursing profession. It covers issues such as the growth of the profession, credentialing, healthcare employment, legal, safety, bioethics, political processes, research and technology, as they relate to the nursing and nursing roles in healthcare organizations. This course will also explore nurses in the leadership role and help the student develop their ability to effectively work with and respect other healthcare workers.

**BSN430 – Disaster Management– 3.0 Semester Credit Hours**

Prerequisites: Completion of all 100 and 200 level coursework required to obtain the BSN Degree as outlined in the college catalog

Co-requisites: None

This course prepares the student to deal with Independent investigation of significant problems in nursing. This course evaluates disaster preparedness and bioterrorism related to the nurse's role.

## **ASSOCIATE OF ARTS IN NURSING**

*(Effective May 1, 2020)*

**CIP Code: 51.3801**

**SOC Code: 29-1141.00**

**Semester Credits: 76.0**

**Program Length: 96 Weeks**

**Method of Delivery: Residential, Blended**

### **Program Objectives:**

The Associate of Arts in Nursing Program provides students with the opportunity to develop the knowledge and skills necessary to function as a Registered Nurse in a variety of settings. The student will receive classroom, laboratory, and clinical instruction in nursing areas of fundamentals, anatomy and physiology, pharmacology, medical/surgical nursing, mental health, obstetrics, and pediatric nursing.

After successful completion of the program, the student is required to take the NCLEX-RN examination for licensure as a Registered Nurse. Graduates of the Associate of Arts in Nursing program may be employed as a Registered Nurse upon application to the State Board of Nursing and successfully passing the NCLEX-RN examination. This person may serve patients and clients in many settings including hospitals, clinics, doctor's offices, extended-care facilities, and other medical facilities.

### **Required Courses:**

#### **ANT201 – Anatomy – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: ANT201L Anatomy Laboratory

A study of the microscopic and macroscopic structures of the human body. Emphasis on cell structures, integumentary, skeletal, muscular, respiratory, cardiovascular, nervous, digestive, urinary, endocrine, and reproductive systems of the body including disorders of these structures and respective pathologies. Laboratory activities as related to body systems/parts. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **ANT201L – Anatomy Laboratory – 1.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: ANT201 Anatomy

A laboratory investigation of both the microscopic and macroscopic structures of the human body. Emphasis on cell structures, integumentary, skeletal, muscular, respiratory, cardiovascular, nervous, digestive, urinary, endocrine, and reproductive systems of the body including disorders of these structures and respective pathologies. Laboratory activities will also incorporate dissection studies of the fetal pig related to analogous body systems/parts. Outside

preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PHY202 – Human Physiology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: PHY202L Human Physiology Laboratory

The study of the dynamic nature of life processes in the human body including cell physiology and functions and inter-relations of the organ systems. Laboratory experience utilizing experimentation and scientific reasoning is an integral part of the course. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PHY202L – Human Physiology Laboratory – 1.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: PHY202 Human Physiology

The study of the dynamic nature of life processes in the human body including cell physiology and functions and inter-relations of the organ systems. Laboratory experience in utilizing experimentation and scientific reasoning is an integral part of the course. This is the lab complement to the Human Physiology lecture course. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIC203 – Microbiology – 4.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: MIC203L Microbiology Laboratory

This course is designed as an introduction to microbiology, genetics, taxonomy, metabolism, controlling microbes, and immunology. Laboratory experience in order: staining, culturing, analysis and classification of microorganisms. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIC203L – Microbiology Laboratory – 2.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: MIC203 Microbiology

This course is designed as an introduction to Microbiology, pathogenicity, microbial morphology, genetics, taxonomy, metabolism, controlling microbes and immunology. Laboratory experience in order: staining, culturing, analysis and classification of microorganisms. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ENG101 – English – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

The main purpose of English 101 is to introduce the college student to the conventions of academic writing and critical thinking. In this course you will analyze and write about selected readings assigned to you. It is an objective of this course that you learn to compose an effective essay. Upon completion of this course you will have gained the skills necessary to express your ideas in written form in a clear, concise, articulate, and grammatically correct manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PSY101 – General Psychology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

Survey of introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of human behavior which includes: human sexuality, personality, stress and coping, relationships, psychological disorders and psychotherapeutic as well as pharmacotherapeutic interventions. Additional topics such as stress and health, psychological disorders, social psychology, and research methods may also be addressed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying

### **COM101 – Oral Communications – 3.0 Semester Credit Hours**

Prerequisites: SOS – Seminar for Success

Co-requisites: None

This course enables the student to understand the ways that communication affects and relates to everyday experiences. COM101 is a fundamentals course that introduces the principles of effectively preparing, presenting, and critically consuming messages in nonverbal, one-on-one, small group, workplace, and public speaking contexts. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **SOC101 – Sociology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course provides an introduction to sociology, “the systematic study of the relationship between individuals and society” (Croteau and Hoynes, p.5). The students will become familiar with sociology as an academic discipline. This course is a study of human relationships as they apply to social institutions and culture. The analysis of human behavior and needs as relate to the development of social organized groups is emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PSY201 – Growth and Development – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

A survey of the physical, cognitive, emotional, and social factors in human development from conception to death. There will be an emphasis on understanding people at various ages of development in order to be more patient with them and to interact with them more effectively. This course will help the student develop a better understanding of people who are at a different stage in life than the one they are currently in. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN101 – Fundamentals of Nursing Care – 2.0 Semester Credit Hours**

**ADN101C – Fundamentals of Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program

Co-requisites: ADN109 Pharmacological Nursing Care, ADN102 Introduction to Medical Surgical Nursing Care, and ADN102C Introduction to Medical Surgical Nursing Care Clinical

An introduction to the basic concepts of nursing: Nursing process, critical thinking, nursing theory, and patient-centered care. Concepts of pharmacology, nutrition, the healthcare team, and basic nursing interventions skills are introduced. Other topics presented are views of health and different healthcare team members. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN102 – Introduction to Medical Surgical Nursing Care – 3.0 Semester Credit Hours**

**ADN102C – Introduction to Medical Surgical Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program; ADN109 Pharmacological Nursing Care

Co-requisites: ADN101 Fundamentals of Nursing Care, and ADN101C Fundamentals of Nursing Care Clinical

The introductory medical surgical course delivers general assessment and alternations of health of various chronic disorders and their nursing management. Concepts of genetics, cancer, rehabilitation and perioperative care are also covered. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN103 – Pediatric Nursing Care – 4.0 Semester Credit Hours**

**ADN103C – Pediatric Nursing Care Clinical – 1.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medical Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care, ADN104 Obstetrical Nursing Care, ADN104C – Obstetrical Nursing Care Clinical

Co-requisites: None

This course introduces the student to the nursing care of the pediatric patient and their families. Concepts of growth and development, anticipatory guidance, health promotion and prevention

are presented. Nursing care for children with chronic illness, acute illness, pain management, and life threatening conditions are also discussed. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN104 – Obstetrical Nursing Care – 3.0 Semester Credit Hours**

**ADN104C – Obstetrical Nursing Care Clinical –1.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medial Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care

Co-requisites: None

This course focuses on the nursing care of women from young adulthood to the older adult stage. Concepts of health promotion prevention, common health concerns and reproductive health for women is presented. Theories and perceptions of parenthood, pregnancy, delivery, and postpartum care are also discussed. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN105 – Mental Health Nursing Care – 3.0 Semester Credit Hours**

**ADN105C – Mental Health Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN109 Pharmacological Nursing Care

Co-requisites: None

This course provides students with nursing management for mental and psychiatric disorders and the corresponding nursing management. Standards of care and safety are discussed. Different intervention modalities are also presented. The student is also given ways to care for self. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.



**ADN106 – Advanced Medical Surgical Nursing Care – 4.0 Semester Credit Hours**

**ADN106C – Advanced Medical Surgical Nursing Care Clinical – 4.0 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medical Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care, ADN104 Obstetrical Nursing Care, ADN104C – Obstetrical Nursing Care Clinical, ADN103 Pediatric Nursing Care, ADN103C – Pediatric Nursing Care Clinical, ADN105 Mental Health Nursing Care, ADN105C – Mental Health Nursing Care Clinical

Co-requisites: ADN107 Transition to RN and ADN110 NCLEX Review

Advanced medical surgical nursing care provides students with a focus on critically ill and emergency patients; and different levels of floor nursing experiences. Patients with common critical illness and emergency presentations give students an opportunity to use prior nursing education for complex health assessment and setting priorities. Community base care is introduced in management of communicable disease, terrorism, mass causality, and disaster nursing. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN107 – Transition to Registered Nursing – 2.0 Semester Credit Hours**

Prerequisites: ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care

Co-requisites: Successful completion of ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care

Provides content related to moving into the role of professional nursing practice using knowledge acquisition from student education and experiences. Leadership methods, prioritization and delegation are explored. Information about obtaining a license and preparing for the role of professional nursing is discussed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN108 – Intermediate Nursing Care – 4.0 Semester Credit Hours**

**ADN108C – Intermediate Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program; ADN109 Pharmacological Nursing Care

Co-requisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical

The intermediate medical surgical course focuses on the care of the older adult. The student develops skills to care for patients with many health, cultural, spiritual, and psychosocial needs. Alterations in health focuses on a variety of typical disorders of the older adult. Concepts of rehabilitation and perioperative care are also covered. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult with chronic illness and working with the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN109 – Pharmacological Nursing Care – 2.0 Semester Credit Hours**

**ADN109 – Pharmacological Nursing Care Clinical – 1.0 Semester Credit Hours**

Prerequisites: Admission to the ADN Program

Co-requisites: ADN101 Fundamental of Nursing Care

Pharmacological concepts important to nursing practice are discussed. Topics include general pharmacology concepts; safety of medication administration and risk reduction; types of mediations by system; pain management; life span considerations; herbals and supplements. Other topic includes cultural aspects of medication and patient adherence strategies. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN110 – NCLEX Review – 2.0 Semester Credit Hours**

Prerequisites: ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care; ADN107 Transition to RN; ADN098BridgingNursing Care

Co-requisites: ADN106 Advanced Medical Surgical Nursing Care

Preparation for the NCLEX-RN exam is the focus of this course. A self-assessment of knowledge and personalized plan is designed to concentrate the student's efforts in preparing for state boards. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN098 – Bridging Nursing Care – 1.0 Semester Credit Hours**

Prerequisites: Active California Vocational Nursing License\*, Admission to the RN program

Co-requisites: ADN105 Mental Health Nursing Care

Advanced placement students (those with a valid Vocational Nursing License in California) are introduced to the new role of nursing. Areas discussed are VN versus RN, theoretical knowledge, nursing roles, and IV therapy skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

\*Students who have passed the NCLEX-PN® are awarded 15 units of nursing course (transfer) credits to substitute for ADN101 – Fundamentals of Nursing Care, ADN102-Introduction to Medical/Surgical Nursing Care, and ADN109-Pharmacological Nursing Care.

### **Non Degree Option**

A non-degree option is available for Licensed Vocational Nurses who meet the college entrance requirements. The student is eligible to take the NCLEX-RN® examination for the registered nurse licensure after completing 29 nursing units at Glendale Career College. Entrance interview with the Program Director/ Assistant Director is required for this option. The College strongly encourages students to complete the Associate of Arts in Nursing program.

## **ASSOCIATE OF ARTS IN NURSING**

**CIP Code: 51.3801**

**SOC Code: 29-1141.00**

**Semester Credits: 76.0**

**Program Length: 96 Weeks**

**Method of Delivery: Residential**

### **Program Objectives:**

The Associate of Arts in Nursing Program provides students with the opportunity to develop the knowledge and skills necessary to function as a Registered Nurse in a variety of settings. The student will receive classroom, laboratory, and clinical instruction in nursing areas of fundamentals, anatomy and physiology, pharmacology, medical/surgical nursing, mental health, obstetrics, and pediatric nursing.

After successful completion of the program, the student is required to take the NCLEX-RN examination for licensure as a Registered Nurse. Graduates of the Associate of Arts in Nursing program may be employed as a Registered Nurse upon application to the State Board of Nursing and successfully passing the NCLEX-RN examination. This person may serve patients and clients in many settings including hospitals, clinics, doctor's offices, extended-care facilities, and other medical facilities.

### **Required Courses:**

#### **ANT201 – Anatomy – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: ANT201L Anatomy Laboratory

A study of the microscopic and macroscopic structures of the human body. Emphasis on cell structures, integumentary, skeletal, muscular, respiratory, cardiovascular, nervous, digestive, urinary, endocrine, and reproductive systems of the body including disorders of these structures and respective pathologies. Laboratory activities as related to body systems/parts. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **ANT201L – Anatomy Laboratory – 1.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: ANT201 Anatomy

A laboratory investigation of both the microscopic and macroscopic structures of the human body. Emphasis on cell structures, integumentary, skeletal, muscular, respiratory, cardiovascular, nervous, digestive, urinary, endocrine, and reproductive systems of the body including disorders of these structures and respective pathologies. Laboratory activities will also incorporate dissection studies of the fetal pig related to analogous body systems/parts. Outside

preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PHY202 – Human Physiology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: PHY202L Human Physiology Laboratory

The study of the dynamic nature of life processes in the human body including cell physiology and functions and inter-relations of the organ systems. Laboratory experience utilizing experimentation and scientific reasoning is an integral part of the course. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PHY202L – Human Physiology Laboratory – 1.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: PHY202 Human Physiology

The study of the dynamic nature of life processes in the human body including cell physiology and functions and inter-relations of the organ systems. Laboratory experience in utilizing experimentation and scientific reasoning is an integral part of the course. This is the lab complement to the Human Physiology lecture course. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIC203 – Microbiology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: MIC203L Microbiology Laboratory

This course is designed as an introduction to microbiology, genetics, taxonomy, metabolism, controlling microbes, and immunology. Laboratory experience in order: staining, culturing, analysis and classification of microorganisms. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIC203L – Microbiology Laboratory – 2.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: MIC203 Microbiology

This course is designed as an introduction to Microbiology, pathogenicity, microbial morphology, genetics, taxonomy, metabolism, controlling microbes and immunology. Laboratory experience in order: staining, culturing, analysis and classification of microorganisms. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ENG101 – English – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

The main purpose of English 101 is to introduce the college student to the conventions of academic writing and critical thinking. In this course you will analyze and write about selected readings assigned to you. It is an objective of this course that you learn to compose an effective essay. Upon completion of this course you will have gained the skills necessary to express your ideas in written form in a clear, concise, articulate, and grammatically correct manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PSY101 – General Psychology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

Survey of introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of human behavior which includes: human sexuality, personality, stress and coping, relationships, psychological disorders and psychotherapeutic as well as pharmacotherapeutic interventions. Additional topics such as stress and health, psychological disorders, social psychology, and research methods may also be addressed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying

### **COM101 – Oral Communications – 3.0 Semester Credit Hours**

Prerequisites: SOS – Seminar for Success

Co-requisites: None

This course enables the student to understand the ways that communication affects and relates to everyday experiences. COM101 is a fundamentals course that introduces the principles of effectively preparing, presenting, and critically consuming messages in nonverbal, one-on-one, small group, workplace, and public speaking contexts. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **SOC101 – Sociology – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course provides an introduction to sociology, “the systematic study of the relationship between individuals and society” (Croteau and Hoynes, p.5). The students will become familiar with sociology as an academic discipline. This course is a study of human relationships as they apply to social institutions and culture. The analysis of human behavior and needs as relate to the development of social organized groups is emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **PSY201 – Growth and Development – 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

A survey of the physical, cognitive, emotional, and social factors in human development from conception to death. There will be an emphasis on understanding people at various ages of development in order to be more patient with them and to interact with them more effectively. This course will help the student develop a better understanding of people who are at a different stage in life than the one they are currently in. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN101 – Fundamentals of Nursing Care – 2.0 Semester Credit Hours**

#### **ADN101C – Fundamentals of Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program

Co-requisites: ADN109 Pharmacological Nursing Care, ADN102 Introduction to Medical Surgical Nursing Care, and ADN102C Introduction to Medical Surgical Nursing Care Clinical

An introduction to the basic concepts of nursing: Nursing process, critical thinking, nursing theory, and patient-centered care. Concepts of pharmacology, nutrition, the healthcare team, and basic nursing interventions skills are introduced. Other topics presented are views of health and different healthcare team members. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN102 – Introduction to Medical Surgical Nursing Care – 3.0 Semester Credit Hours**

#### **ADN102C – Introduction to Medical Surgical Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program; ADN109 Pharmacological Nursing Care

Co-requisites: ADN101 Fundamentals of Nursing Care, and ADN101C Fundamentals of Nursing Care Clinical

The introductory medical surgical course delivers general assessment and alternations of health of various chronic disorders and their nursing management. Concepts of genetics, cancer, rehabilitation and perioperative care are also covered. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN103 – Pediatric Nursing Care – 4.0 Semester Credit Hours**

#### **ADN103C – Pediatric Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medical Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care, ADN104 Obstetrical Nursing Care, ADN104C – Obstetrical Nursing Care Clinical

Co-requisites: None

This course introduces the student to the nursing care of the pediatric patient and their families. Concepts of growth and development, anticipatory guidance, health promotion and prevention



are presented. Nursing care for children with chronic illness, acute illness, pain management, and life threatening conditions are also discussed. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN104 – Obstetrical Nursing Care – 3.0 Semester Credit Hours**

**ADN104C – Obstetrical Nursing Care Clinical –2.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medial Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care

Co-requisites: None

This course focuses on the nursing care of women from young adulthood to the older adult stage. Concepts of health promotion prevention, common health concerns and reproductive health for women is presented. Theories and perceptions of parenthood, pregnancy, delivery, and postpartum care are also discussed. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN105 – Mental Health Nursing Care – 3.0 Semester Credit Hours**

**ADN105C – Mental Health Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN109 Pharmacological Nursing Care

Co-requisites: None

This course provides students with nursing management for mental and psychiatric disorders and the corresponding nursing management. Standards of care and safety are discussed. Different intervention modalities are also presented. The student is also given ways to care for self. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN106 – Advanced Medical Surgical Nursing Care – 4.0 Semester Credit Hours**

**ADN106C – Advanced Medical Surgical Nursing Care Clinical – 4.0 Semester Credit Hours**

Prerequisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical, ADN102 Introduction to Medical Surgical Nursing Care, ADN102C Introduction to Medical Surgical Nursing Care Clinical, ADN108 Intermediate Medical Surgical Nursing Care, ADN108C – Intermediate Nursing Care Clinical, ADN109 Pharmacological Nursing Care, ADN104 Obstetrical Nursing Care, ADN104C – Obstetrical Nursing Care Clinical, ADN103 Pediatric Nursing Care, ADN103C – Pediatric Nursing Care Clinical, ADN105 Mental Health Nursing Care, ADN105C – Mental Health Nursing Care Clinical

Co-requisites: ADN107 Transition to RN and ADN110 NCLEX Review

Advanced medical surgical nursing care provides students with a focus on critically ill and emergency patients; and different levels of floor nursing experiences. Patients with common critical illness and emergency presentations give students an opportunity to use prior nursing education for complex health assessment and setting priorities. Community base care is introduced in management of communicable disease, terrorism, mass causality, and disaster nursing. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult as a member of the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ADN107 – Transition to Registered Nursing – 2.0 Semester Credit Hours**

Prerequisites: ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care

Co-requisites: Successful completion of ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care

Provides content related to moving into the role of professional nursing practice using knowledge acquisition from student education and experiences. Leadership methods, prioritization and delegation are explored. Information about obtaining a license and preparing for the role of professional nursing is discussed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN108 – Intermediate Nursing Care – 4.0 Semester Credit Hours**

#### **ADN108C – Intermediate Nursing Care Clinical – 2.5 Semester Credit Hours**

Prerequisites: Admission to the ADN Program; ADN109 Pharmacological Nursing Care

Co-requisites: ADN101 Fundamentals of Nursing Care, ADN101C Fundamentals of Nursing Care Clinical

The intermediate medical surgical course focuses on the care of the older adult. The student develops skills to care for patients with many health, cultural, spiritual, and psychosocial needs. Alterations in health focuses on a variety of typical disorders of the older adult. Concepts of rehabilitation and perioperative care are also covered. The clinical experience will focus on providing basic patient care applying theoretical knowledge, analysis of medical management, and the nursing management of the hospitalized adult with chronic illness and working with the healthcare team. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN109 – Pharmacological Nursing Care – 2.0 Semester Credit Hours**

Prerequisites: Admission to the ADN Program

Co-requisites: ADN101 Fundamental of Nursing Care

Pharmacological concepts important to nursing practice are discussed. Topics include general pharmacology concepts; safety of medication administration and risk reduction; types of mediations by system; pain management; life span considerations; herbals and supplements. Other topic includes cultural aspects of medication and patient adherence strategies. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN110 – NCLEX Review – 2.0 Semester Credit Hours**

Prerequisites: ADN104 Obstetrical Nursing Care & ADN103 Pediatric Nursing Care; ADN098 Bridging Nursing Care; ADN108 Intermediate Nursing Care; ADN105 Mental Health Nursing Care; ADN107 Transition to RN; ADN098BridgingNursing Care

Co-requisites: ADN106 Advanced Medical Surgical Nursing Care

Preparation for the NCLEX-RN exam is the focus of this course. A self-assessment of knowledge and personalized plan is designed to concentrate the student's efforts in preparing for state boards. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ADN098 – Bridging Nursing Care – 1.0 Semester Credit Hours**

Prerequisites: Active California Vocational Nursing License\*, Admission to the RN program

Co-requisites: ADN105 Mental Health Nursing Care

Advanced placement students (those with a valid Vocational Nursing License in California) are introduced to the new role of nursing. Areas discussed are VN versus RN, theoretical knowledge, nursing roles, and IV therapy skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

\*Students who have passed the NCLEX-PN® are awarded 15 units of nursing course (transfer) credits to substitute for ADN101 – Fundamentals of Nursing Care, ADN102-Introduction to Medical/Surgical Nursing Care, and ADN109-Pharmacological Nursing Care.

### **Non Degree Option**

A non-degree option is available for Licensed Vocational Nurses who meet the college entrance requirements. The student is eligible to take the NCLEX-RN® examination for the registered nurse licensure after completing 29 nursing units at Glendale Career College. Entrance interview with the Program Director/ Assistant Director is required for this option. The College strongly encourages students to complete the Associate of Arts in Nursing program.

## **ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION**

*(Effective August 1, 2015)*

**CIP Code: 51.0706**

**SOC Code: 29-2071.00**

**Semester Credits: 60.0**

**Program Length: 80 Weeks**

**Method of Delivery: Residential, Blended**

### **Program Objectives:**

The Associate of Science in Healthcare Administration program prepares graduates for entry-level employment in a health care administration setting. This program is designed to meet the needs of individuals who desire to work in the allied health industry. The students learn the skills needed to work in health care institutions, hospitals, clinics, both large or small, medical offices or health maintenance organizations. The graduates should gain the skills needed to interact and or manage other employees in an office setting. Also, the program provides expanded knowledge and understanding of general education courses which are beneficial to students in interacting within their community and beyond, and will be able to accept positions and/or promotions at a higher level of employment.

### **Required Courses:**

#### **OCC 150-N15 – Introduction to Healthcare Administration – 4.0 Semester Credit Hours**

Prerequisites: None

Introduces the student to the overall subject matter associated with Health Care Administration. The course includes a comparison of health care systems around the world, legal and business issues in health care, financial management, the different settings in the health care environment, facility design, quality and patient safety, and organizing the physician practice. Other subjects including team member motivation and conflict management, leadership, human resources management, and communication are covered. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **OCC 151-N15 – Global Healthcare Environment – 4.0 Semester Credit Hours**

Prerequisites: None

This course includes understanding global health problems, the role of international health agencies and differing forms of major health care systems around the world. Discussion of the role of the health care administrative/management role and their impact on these health care systems is included. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 152-N15 – Administrative Technology Skills – 4.0 Semester Credit Hours**

Prerequisites: None

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 153-N15 Administrative Office Skills – 4.0 Semester Credit Hours**

Prerequisites: None

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 154-N15 – Professionalism in Healthcare Careers – 4.0 Semester Credit Hours**

Prerequisites: None

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 155-N15 – Office Case Study – 4.0 Semester Credit Hours**

Prerequisites: None

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge acquired throughout their entire program of study, as well as their extern/clinical and/or employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a “thesis” style APA formatted paper and PowerPoint presentation. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 157-N15 – Information System for Healthcare – 4.0 Semester Credit Hours**

Prerequisites: None

The Health Care Information Technology course is designed to equip students with the knowledge necessary to successfully navigate Information Systems in the Health Care Setting. The course will include an overview of Information technology, Health Care Information Technology leadership roles, strategic planning, hardware, software, and communications. In addition, students will learn how to utilize electronic health records, patient scheduling, and office automations. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 158-N15 – Legal Aspects of Health Administration – 4.0 Semester Credit Hours**

Prerequisites: None

An overview of health law issues. Government regulation including legal constraints; liability; negligence; patient rights; confidentiality; and corporate/administrative responsibility. Emphasis on business applications of health law. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 159-N15 – Marketing for Health Services Organizations – 4.0 Semester Credit Hours**

Prerequisites: None

This course is designed to develop competencies in the business skills and knowledge domain. Development of marketing strategies and analyses in a health care setting. Design of services to include pricing, communication, distribution channels, and client motivation and services. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 163-N15 – Leadership in Healthcare Administration – 4.0 Semester Credit Hours**

Prerequisites: None

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **COMM 160-N15 – Interpersonal Relations – 4.0 Semester Credit Hours**

Prerequisites: None

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MTH 161-N15 – Quantitative Principles – 4.0 Semester Credit Hours**

Prerequisites: None

Provides an overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.



**SCI 162-N15 – Body Function and Terminology – 4.0 Semester Credit Hours**

Prerequisites: None

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**HUM 165-N15 – Medical Ethics – 4.0 Semester Credit Hours**

Prerequisites: None

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ENG 163-N15 – College English – 4.0 Semester Credit Hours**

Prerequisites: None

The course offers instruction and practice in writing by focusing on instruction in the composing process that includes exploration of ideas through reading, methods of writing development, and use of writing conventions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

## **ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION**

(Effective January 1, 2016)

**CIP Code: 51.0706**

**SOC Code: 29-2071.00**

**Semester Credits: 60.0**

**Program Length: 80 Weeks**

**Method of Delivery: Residential, Blended**

### **Program Objectives:**

The Associate of Science in Healthcare Administration program prepares graduates for entry-level employment in a health care administration setting. This program is designed to meet the needs of individuals who desire to work in the allied health industry. The students learn the skills needed to work in health care institutions, hospitals, clinics, both large or small, medical offices or health maintenance organizations. The graduates should gain the skills needed to interact and or manage other employees in an office setting. Also, the program provides expanded knowledge and understanding of general education courses which are beneficial to students in interacting within their community and beyond, and will be able to accept positions and/or promotions at a higher level of employment.

### **Required Courses:**

#### **OCC 250 – Introduction to Healthcare Administration – 4.0 Semester Credit Hours**

Introduces the student to the overall subject matter associated with Health Care Administration. The course includes a comparison of health care systems around the world, legal and business issues in health care, financial management, the different settings in the health care environment, facility design, quality and patient safety, and organizing the physician practice. Other subjects including team member motivation and conflict management, leadership, human resources management, and communication are covered. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **OCC 251 – Global Healthcare Environment – 4.0 Semester Credit Hours**

This course includes understanding global health problems, the role of international health agencies and differing forms of major health care systems around the world. Discussion of the role of the health care administrative/ management role and their impact on these health care systems is included. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 252 – Administrative Technology Skills – 4.0 Semester Credit Hours**

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 253 Administrative Office Skills – 4.0 Semester Credit Hours**

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 254 – Professionalism in Healthcare Careers – 4.0 Semester Credit Hours**

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 255 – Office Case Study – 4.0 Semester Credit Hours**

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge acquired throughout their entire program of study, as well as their extern/clinical and/or employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a "thesis" style APA formatted paper and PowerPoint presentation. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 256 – Leadership in Healthcare Administration – 4.0 Semester Credit Hours**

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 257 – Information System for Healthcare – 4.0 Semester Credit Hours**

The Health Care Information Technology course is designed to equip students with the knowledge necessary to successfully navigate Information Systems in the Health Care Setting. The course will include an overview of Information technology, Health Care Information Technology leadership roles, strategic planning, hardware, software, and communications. In addition, students will learn how to utilize electronic health records, patient scheduling, and office automations. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 258 – Legal Aspects of Health Administration – 4.0 Semester Credit Hours**

Overview of health law issues. Government regulation including legal constraints; liability; negligence; patient rights; confidentiality; and corporate/administrative responsibility. Emphasis on business applications of health law. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 259 – Marketing for Health Services Organizations – 4.0 Semester Credit Hours**

This course is designed to develop competencies in the business skills and knowledge domain. Development of marketing strategies and analyses in a health care setting. Design of services to include pricing, communication, distribution channels, and client motivation and services. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **COM 160 – Interpersonal Relations – 4.0 Semester Credit Hours**

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as

counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MTH 161 – Quantitative Principles – 4.0 Semester Credit Hours**

Provides overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **SCI 162 – Body Function and Terminology – 4.0 Semester Credit Hours**

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **HUM 165 – Medical Ethics – 4.0 Semester Credit Hours**

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ENG163 – College English – 4.0 Semester Credit Hours**

The course offers instruction and practice in writing by focusing on instruction in the composing process that includes exploration of ideas through reading, methods of writing development, and use of writing conventions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

## **ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION – DE**

**CIP Code: 51.0706**

**SOC Code: 29-2071.00**

**Semester Credits: 60.0**

**Program Length: 80 Weeks**

**Method of Delivery: Distance Education**

### **Program Objectives:**

The Associate of Science in Healthcare Administration program prepares graduates for entry-level employment in a health care administration setting. This program is designed to meet the needs of individuals who desire to work in the allied health industry. The students learn the skills needed to work in health care institutions, hospitals, clinics, both large or small, medical offices or health maintenance organizations. The graduates should gain the skills needed to interact and or manage other employees in an office setting. Also, the program provides expanded knowledge and understanding of general education courses which are beneficial to students in interacting within their community and beyond, and will be able to accept positions and/or promotions at a higher level of employment.

### **Required Courses:**

#### **OCC 250-DE – Introduction to Healthcare Administration – 4.0 Semester Credit Hours**

Introduces the student to the overall subject matter associated with Health Care Administration. The course includes a comparison of health care systems around the world, legal and business issues in health care, financial management, the different settings in the health care environment, facility design, quality and patient safety, and organizing the physician practice. Other subjects including team member motivation and conflict management, leadership, human resources management, and communication are covered. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **OCC 251-DE – Global Healthcare Environment – 4.0 Semester Credit Hours**

This course includes understanding global health problems, the role of international health agencies and differing forms of major health care systems around the world. Discussion of the role of the health care administrative/ management role and their impact on these health care systems is included. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **OCC 252-DE – Administrative Technology Skills – 4.0 Semester Credit Hours**

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills

and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 253-DE Administrative Office Skills – 4.0 Semester Credit Hours**

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 254-DE – Professionalism in Healthcare Careers – 4.0 Semester Credit Hours**

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 255-DE – Office Case Study – 4.0 Semester Credit Hours**

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge acquired throughout their entire program of study, as well as their extern/clinical and/or employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a "thesis" style APA formatted paper and PowerPoint presentation. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 256-DE – Leadership in Healthcare Administration – 4.0 Semester Credit Hours**

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of

leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 257-DE – Information System for Healthcare – 4.0 Semester Credit Hours**

The Health Care Information Technology course is designed to equip students with the knowledge necessary to successfully navigate Information Systems in the Health Care Setting. The course will include an overview of Information technology, Health Care Information Technology leadership roles, strategic planning, hardware, software, and communications. In addition, students will learn how to utilize electronic health records, patient scheduling, and office automations. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 258-DE – Legal Aspects of Health Administration – 4.0 Semester Credit Hours**

Overview of health law issues. Government regulation including legal constraints; liability; negligence; patient rights; confidentiality; and corporate/administrative responsibility. Emphasis on business applications of health law. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **OCC 259-DE – Marketing for Health Services Organizations – 4.0 Semester Credit Hours**

This course is designed to develop competencies in the business skills and knowledge domain. Development of marketing strategies and analyses in a health care setting. Design of services to include pricing, communication, distribution channels, and client motivation and services. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **COM 160-DE – Interpersonal Relations – 4.0 Semester Credit Hours**

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.



**MTH 161-DE – Quantitative Principles – 4.0 Semester Credit Hours**

Provides overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**SCI 162-DE – Body Function and Terminology – 4.0 Semester Credit Hours**

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**HUM 165-DE – Medical Ethics – 4.0 Semester Credit Hours**

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ENG163-DE – College English – 4.0 Semester Credit Hours**

The course offers instruction and practice in writing by focusing on instruction in the composing process that includes exploration of ideas through reading, methods of writing development, and use of writing conventions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

## **CENTRAL SERVICE INSTRUMENT TECHNICIAN**

**CIP Code: 51.1012**

**SOC Code: 31-9093.00**

**Semester Credits: 27.0**

**Program Length: 34 Weeks**

**Method of Delivery: Residential, Blended**

**Course Hours: 784 / Outside Hours: 66 / Total Hours: 850**

### **Program Objectives:**

The Central Service Instrument Technician (CSIT) program will prepare students to acquire the knowledge, skills, abilities and experience needed to function as a central service instrument technician. This program is designed to introduce the varied processes and procedures utilized in the central service department of a hospital. This program will prepare the student to function effectively in providing patient care and safety to the patient. Students will work on developing skills in instrumentation, chemical disinfection, sterilization, decontamination, quality assurance, and inventory control. Job-related skills will be acquired through a balance of program lecture, demonstration, discussion, and laboratory work in clinical site activities. Upon successful completion of the program, the graduate will be eligible to take the CRCST certification exam through the International Association of Healthcare Central Service Materiel Management (IAHCSMM).

A graduate of the Central Service Instrument Technician Program may be employed as a Central Sterile Supply Technician, Sterile Processing Technician, Certified Registered Central Service Technician, Sterile Preparation Technician, Sterile Processing and Distribution Technician, Medical Supply Technician, Sterile Technician, Materiel Reprocessing Technician, and Surgical Equipment Technician upon successfully passing the IAHCSMM Certification exam. This person may be employed in the Central Processing department of a hospital or surgical centers.

### **Required Courses:**

#### **SOS – Seminar for Success – 3.0 Semester Credit Hours**

**Course Hours: 64 / Outside Hours: 15 / Total Hours: 79**

Prerequisites: None

Orientation and success building course for Career Students. Introduction to core career classes, soft skills and expectations. Lessons include communication, availability of community resources, managing time and finances, and other life skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT101 – Medical Terminology – 0.5 Semester Credit Hours**

**Course Hours: 12 / Outside Hours: 3 / Total Hours: 15**

Prerequisites: SOS

Medical terminology is the professional language utilized in the field of medicine. It is the introductory course to all the allied health related programs. This course will provide the students with the basic skills to communicate in the medical language. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT102 – Anatomy & Physiology – 1.5 Semester Credit Hours**

**Course Hours: 28 / Outside Hours: 6.5 / Total Hours: 34.5**

Prerequisites: SOS

The Anatomy & Physiology course will be an introduction to the complicated world of the human body. Students will receive lectures on organization of the body, cell theory, tissues, glands, membranes and the integumentary, skeletal, and muscular systems. Students will receive lectures on blood, heart, blood vessels, lymphatic, nervous, sensory, endocrine, respiratory, urinary, digestive, and the reproductive systems. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT103 – Microbiology – 1.0 Semester Credit Hours**

**Course Hours: 20 / Outside Hours: 4.5 / Total Hours: 24.5**

Prerequisites: SOS

In this course, students will be introduced to the principles of microbiology and the study of microorganisms such as bacteria, viruses, protozoa and fungi, with emphasis on the nature and the characteristics of microbes and their transmission in the environment. In addition, the fundamentals of Standard (Universal) Precautions and OSHA regulations are stressed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT104 – Aseptic Technique – 1.0 Semester Credit Hours**

**Course Hours: 20 / Outside Hours: 3 / Total Hours: 23**

Prerequisites: SOS

The principles of asepsis and infection control measures are stressed during this course in order to ensure a safe working environment. During this course, the fundamentals of Standard (Universal) Precautions and OSHA regulations continue to be addressed with emphasis on reducing the risk of transmitting infectious agents to patients. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments.

The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT105 – Sterilization & Disinfection – 5.5 Semester Credit Hours**

**Course Hours: 100 / Outside Hours: 17 / Total Hours: 117**

Prerequisites: SOS

This course will provide the student the opportunity to develop the skills needed to work in the central processing department of a hospital or a medical facility. Students will develop skills in decontamination and disinfection as well as high-and-low-temperature sterilization methods, materiel management, and wrapping and storage of supplies. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT106 – Instrumentation – 2.0 Semester Credit Hours**

**Course Hours: 60 / Outside Hours: 2 / Total Hours: 62**

Prerequisites: SOS

In this course, students will learn and be able to identify and name basic surgical instruments, their application and use as well as caring for and maintaining them. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT107 – Distribution – 2.0 Semester Credit Hours**

**Course Hours: 40 / Outside Hours: 7.5 / Total Hours: 47.5**

Prerequisites: SOS

In this course, students will learn and be able to apply basic concepts in inventory control and distribution of surgical and medical supplies throughout a hospital or medical facility. Storage and space utilization skills will be emphasized as well as hospital requisitions and case cart distribution systems. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT108 – Quality Assurance, Risk Management, CPR – 2.0 Semester Credit Hours**

**Course Hours: 40 / Outside Hours: 7.5 / Total Hours: 47.5**

Prerequisites: SOS

In this course, students will learn the Fundamentals of Basic Life Support and cardiopulmonary resuscitation (CPR) according to the guidelines of The American Heart Association (AHA). Students will progress in their area of Material Safety Data Sheets (MSDS), work simplification, special handling, record keeping, and the Six Sigma concepts in quality assurance. Students will also learn inventory management, human relations skills and professional development.

Prior to clinical experience, students will receive Job Preparation training designed to assist the student in entering the workforce. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**CSIT109 – Clinical Experience I – 0.5 Semester Credit Hours**

**Course Hours: 40 / Outside Hours: 0 / Total Hours: 40**

Prerequisites: SOS, CSIT101-108

The first week of Clinical consists of introductory hands-on experience through the central service and sterile processing departments of a hospital or outpatient facility. The student will be expected to observe and perform the basic duties of a central service instrument technician under the supervision of a facility staff member, preceptor or clinical educator.

**CSIT110 – Clinical Experience II – 8.0 Semester Credit Hours**

**Course Hours: 360 / Outside Hours: 0 / Total Hours: 360**

Prerequisites: SOS, CSIT101-109

Clinical consists of a 9-week hands-on experience through the central service and sterile processing departments of a hospital or outpatient facility. The student will be expected to perform the duties of a central service instrument technician under the supervision of a facility staff member, preceptor or clinical educator.

## **MEDICAL ASSISTANT**

**CIP Code: 51.0801**

**SOC Code: 31-9092.00**

**Semester Credits: 31.0**

**Program Length: 43 Weeks**

**Method of Delivery: Residential, Blended**

**Course Hours: 784 / Outside Hours: 99 / Total Hours: 883**

### **Program Objectives:**

After successful completion of the Medical Assistant program, the graduate will be qualified to work in doctor's offices, general medical clinics or urgent care clinics. The student will be able to perform the duties required for examinations, use diagnostic equipment, perform laboratory duties, and function in all phases of the business office including having a working knowledge of data input on the computer. Graduates will be qualified to accept entry-level or mid-level positions. Medical Assistant students are eligible to sit for the Medical Assistant national certification exam through the American Medical Technologists organization. Graduates are also eligible to register for several additional national certification exams, if they so choose.

A graduate of the Medical Assistant Program may be employed by a physician, hospital, medical and diagnostic laboratories, nursing care facilities, or outpatient facility. Employment opportunities can be found in the front office environment such as word processing, medical transcribing, admitting clerk, intake personnel, receptionist, medical records clerk, and other medical administrative procedures. Opportunities in the back office environment may include laboratory procedures such as venipuncture and other laboratory testing, preparing patients for examination, conducting diagnostic tests, and assisting with minor surgeries.

### **Required Courses:**

#### **SOS – Seminar for Success – 3.0 Semester Credit Hours**

**Course Hours: 64 / Outside Hours: 15 / Total Hours: 79**

Prerequisites: None

Orientation and success building course for Career Students. Introduction to core career classes, soft skills and expectations. Lessons include communication, availability of community resources, managing time and finances, and other life skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **AHA101 – Medical History and Fundamentals – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: None

This course provides an overview of the roles and responsibilities of the medical paraprofessional and an introduction to medical specialties and subspecialties. This course introduces the student to the structures and functions of the human body. Topics include the

history of medicine, the health care team and office environment, interpersonal communications, medical law and ethics, basic keyboarding, and medical terminology. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**AHA102 – Medical Office Administration – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: None

This course will introduce students to the basic procedures of the daily management of a medical office. Activities and simulation exercises related to practice management are provided throughout the course. Topics covered include telephone techniques, appointment scheduling, word processing projects to include resumes and cover letters, insurance claims processing, constructing and managing patient records, medical office management software, and basic keyboarding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA103 – Anatomy & Physiology – A – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: SOS

This course will focus on the respiratory and circulatory systems. Students will learn a variety of patient-care skills such as Venipuncture, ECG testing, and specialty exams. Students will practice skills introduced in this course through laboratory exercises. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA104 – Anatomy & Physiology – B – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: SOS

This course will focus on the lymphatic, immune, digestive, urinary and nervous systems. Students will learn related laboratory skills such as urinalysis and microscope use. Students will practice skills introduced in this course through laboratory exercises. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA105 – Anatomy & Physiology – C – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: SOS

This course introduces the student to the male and female reproductive systems, and the endocrine, integumentary, sensory, and muscular and skeletal systems. Students will practice skills introduced in this course through laboratory exercises. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA106 – Medical Assisting Skills – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: SOS

This course introduces students to basic pharmacology and dosage calculation. Students will assist with medications, injections, and minor surgical procedures. The introduction of related practical skills such as surgical instruments and tray sets, medical asepsis, and sterile gloving are included in the course. This course covers behaviors influencing health, stress reduction, time management skills, and introduces alternative related therapies. Students will practice skills introduced in this course through laboratory exercises. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA107 – Medical Assisting Skills and Response Training – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 12 / Total Hours: 92**

Prerequisites: SOS

This course introduces the students to office emergencies and first aid techniques. Basic Life Support training for the health care provider provides students with the opportunity to become CPR certified. Students will practice skills introduced in this course through laboratory exercises. Students will discuss beginning their job search. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MA108 – Externship – 3.5 Semester Credit Hours**

**Course Hours: 160 / Outside Hours: 0 / Total Hours: 160**

Prerequisites: SOS, AHA101-102, MA103-107

Upon successful completion of classroom training, medical assisting students will participate in a supervised 160-hour externship experience in medical setting. This course is a requirement for graduation.



## **MEDICAL INSURANCE BILLER and CODER**

**CIP Code: 51.0714**

**SOC Code: 29-2071.00**

**Semester Credits: 31.0**

**Program Length: 43 Weeks**

**Method of Delivery: Residential, Blended**

**Course Hours: 784 / Outside Hours: 206.25 / Total Hours: 990.25**

### **Program Objectives:**

The Medical Insurance Biller and Coder program prepares graduates for entry-level employment as a medical office billing specialist by providing training in the knowledge, skills, and techniques needed to function in the medical front office, hospital, or medical clinic. Students will learn to set up patient records, computerized practice management, and other functions essential to the medical office environment. Students will also learn the basics of medical coding using CPT and ICD-10-CM codes, and preparation and processing of various insurance claims.

A graduate of the Medical Insurance Biller and Coder program may be employed as a medical administrative assistant, billing specialist, billing secretary, medical fee clerk, medical record administrator, or a medical record technician. Employment may be found in a variety of places, including corporate offices, medical offices, school administration offices, insurance offices, hospital billing offices, and private employment.

### **Required Courses:**

#### **SOS – Seminar for Success – 3.0 Semester Credit Hours**

**Course Hours: 64 / Outside Hours: 22.50 / Total Hours: 86.5**

Prerequisites: None

Orientation and success building course for Career Students. Introduction to core career classes, soft skills and expectations. Lessons include communication, availability of community resources, managing time and finances, and other life skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

#### **AHA101 – Medical History and Fundamentals – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course provides an overview of the roles and responsibilities of the medical paraprofessional and an introduction to medical specialties and subspecialties. This course introduces the student to the structures and functions of the human body. Topics include the history of medicine, the health care team and office environment, interpersonal communications, medical law and ethics, basic keyboarding, and medical terminology. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class

assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**AHA102 – Medical Office Administration – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course will introduce students to the basic procedures of the daily management of a medical office. Activities and simulation exercises related to practice management are provided throughout the course. Topics covered include telephone techniques, appointment scheduling, word processing projects to include resumes and cover letters, insurance claims processing, constructing and managing patient records, medical office management software, and basic keyboarding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MIB103 – Medical Terminology; Anatomy & Physiology – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course provides instruction in medical terminology with emphasis on word structure including word roots, suffixes, and prefixes. The course covers word meaning and pronunciation in addition to common medical abbreviations. Students will be introduced to basic anatomy and physiology, critical to the understanding of medical coding. A study of common disorders and basic diagnostic procedures related to the body systems will be presented. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MIB104 – Medical Health Insurance – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course provides instruction in all aspects of insurance billing, including but not limited to completing, submitting, tracing, and appealing claims. Guidelines for submitting claims to Medicare, Medicaid, TriCare, CHAMPVA, Worker's Compensation, and disability programs are covered. Students are also introduced to HIPAA compliance issues as they relate to patient privacy. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**MIB105 – ICD-10-CM, HCPCS, & Evaluation Management – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course provides detailed instruction in the history, characteristics, and purpose of the coding and classification systems used in the medical claims industry. Students receive an in depth review of CPT, ICD-10-CM, and HCPCS medical coding systems, using the industry standard codebooks and source documents. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIB106 – CPT Coding – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course provides detailed instruction in the characteristics of the procedural coding and classification system used in the medical claims industry. Students will learn the principles of procedural coding using the Current Procedural Terminology (CPT) medical coding system and manual. Students will also be exposed to various source documents ranging from simple to complex. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIB107 – Medical Career Fundamentals – 3.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 26.25 / Total Hours: 106.25**

Prerequisites: SOS

This course introduces students to the various roles and responsibilities of the insurance billing specialist. Instruction is provided in office and insurance claim processing procedures, including completing, transmitting, tracing, and appealing claims. Medical records documentation practices and computerized practice management software and techniques are taught. This course also introduces students to office emergencies and first aid techniques. Basic Life Support training for the health care provider provides students with the opportunity to become CPR certified. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **MIB108 – Externship – 3.5 Semester Credit Hours**

**Course Hours: 160 / Outside Hours: 0 / Total Hours: 160**

Prerequisites: SOS, AHA101-102, MIBC103-107

Upon successful completion of classroom training, medical office specialist students will participate in a supervised 160-hour externship experience in a medical setting. This course is a requirement for graduation.

## **SURGICAL TECHNOLOGY**

**CIP Code: 51.0909**

**SOC Code: 29-2055.00**

**Semester Credits: 64.0**

**Program Length: 60 Weeks**

**Method of Delivery: Residential, Blended**

**Course Hours: 1565 / Outside Hours: 371.25 / Total Hours: 1936.25**

### **Program Objectives:**

The Surgical Technology program is designed to instruct in all phases of Surgical Technology, and to prepare competent, entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Upon completion, the graduate can effectively work with and under the supervision of surgeons or registered nurses and become an integral part of the team providing care to patients during the crucial periods of surgery. Much of the training is focused on the clinical aspect of the program where the students gain skills in helping to set up the operating room; prepare patients for surgery; scrub, gown and glove self and other team members; pass instruments and other sterile supplies to surgeons; help care for and dispose of specimens; and assist nurses in cleaning and stocking the operating room for the next operation. The curriculum reflects the latest developments in biomedical science. A graduate of the Surgical Technology program may be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics.

### **Required Courses:**

#### **STSOS – Seminar for Success – 3.0 Semester Credit Hours**

**Course Hours: 60 / Outside Hours: 22.5 / Total Hours: 82.5**

Prerequisites: None

This introductory course provides an overview of learning readiness skills, including how to study, student learning styles, reading skills to increase comprehension, time management and stress management, communication, teamwork, and leadership, an overview of ethics, politics, diversity, and an introduction to medical terminology, including word parts and basic medical terms related to body systems. This course also introduces students to the field of surgical technology and the expectations of the surgical technology program. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ST112 – The Human Body I – 8.0 Semester Credit Hours**

**Course Hours: 120 / Outside Hours: 60.00 / Total Hours: 180.00**

Prerequisites: None

This course introduces the student to the broad field of Surgical Technology by addressing topics and concepts related to the health care setting. Included in this course is the organization of the healthcare facility and the operating room, the job description and roles of the Surgical Technologist and other healthcare providers in the OR, ethical, moral, and medico-legal practice, All Hazards Preparation, and professional communication, teamwork, and employment skills. This course also presents concepts related to operating room practice and discusses the biopsychosocial needs of the surgical patient, including death and dying. This course will provide the essential knowledge in the surgical environment, and addresses the principles and techniques of disinfection, sterilization, and asepsis and sterile technique as they apply to the Operating Room. This course also introduces the student to robotics, computers, lasers and principles of electricity. The laboratory component of the course focuses on the skills related to the processing of surgical instrumentation and supplies in a non-patient utilization setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ST120 – Fundamentals – 7.0 Semester Credit Hours**

**Course Hours: 120 / Outside Hours: 52.50 / Total Hours: 172.50**

Prerequisites: SOS

This course introduces the student to the broad field of Surgical Technology by addressing topics and concepts related to the health care setting. Included in this course is the organization of the healthcare facility and the operating room, the job description and roles of the Surgical Technologist and other healthcare providers in the OR, ethical, moral, and medico-legal practice, All Hazards Preparation, and professional communication, teamwork, and employment skills. This course also presents concepts related to operating room practice and discusses the biopsychosocial needs of the surgical patient, including death and dying. This course will provide the essential knowledge in the surgical environment and addresses the principles and techniques of disinfection, sterilization, and antisepsis as they apply to the Operating Room. The laboratory component of the course focuses on the skills related to the processing of surgical instrumentation and supplies in a non-patient utilization setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ST212 – The Human Body II – 5.0 Semester Credit Hours**

**Course Hours: 75 / Outside Hours: 37.50 / Total Hours: 112.50**

Prerequisites: ST112, ST120

This course focuses on the structure, function, and disease processes of the human body including the Blood, Circulatory, Cardiovascular, and Lymphatic, Immunology, Respiratory, Digestive, Genitourinary, and Male and Female Reproductive Systems, and medical terminology related to these systems. This course also includes an introduction to pharmacology including medication types, sources, classifications, measurements, dosages,

uses, and medications commonly used in surgery. Concepts of anesthesia, including methods, types, administration, and potential complications are also discussed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ST220 – Asepsis – 10.0 Semester Credit Hours**

**Course Hours: 150 / Outside Hours: 75 / Total Hours: 225**

Prerequisites: ST112, ST120

This course introduces the knowledge, skills, and techniques utilized to prepare the patient for the surgical experience and to prepare and maintain the sterile field during the surgical experience. Included are preoperative patient preparation, gowning and gloving, the establishment of the sterile field with the equipment, instruments, and supplies, patient positioning, skin preparation, and preoperative, intraoperative, and postoperative case management techniques. During this course, the students will gain knowledge and acquire a BLS certification from the American Heart Association. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **ST230 – Mock Lab – 2.5 Semester Credit Hours**

**Course Hours: 75 / Outside Hours: 0 / Total Hours: 75**

Prerequisites: ST112, ST120

This course provides a laboratory environment in which students concentrate on development of skills and practical performances by preparing for a surgical procedure in a non-patient contact environment. Emphasis will be placed on learning and understanding the different responsibilities of the scrub and assistant circulator roles in the operating room and how to build teamwork by providing the student with the opportunity to assume sterile and non-sterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.

### **ST310 – Surgical Procedures I – 4.0 Semester Credit Hours**

**Course Hours: 60 / Outside Hours: 30 / Total Hours: 90**

Prerequisites: ST112, ST120, ST212, ST220, ST230

This course focuses on integration of the professional knowledge of the Surgical Technologist using the procedural format. The anatomy, physiology, pathophysiology, case management, and patient considerations of General Surgery, Obstetrics and Gynecologic Surgery, Genitourinary Surgery, Otorhinolaryngologic Surgery, and Oral/Maxillofacial Surgery will be presented. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST311 – Surgical Procedures Lab I – 2.0 Semester Credit Hours**

**Course Hours: 60 / Outside Hours: 0 / Total Hours: 60**

Prerequisites: ST112, ST120, ST212, ST220, ST230

This course provides a laboratory environment in which students concentrate on further development of skills and practical performances by preparing for a variety of basic surgical procedures in a non-patient contact environment. Emphasis will be placed on learning and understanding the different roles in the operating room and how to build teamwork by providing mock situations in which students will have the opportunity to assume sterile and non-sterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.

**ST320 – Surgical Procedures II – 4.5 Semester Credit Hours**

**Course Hours: 70 / Outside Hours: 33.75 / Total Hours: 103.75**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311

This course focuses on integration of the professional knowledge of the Surgical Technologist using the procedural format. The anatomy, physiology, pathophysiology, case management, and patient considerations of Orthopedic Surgery, Ophthalmic Surgery, Plastic/Reconstructive Surgery, Cardiothoracic and Peripheral Vascular Surgery, and Neurosurgical Surgery will be presented. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST321 – Surgical Procedures Lab II – 2.0 Semester Credit Hours**

**Course Hours: 70 / Outside Hours: 0 / Total Hours: 70**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311

This course provides a laboratory environment in which students concentrate on further development of skills and practical performances by preparing for a variety of more complex surgical procedures in a non-patient contact environment. Emphasis will be placed on learning and understanding the different roles in the operating room and how to build teamwork by providing mock situations in which students will have the opportunity to assume sterile and non-sterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.

**ST330 – Sterile Processing – 1.5 Semester Credit Hours**

**Course Hours: 80 / Outside Hours: 0 / Total Hours: 80**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321

This course focuses on completion of a rotation in the Sterile Processing Department of a health care facility where the student will participate in the instrument reprocessing experience including sterilization, disinfection, tray assembly, sterile storage, and distribution.

**ST410 – Clinical Externship I – 6.0 Semester Credit Hours**

**Course Hours: 280 / Outside Hours: 22.5 / Total Hours: 302.50**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330

This course focuses on application of professional knowledge, skills, and behaviors in a patient care setting at a local health care facility. The student will actively participate in basic to moderately-complex surgical procedures in the assistant circulator, observation, second scrub, and first scrub roles. Outside preparation and study time, in addition to scheduled clinical activities, is required to complete this course. The type of outside preparation may take the form of daily case reports, reading, clinical case performance documentation, and required studying.

**ST420 – Clinical Externship II – 7.0 Semester Credit Hours**

**Course Hours: 320 / Outside Hours: 26.25 / Total Hours: 346.25**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330, ST410

This course focuses on application of professional knowledge, skills, and behaviors in a patient care setting at a local health care facility. The student will actively participate in moderately-complex to complex surgical procedures in the assistant circulator, observation, second scrub, and first scrub roles. Outside preparation and study time, in addition to scheduled clinical activities, is required to complete this course. The type of outside preparation may take the form of daily case reports, reading, clinical case performance documentation, and required studying.

**ST430 – CST Exam Review – 1.5 Semester Credit Hours**

**Course Hours: 25 / Outside Hours: 11.25 / Total Hours: 36.25**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330, ST410, ST420

This course focuses on a comprehensive review of the surgical technology curriculum in preparation to take the National Board for Surgical Technology and Surgical Assisting (NBSTSA) CST® Certification exam and the Program Final Exam (PFE). Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.



### **Clinical Case Requirements – Surgical Technology**

1. The total number of cases the student must complete is **120**.
2. Students are required to complete thirty (**30**) cases in General Surgery. Twenty (**20**) of these cases must be in the First Scrub Role.
3. Students are required to complete ninety (**90**) cases in various surgical specialties excluding General Surgery; sixty (**60**) which must be performed in the First Scrub Role. The additional thirty (**30**) cases may be performed in either there First or Second Scrub Role. A minimum of sixty (**60**) surgical cases must be performed in the First Scrub Role and distributed amongst a minimum of four (**4**) surgical specialties. A minimum of ten (**10**) case in the First Scrub Role must be completed in each of the required minimum of four (**4**) surgical specialties (**40** cases total required). The additional twenty (**20**) cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties. The remaining thirty (**30**) surgical specialties cases may be performed in any surgical specialty either in the First or Second Scrub Role.
4. Diagnostic endoscopy cases and vaginal deliver cases are not mandatory, but up to ten (**10**) diagnostic cases and five (**5**) vaginal delivery cases can be counted towards the maximum number of Second Scrub Role cases.

**Note:** *Observation cases must be documented, but do not count toward the 120 required total cases.*

**SURGICAL TECHNOLOGY  
ACCELERATED ALTERNATE DELIVERY PROGRAM**

**CIP Code: 51.0909**

**SOC Code: 29-2055.00**

**Semester Credits: 60.0**

**Program Length: 45 Weeks**

**Method of Delivery: Distance Education**

**Course Hours: 900 / Outside Hours: 450 / Total Hours: 1350**

**Program Objectives:**

The Accelerated Alternate Delivery Program in Surgical Technology is designed to assist non-certified currently practicing surgical technologists to obtain the educational background they need to be eligible to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification exam. The curriculum reflects the latest developments in biomedical science. Students will be instructed in all phases of Surgical Technology in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Upon completing the specific requirements, the student is eligible to be granted a diploma of completion from Glendale Career College and apply to take the Certified Surgical Technologist (CST®) Exam offered by the NBSTSA.

A graduate of the Surgical Technology Accelerated Alternate Delivery program may continue to be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics.

**Required Courses:**

**STAAD110DE – Fundamental Knowledge – Term I – 20.0 Semester Credit Hours**

**Course Hours: 300 / Outside Hours: 150 / Total Hours: 450**

Prerequisites: None

This course will focus on the basic structure and function of the human body as well as the basic concepts of Microbiology. The information presented is presented in a progressive manner allowing the student to understand the body as a whole, its line of defense, movement, support, and coordination. All systems will be covered along with an overview of the immune system and body defenses that will prepare the student to understand the concepts of immunization, autoimmunity, and hypersensitivity reactions. This course will provide the essential knowledge in the surgical environment, as well as an overview of basic surgical instrumentation. Sterilization and disinfection will be covered as it relates to safe surgical practice. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**STAAD120DE – Principles of Surgical Techniques – Term II – 15.0 Semester Credit Hours**

**Course Hours: 225 / Outside Hours: 112.50 / Total Hours: 337.50**

Prerequisites: None

This course will provide essential knowledge in all aspects of surgical patient care including preoperative, intraoperative, and postoperative. An emphasis on aseptic technique will be reinforced in relation to scrubbing, gowning, gloving, and creation and maintenance of the sterile field. Students will learn the importance of preoperative education with emphasis on patient care and safety. Students will review the principles of transportation, positioning, and draping as well as assistant circulator duties, and factors that influence healing and infections. This course will reinforce the student's knowledge needed in case of emergency, such as cardiac/respiratory arrest or a disaster where public health is affected. This course will also enhance the student's knowledge base allowing for the opportunity to advance further in their field of employment. In addition, basic principles of pharmacology and anesthesia as it applies to the surgical technologist will be reviewed as an introduction to general surgery and other surgical specialties. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**STAAD130DE – Surgical Procedures – Term III – 25.0 Semester Credit Hours**

**Course Hours: 375 / Outside Hours: 187.50 / Total Hours: 562.50**

Prerequisites: None

During this course, the student will explore surgical procedures in each of the surgical specialty areas including: General Surgery, OB/GYN, Genitourinary, Orthopedics, Otorhinolaryngology, Ophthalmic, Oral and Maxillofacial, Plastic and Reconstructive, Thoracic, Cardiovascular, Peripheral Vascular, and Neurosurgical Procedures. Students will prepare to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) CST® Exam, demonstrate entry-level proficiency in the scrub role, and complete all course and program requirements. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

### **Additional Program Requirements:**

Students enrolled in the Surgical Technology Accelerated Alternate Delivery (ST-AAD) Program must provide verification of the following prior to completion of the program:

1. Laboratory Skills
2. Completion of Program Clinical Case Requirement:
  - a. The total number of cases the student must complete is **120**.
  - b. Students are required to complete thirty **(30)** cases in General Surgery. Twenty **(20)** of these cases must be in the First Scrub Role.
  - c. Students are required to complete ninety **(90)** cases in various surgical specialties excluding General Surgery; sixty **(60)** which must be performed in the First Scrub Role. The additional thirty **(30)** cases may be performed in either there First or Second Scrub Role. A minimum of sixty **(60)** surgical cases must be performed in the First Scrub Role and distributed amongst a minimum of four **(4)** surgical specialties.

A minimum of ten **(10)** case in the First Scrub Role must be completed in each of the required minimum of four **(4)** surgical specialties **(40)** cases total required). The additional twenty **(20)** cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties. The remaining thirty **(30)** surgical specialties cases may be performed in any surgical specialty either in the First or Second Scrub Role.

- d. Up to ten **(10)** diagnostic cases and five **(5)** vaginal delivery cases can be counted towards the maximum number of Second Scrub Role cases, but are not mandatory.

**SURGICAL TECHNOLOGY-ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE**  
(Effective October 2020)

**CIP Code: 51.0909**

**SOC Code: 29-2055.00**

**Semester Credits: 76.0**

**Program Length: 76 Weeks**

**Credential Awarded: Associate of Occupational Science (AOS)**

**Method of Delivery: Residential, Blended**

**Course Hours: 1757 / Outside Hours: 1678 / Total Hours: 3446**

**Program Objectives:**

The Surgical Technology program is designed to instruct in all phases of Surgical Technology, and to prepare competent, entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Upon completion, the graduate can effectively work with and under the supervision of surgeons or registered nurses and become an integral part of the team providing care to patients during the crucial periods of surgery. Much of the training is focused on the clinical aspect of the program where the students gain skills in helping to set up the operating room; prepare patients for surgery; scrub, gown and glove self and other team members; pass instruments and other sterile supplies to surgeons; help care for and dispose of specimens; and assist nurses in cleaning and stocking the operating room for the next operation. The curriculum reflects the latest developments in biomedical science. A graduate of the Surgical Technology program may be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics.

**Required Courses:**

**STSOS – Seminar for Success – 3.0 Semester Credit Hours**

**Course Hours: 60.0 / Outside Hours: 90.0 / Total Hours: 150.0**

Prerequisites: None

This introductory course provides an overview of learning readiness skills, including how to study, student learning styles, reading skills to increase comprehension, time management and stress management, communication, teamwork, and leadership, an overview of ethics, politics, diversity, and an introduction to medical terminology, including word parts and basic medical terms related to body systems. This course also introduces students to the field of surgical technology and the expectations of the surgical technology program. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**COM160 – Interpersonal Relations – 4.0 Semester Credit Hours**

**Course Hours: 64.0 / Outside Hours: 128.0 / Total Hours: 192.0**

Prerequisites: None

Provides skills and tools for health career students to communicate with patients, peers, superiors and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ENG163 – College English – 4.0 Semester Credit Hours**

**Course Hours: 64.0 / Outside Hours: 128.0 / Total Hours: 192.0**

Prerequisites: None

The purpose of this course is to introduce the conventions of academic writing and critical thinking. In this course you will explore ideas through reading, methods of writing development and use of writing conventions. Upon completion of this course you will have gained the skills necessary to express your ideas in written form in a clear, concise, articulate, and grammatically correct manner. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**HUM165 – Medical Ethics – 4.0 Semester Credit Hours**

**Course Hours: 64.0 / Outside Hours: 128.0 / Total Hours: 192.0**

Prerequisites: None

A course designed to provide the health care professional with an introduction to analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST112 – The Human Body I – 8.0 Semester Credit Hours**

**Course Hours: 120.0 / Outside Hours: 240.00 / Total Hours: 360.00**

Prerequisites: None

This course introduces the student to the broad field of Surgical Technology by addressing topics and concepts related to the health care setting. Included in this course is the organization of the healthcare facility and the operating room, the job description and roles of the Surgical Technologist and other healthcare providers in the OR, ethical, moral, and medico-legal practice, All Hazards Preparation, and professional communication, teamwork, and employment skills. This course also presents concepts related to operating room practice and discusses the biopsychosocial needs of the surgical patient, including death and dying. This course will provide the essential knowledge in the surgical environment, and addresses the principles and techniques of disinfection, sterilization, and asepsis and sterile technique as they apply to the Operating Room. This course also introduces the student to robotics, computers, lasers and principles of electricity. The laboratory component of the course focuses on the skills related to the processing of surgical instrumentation and supplies in a non-patient utilization setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST120 – Fundamentals – 7.0 Semester Credit Hours**

**Course Hours: 120.0 / Outside Hours: 215.0 / Total Hours: 335.0**

Prerequisites: SOS

This course introduces the student to the broad field of Surgical Technology by addressing topics and concepts related to the health care setting. Included in this course is the organization of the healthcare facility and the operating room, the job description and roles of the Surgical Technologist and other healthcare providers in the OR, ethical, moral, and medico-legal practice, All Hazards Preparation, and professional communication, teamwork, and employment skills. This course also presents concepts related to operating room practice and discusses the biopsychosocial needs of the surgical patient, including death and dying. This course will provide the essential knowledge in the surgical environment and addresses the principles and techniques of disinfection, sterilization, and antisepsis as they apply to the Operating Room. The laboratory component of the course focuses on the skills related to the processing of surgical instrumentation and supplies in a non-patient utilization setting. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST212 – The Human Body II – 5.0 Semester Credit Hours**

**Course Hours: 75.0 / Outside Hours: 150.0 / Total Hours: 225.0**

Prerequisites: ST112, ST120

This course focuses on the structure, function, and disease processes of the human body including the Blood, Circulatory, Cardiovascular, and Lymphatic, Immunology, Respiratory, Digestive, Genitourinary, and Male and Female Reproductive Systems, and medical terminology related to these systems. This course also includes an introduction to pharmacology including medication types, sources, classifications, measurements, dosages, uses, and medications commonly used in surgery. Concepts of anesthesia, including methods, types, administration, and potential complications are also discussed. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST220 – Asepsis – 10.0 Semester Credit Hours**

**Course Hours: 150.0 / Outside Hours: 300.0 / Total Hours: 450.0**

Prerequisites: ST112, ST120

This course introduces the knowledge, skills, and techniques utilized to prepare the patient for the surgical experience and to prepare and maintain the sterile field during the surgical experience. Included are preoperative patient preparation, gowning and gloving, the establishment of the sterile field with the equipment, instruments, and supplies, patient positioning, skin preparation, and preoperative, intraoperative, and postoperative case management techniques. During this course, the students will gain knowledge and acquire a BLS certification from the American Heart Association. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST230 – Mock Lab – 2.5 Semester Credit Hours**

**Course Hours: 75.0 / Outside Hours: 0 / Total Hours: 75.0**

Prerequisites: ST112, ST120

This course provides a laboratory environment in which students concentrate on development of skills and practical performances by preparing for a surgical procedure in a non-patient contact environment. Emphasis will be placed on learning and understanding the different responsibilities of the scrub and assistant circulator roles in the operating room and how to build teamwork by providing the student with the opportunity to assume sterile and non-sterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.



**ST310 – Surgical Procedures I – 4.0 Semester Credit Hours**

***Course Hours: 6.00 / Outside Hours: 120.0 / Total Hours: 180.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230

This course focuses on integration of the professional knowledge of the Surgical Technologist using the procedural format. The anatomy, physiology, pathophysiology, case management, and patient considerations of General Surgery, Obstetrics and Gynecologic Surgery, Genitourinary Surgery, Otorhinolaryngologic Surgery, and Oral/Maxillofacial Surgery will be presented. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST311 – Surgical Procedures Lab I – 2.0 Semester Credit Hours**

***Course Hours: 60.0 / Outside Hours: 0 / Total Hours: 60.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230

This course provides a laboratory environment in which students concentrate on further development of skills and practical performances by preparing for a variety of basic surgical procedures in a non-patient contact environment. Emphasis will be placed on learning and understanding the different roles in the operating room and how to build teamwork by providing mock situations in which students will have the opportunity to assume sterile and non-sterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.

**ST320 – Surgical Procedures II – 4.5 Semester Credit Hours**

***Course Hours: 70.0 / Outside Hours: 140.0 / Total Hours: 210.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311

This course focuses on integration of the professional knowledge of the Surgical Technologist using the procedural format. The anatomy, physiology, pathophysiology, case management, and patient considerations of Orthopedic Surgery, Ophthalmic Surgery, Plastic/Reconstructive Surgery, Cardiothoracic and Peripheral Vascular Surgery, and Neurosurgical Surgery will be presented. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**ST321 – Surgical Procedures Lab II – 2.0 Semester Credit Hours**

***Course Hours: 70.0 / Outside Hours: 0 / Total Hours: 70.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311

This course provides a laboratory environment in which students concentrate on further development of skills and practical performances by preparing for a variety of more complex surgical procedures in a non-patient contact environment. Emphasis will be placed on learning and understanding the different roles in the operating room and how to build teamwork by providing mock situations in which students will have the opportunity to assume sterile and nonsterile member roles, as well as an understanding of safety concepts, including instrument, sponge, and needle counts, as well as patient identification. During this course, students are given the opportunity to discuss, understand and demonstrate group dynamics, cultural diversity, leadership, and teamwork.

**ST330 – Sterile Processing – 1.5 Semester Credit Hours**

***Course Hours: 80.0 / Outside Hours: 0 / Total Hours: 80.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321

This course focuses on completion of a rotation in the Sterile Processing Department of a health care facility where the student will participate in the instrument reprocessing experience including sterilization, disinfection, tray assembly, sterile storage, and distribution.

**ST410 – Clinical Externship I – 6.0 Semester Credit Hours**

***Course Hours: 280.0 / Outside Hours: 0 / Total Hours: 280.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330

This course focuses on application of professional knowledge, skills, and behaviors in a patient care setting at a local health care facility. The student will actively participate in basic to moderately-complex surgical procedures in the assistant circulator, observation, second scrub, and first scrub roles. Outside preparation and study time, in addition to scheduled clinical activities, is required to complete this course. The type of outside preparation may take the form of daily case reports, reading, clinical case performance documentation, and required studying.

**ST420 – Clinical Externship II – 7.0 Semester Credit Hours**

***Course Hours: 320.0 / Outside Hours: 0 / Total Hours: 320.0***

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330, ST410

This course focuses on application of professional knowledge, skills, and behaviors in a patient care setting at a local health care facility. The student will actively participate in moderately complex to complex surgical procedures in the assistant circulator, observation, second scrub, and first scrub roles. Outside preparation and study time, in addition to scheduled clinical activities, is required to complete this course. The type of outside preparation may take the form of daily case reports, reading, clinical case performance documentation, and required studying.

**ST430 – CST Exam Review – 1.5 Semester Credit Hours**

**Course Hours: 25.0 / Outside Hours: 50.0 / Total Hours: 75.0**

Prerequisites: ST112, ST120, ST212, ST220, ST230, ST310, ST311, ST320, ST321, ST330, ST410, ST420

This course focuses on a comprehensive review of the surgical technology curriculum in preparation to take the National Board for Surgical Technology and Surgical Assisting (NBSTSA) CST® Certification exam and the Program Final Exam (PFE). Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

**Clinical Case Requirements – Surgical Technology**

1. The total number of cases the student must complete is **120**.
2. Students are required to complete thirty (**30**) cases in General Surgery. Twenty (**20**) of these cases must be in the First Scrub Role.
3. Students are required to complete ninety (**90**) cases in various surgical specialties excluding General Surgery; sixty (**60**) which must be performed in the First Scrub Role. The additional thirty (**30**) cases may be performed in either their First or Second Scrub Role. A minimum of sixty (**60**) surgical cases must be performed in the First Scrub Role and distributed amongst a minimum of four (**4**) surgical specialties. A minimum of ten (**10**) cases in the First Scrub Role must be completed in each of the required minimum of four (**4**) surgical specialties (**40** cases total required). The additional twenty (**20**) cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties. The remaining thirty (**30**) surgical specialties cases may be performed in any surgical specialty either in the First or Second Scrub Role.
4. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory, but up to ten (**10**) diagnostic cases and five (**5**) vaginal delivery cases can be counted towards the maximum number of Second Scrub Role cases.

**Note:** Observation cases must be documented, but do not count toward the **120** required total cases.

## **VOCATIONAL NURSING**

**CIP Code: 51.3901**

**SOC Code: 29-2061.00**

**Program Clock Hours: 1635**

**Program Length: 64 Weeks**

**Method of Delivery: Residential, Blended**

**Course Hours: 1635 / Outside Hours: N/A / Total Hours: 1635**

### **Program Objectives:**

The Vocational Nursing program provides students with the opportunity to develop the knowledge and skills necessary to function as a vocational nurse in a variety of settings. The student will receive classroom, laboratory, and clinical instruction in nursing areas of fundamentals, anatomy and physiology, pharmacology, medical/surgical nursing, mental health, maternity, pediatric, and leadership nursing.

After successful completion of the program, the student is required to take the NCLEX-PN® examination for licensure as a vocational nurse. Graduates of the Vocational Nursing program may be employed as a Licensed Vocational Nurse upon application to the State Board of Nursing and successfully passing the NCLEX-PN® examination. This person may serve patients and clients in many settings including hospitals, clinics, doctor's offices, extended-care facilities, and other medical facilities.

### **Required Courses:**

#### **VNSOS – Seminar for Success – 40 Clock Hours**

Prerequisites: None

Co-requisite(s): VN110- Anatomy & Physiology; VN120- Nutrition & Health; VN130 – Growth & Development

The Seminar for Success (SOS) course is a required course for the Vocational Nurse (VN) Program. Instruction provided will promote development of skills essential for academic success in the VN program. Course content includes, but is not limited to, medical terminology, mathematics, reading comprehension, and cardiopulmonary resuscitation (CPR).

#### **VN110 – Anatomy & Physiology –96 Clock Hours**

Prerequisites: None

Co-requisite(s): VNSOS – Seminar for Success; VN120- Nutrition & Health; VN130 – Growth & Development

This course is a study of the basic structure and function of the human body, beginning at the biochemical level, before proceeding to the gross anatomy and physiology of each body system, and the integration of body systems. Emphasis is placed on homeostatic mechanisms as they relate to health and disease. The concepts and application of anatomy and physiology are integrated throughout the curriculum.

### **VN120 – Nutrition and Health –24 Clock Hours**

Prerequisites: None

Co-requisite(s): VNSOS – Seminar for Success; VN110- Anatomy & Physiology; VN130 – Growth & Development

This course is a study of the basic principles of nutrition and the role of nutrition in human health. The factors that influence an individual's food choices and foodborne illness are examined. The physiology and metabolism of nutrients, and the changing nutritional needs throughout the human life span are surveyed.

### **VN130 – Human Growth and Development –24 Clock Hours**

Prerequisites: None

Co-requisite(s): VNSOS – Seminar for Success; VN110- Anatomy & Physiology; VN120 – Nutrition & Health

This course is the study of basic normal human growth and development beginning from conception and continuing across the lifespan. The developmental theories of Piaget, Erikson, and Maslow are deliberated. Physical, sensory, mental, and social milestones from the prenatal period to later adulthood are examined, and strategies for parents to promote healthy development are incorporated. Developmental issues specific to the elderly also include the phenomenon of elder abuse.

### **VN140 – Nursing Fundamentals –60 Clock Hours**

#### **VN140C – Nursing Fundamentals-Laboratory/Clinical –152 Clock Hours**

Prerequisites: VNSOS – Seminar for Success; VN110- Anatomy & Physiology; VN120- Nutrition & Health; VN130 – Growth & Development

This course provides a foundation of Vocational Nursing (VN) concepts, knowledge, and skills to provide basic nursing care to adult patients. Course content includes the nursing process, communication, legal and ethical aspects of nursing, assisting patients with activities of daily living, head to toe patient data collection, patient education, surgical wound care, infection prevention and control, specimen collection, and end-of-life care. Maslow's Hierarchy of Needs is utilized as a basis for understanding human needs. This course emphasizes patient safety and the development of cultural competency and critical thinking skills. Content from the previous anatomy and physiology, nutrition and health, and growth and development courses is integrated. Students have laboratory and clinical experiences to learn, practice, and utilize basic VN knowledge and skills.

### **VN210 – Introduction to Pharmacology –28 Clock Hours**

Prerequisites: VNSOS – Seminar for Success; ; VN110- Anatomy & Physiology; VN120- Nutrition & Health; VN130 – Growth & Development

This course focuses on the use of critical thinking, appropriate clinical judgment, and the nursing process to provide safe and competent medication administration to patients across the lifespan. The course content includes the principles of pharmacodynamics, pharmacokinetics, and safe medication administration, drug dosage calculation, and the monitoring and overall management of pharmacological therapies. An additional 30 hours of pharmacology is integrated throughout the rest of the program.

### **VN220 – Medical/Surgical Nursing 2 –99 Clock Hours**

#### **VN220C – Medical/Surgical Nursing 2-Laboratory/Clinical –282 Clock Hours**

Prerequisites: VNSOS Seminar for Success; VN110 – Anatomy & Physiology; VN120 – Nutrition and Health; VN130-Human Growth and Development; VN140 – Nursing Fundamentals; VN140C – Nursing Fundamentals-Clinical; VN210 – Pharmacology

This course focuses on the medical and surgical treatment of the adult patient experiencing various health problems. Course content includes common disorders of the muscular-skeletal, respiratory, blood, gastrointestinal, lymphatic, and immune systems. In addition, pain management, perioperative nursing, and oncology are covered. For each disorder, primary characteristics of the disorder, diagnostics, data collection, treatment, and medications are discussed. Emphasis is placed on how to use the nursing process to provide effective patient care and accommodate the patient's cultural values, beliefs and practices. In the clinical area, the student provides direct hands-on care to patients, including the administration of medications.

### **VN310 – Mental Health –28 Clock Hours**

Prerequisites: VN210 – Pharmacology, VN220 – Medical/Surgical Nursing 2; VN220C – Medical/Surgical Nursing 2-Clinical.

This course provides an overview of nursing care for patients with various mental health disorders including schizophrenia, depression, bipolar disorder, anxiety, phobias, post-traumatic stress disorder, personality disorders, eating disorders, substance abuse/addictions, and violence. For each disorder, primary characteristics of the disorder, data collection, treatment, and psychopharmacology are discussed. Strategies and tools for patient and staff safety, psychotherapy models, and members that make up the mental health care team are reviewed

### **VN320 – Medical/Surgical Nursing 3 –120 Clock Hours**

#### **VN320C – Medical/Surgical Nursing 3-Laboratory/Clinical –304 Clock Hours**

Prerequisites: VN310- Mental Health

This course focuses on the medical and surgical treatment of the adult patient experiencing various health problems. Course content includes common disorders of the integumentary, cardiovascular, endocrine, urinary, and reproductive system. For each disorder, primary

characteristics of the disorder, diagnostics, data collection, treatment, and medications are discussed. Emphasis is placed on how to use the nursing process to provide effective patient care and accommodate the patient's cultural values, beliefs and practices. In the clinical area, the student provides direct hands-on care to patients, including the administration of medications.

### **VN410 – Maternal Health –20 Clock Hours**

#### **VN410C – Maternal Health-Laboratory/Clinical –40 Clock Hours**

Prerequisites: VN310 – Mental Health, VN320 – Medical/Surgical Nursing 3; VN320C – Medical/Surgical Nursing 3-Clinical

This course will provide an overview of nursing care for the typical pregnant woman including the prenatal period, progress through pregnancy, labor and delivery, and postpartum care of mother and baby. High-risk pregnancies and common complications such as ectopic pregnancies, abruption placentae, placenta previa, preeclampsia, postpartum hemorrhage, and newborn death are also reviewed.

### **VN420 – Child Health –20 Clock Hours**

#### **VN420C – Child Health-Clinical –40 Clock Hours**

Prerequisites: VN410 – Maternal Health, VN410C –Maternal Health Clinical

This course will provide an overview of nursing care for the pediatric patient including specific diseases and disorders related to each body system. Pediatric issues such as common risk factors for injury, child maltreatment (abuse), and communicable diseases are also reviewed.

### **VN430 – Medical/Surgical Nursing 4 –58 Clock Hours**

#### **VN430C – Medical/Surgical Nursing 4-Laboratory/Clinical –136 Clock Hours**

Prerequisites: VN410 – Maternal Health, VN410C –Maternal Health Clinical; VN420 – Child Health; VN 420 C- Child Health- Clinical

This course focuses on the medical and surgical treatment of the adult patient experiencing common disorders of the nervous and sensory systems. For each disorder, primary characteristics of the disorder, diagnostics, data collection, treatment, and medications are discussed. Emphasis is placed on how to use the nursing process to provide effective patient care and accommodate the patient's cultural values, beliefs and practices. In the clinical area, the student provides direct hands-on care to patients, including the administration of medications.

Course content also includes the role of the LVN in providing leadership and supervision. Whether in charge of a unit or a floor nurse, the LVN should be able to delegate effectively, communicate assertively, manage conflict, and implement disaster plans.

**VN NCLEX- PN Preparation –64 Clock Hours**

Prerequisites: VN 410 – Maternal Health; VN410C – Maternal Health -Clinical; VN420 – Child Health; VN 420 C- Child Health- Clinical; VN 430- Medical/ Surgical Nursing 4; VN 430 C Medical/ Surgical Nursing 4- Clinical.

The goal of this course is to build confidence, review relevant content, and provide strategies to prepare candidates to pass the first time the NCLEX-PN is taken. Participants will review the VN curriculum content in alignment with the NCLEX-PN Test Plan, strengthen test-taking skills, practice answering NCLEX style questions, and practice stress reduction strategies.

***The Vocational Nursing curriculum also includes:*** Student Orientation and CPR.



## PROGRAM TUITION SCHEDULES

	Tuition 1 <sup>st</sup> Period	Tuition 2 <sup>nd</sup> Period	Tuition 3 <sup>rd</sup> Period	Books and Supplies*	Registration Fee**	Total Program Charges
Bachelor of Science in Nursing (RN to BSN)	\$14,409	\$14,411	\$0	\$1,175	\$100	\$30,095
Associate of Arts in Nursing	\$26,429	\$22,654	\$22,655	\$3,152	\$100	\$74,990
Associate of Science in Healthcare Administration (Residential and DE)	\$15,726	\$15,728	\$0	\$984	\$100	\$32,538
Business Office Administration	\$15,655	\$0	\$0	\$560	\$100	\$16,315
Central Service Instrument Technician	\$16,077	\$0	\$0	\$138	\$100	\$16,315
Medical Assistant	\$15,845	\$0	\$0	\$370	\$100	\$16,315
Medical Insurance Biller and Coder	\$15,585	\$0	\$0	\$630	\$100	\$16,315
Surgical Technology	\$14,849	\$17,099	\$0	\$490	\$100	\$32,538
Surgical Technology Accelerated Alternate Delivery (STAAD)	\$6,446	\$3,223	\$0	\$181	\$100	\$9,950
Surgical Technology Associate of Occupational Science (ST-AOS)	\$17,750	\$14,250	\$6,000	\$750	\$100	\$38,850
Vocational Nursing	\$18,663	\$15,243	\$0	\$572	\$100	\$34,578

\*Books and Supplies consist of Uniforms, Textbooks, Supplies, and Tutoring.  
Also Review Courses where License or Certification is required.

\*\* Non-refundable.

Financial arrangements must be completed by the first day of class, which may include student payments made directly to the College. Payments may sometimes be arranged with approval of the Campus Director. If the students' payments are late, then a 5 % late charge on the unpaid past due balance will be added monthly, three days after the due date.

Students attending most health care programs will receive uniforms as follows:

**Women**      \* 2 – Regulation Uniforms  
**Men**            \* 2 – Regulation Uniforms

(\* Other required apparel, i.e. shoes, supplied by the student.)

The books may vary according to need and decision of the College. Supplies will be distributed on an "as needed" basis. Supplies do not include what would be considered normal "school supplies," i.e., note paper, pens, pencils, ring binders, etc.

## **STATE OF CALIFORNIA 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:

1. 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.
2. 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.
3. 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.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. 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.
6. 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.
7. 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.

## **REFUND POLICY**

### ***Prior to the Start of Classes***

If the applicant is not accepted by the College, all monies paid, including tuition and registration fee will be refunded.

If the applicant is accepted by the College and does not start classes, all monies paid, including tuition and registration fee will be refunded.

### ***During the Cancellation Period*** (First Seven Calendar Days After You Start Your First Class)

If the applicant is accepted by the College, starts classes, and cancels their enrollment within the allowable cancellation period (on or before midnight of the seventh calendar day after you have started your first class), all monies paid, minus a \$250 deposit, will be refunded (see Program Tuition Schedules – page 87).

The student must give written notice of cancellation to the College by mail, hand delivery, or email. If the notice is mailed, the postmark is considered the effective date of cancellation.

### ***After the Cancellation Period***

The student has the right to withdraw at any time. If the applicant is accepted by the College, starts classes, and elects not to continue after midnight of the seventh calendar day after the student has started their first class, the student will be considered a voluntary Withdrawal. The student will be charged a prorated amount of tuition and fees, up to 100% of the program length, according to the method below.

### ***Institutional Refund Policy***

- a. Determine the total amount of tuition and fees charged to the student; deduct the one-time charges such as the registration fee not to exceed one hundred fifty dollars (\$150) and the cost of used equipment, books, and supplies fees from the total tuition charge. (Note that unused books, educational supplies and equipment are not included in this offset, and will be separately evaluated on a case-by-case basis.)

**Example: \$15,495 tuition/fees - \$100 registration fee - \$800 used equipment/books/supplies fee = \$14,595 charges subject to proration.**

- b. Divide this figure by the number of hours in the program.

**Example: \$14,595 charges/900 clock hours in program = \$16.21 per clock hour.**

- c. The amount owed by the student for purposes of calculating a refund is derived by multiplying the total hours measured from the first day of instruction as set forth in the Enrollment Agreement through the Last Date of Attendance (LDA) regardless of absences by the hourly charge for instruction.

**Example: \$16.21 per hour x 450 clock hours scheduled through the LDA = \$7,294.50 prorated tuition.**

- d. The prorated tuition is added to the registration fee and the cost of used equipment, books, and supplies issued by the College to determine the total amount of charges the student is obligated to pay.

**Example: \$7,294.50 + \$100 registration fee + \$800 used equipment/books/supplies issued by the College = \$8,194.50 amount the College is allowed to retain.**

- e. The amount the student has paid for the program is subtracted from the amount the College is allowed to retain to determine if the student has a balance due or a refund is due.

**Example: \$8,194.50 amount the College is allowed to retain - \$9,672.00 amount paid = \$1,477.50 refund due to student.**

## **WITHDRAWAL POLICY**

**Official (Voluntary) Withdrawal:** To be considered an official Withdrawal, the student must notify the College of his/her intent to withdraw. Notification may be provided via written notice to the Campus Director or Office of the Registrar by mail, hand-delivery, or email.

**Unofficial (Administrative/Termination/Dismissal) Withdrawal:** A student will be unofficially withdrawn by the College for the following reasons:

- a. failure to attend classes for a period of 14 scheduled calendar days;
- b. failure to return from a Leave of Absence (LOA);
- c. violation of the student Code of Conduct, pursuant to College disciplinary procedures;
- d. violation of the satisfactory academic progress policy; and
- e. serious violation of any College policy, pursuant to College disciplinary procedures.

## **TUITION AND/OR OTHER FEE PAYMENTS**

### ***In School Students***

Payment of tuition, as listed on a student's Retail Installment Contract (RIC), is due and payable on the first day of every month, whether or not an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. If no payment is received ninety (90) days after payment is due, the student may be removed from class until all payments are current. If the student is out of class for 14 consecutive days, the student is subject to Unofficial Withdrawal from the College.

### ***Out of School Students***

Payment is due on the first day of the month as listed in the student's Retail Installment Contract (RIC) regardless of whether an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. Failure to make payments as stated in the RIC may result in the account being turned over to a collection agency.

### ***Delinquent Accounts and Access to Records and Services***

Failure to meet your financial obligations to the College may result in termination/dismissal. The College reserves the right to hold a graduate's diploma until the student's account is current.

## **FINANCIAL AID INFORMATION**

Glendale Career College participates in federal and state financial aid programs. All applicants must fill out the *Free Application for Federal Student Aid* (FAFSA®) and meet with the Financial Aid Office either by telephone (818-243-1131) or in person on campus to complete the financial aid process.

### **FINANCIAL AID STUDENTS RIGHTS**

Students have the right to know:

- The types of Financial Aid available at Glendale Career College;
- The basis for eligibility and the process for obtaining Financial Aid;
- The types of Financial Aid awarded to the student and the conditions of the Financial Aid award under which the student agrees to comply;
- The standards under which a student maintains and reestablishes eligibility for Financial Aid;
- The method and timing of the disbursement of Financial Aid;
- The terms of any Direct Loan received by the student;
- The general terms applicable to any Federal Work-study employment;
- The refund policy of the College, including the Return of Title IV funds;
- Information regarding the institution; and
- Information regarding the retention and completion rates.

This information is available in the Financial Aid Department, on the institution's website and/or included within this catalog.

### **FINANCIAL AID PROGRAMS**

The following financial aid programs are available to students at Glendale Career College subject to individual qualifications and eligibility.

**Federal Pell Grant** – This is a grant that does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Amounts can change yearly. For the 2015–16 award year (July 1, 2015 to June 30, 2016), the maximum award is \$5,775. The amount you get, though, will depend on:

- your financial need,
- your cost of attendance,
- your status as a full-time or part-time student, and
- the program of study - whether a full academic year or less.

You may not receive Federal Pell Grant funds from more than one school at a time and Pell Grant eligibility is capped at 600% of Lifetime Eligibility Used (LEU).

**Federal Supplemental Educational Opportunity Grant** – Students who receive a Federal Pell Grant and have the most financial need may receive FSEOG. The FSEOG does not need to be repaid. The FSEOG program is administered directly by the financial aid office and student awards are limited and range from \$100 to \$500 per year.

***Iraq and Afghanistan Service Grant*** – These grants are available to students who are not eligible for Federal Pell Grant and have a parent or guardian who was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, who are under 24 years of age, and enrolled in college at least part-time at the time of the parent's or guardian's death.

***Federal Work Study*** – This program provides part-time employment for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The student should check with the Campus Director for the availability of work-study employment opportunities.

***Federal Direct Subsidized Stafford Loan*** – These loans are available to undergraduate students and eligibility is based upon the student's need and program length. The U.S. Department of Education pays the interest or subsidizes the loan while the student is in school at least half-time, for the first six months after leaving school (referred to as a grace period), and during a period of deferment (a postponement of loan payments). Loan amounts may be up to \$3,500 for a first year student and \$4,500 for a second year student. Please note that the US Department of Education has a Subsidized Usage Limit rule. This rule only applies to new students who do not have prior student loan indebtedness on July 1, 2013 and thereafter. If a student had no loan indebtedness, then the student will be tracked by the US Dept. of Education for as long as student is enrolled to make sure they complete the program of study within 150% of the published program length. If the student does not complete the program of study within this timeframe, then the student will lose the interest subsidies on their Subsidized Stafford loan and the interest on the loan will accrue as though it was an Unsubsidized Stafford loan.

***Federal Direct Unsubsidized Stafford Loan*** – These loans are available to undergraduate students and there is no requirement to demonstrate financial need. Eligibility is based upon cost of attendance, other financial aid awards that the student receives, and dependency status. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. Loans may be up to \$6,000 for a first or second year independent student or for a first or second year dependent student whose parent(s) do not qualify for a Parent (PLUS) Loan and may be up to \$2,000 per year for all other dependent students.

***Federal Direct PLUS Loan*** – PLUS loans are federal loans that parents of dependent, undergraduate students can use to help pay education expenses. The U.S. Department of Education grants Direct PLUS Loans and the borrower must not have an adverse credit history. The maximum loan amount is the student's cost of attendance minus any other financial aid awards received.

***Payment Plans*** – Students may also choose to make payments towards their tuition and fees directly to the College. Scheduled tuition payments are due the first of every month.

***Alternative Loans*** – Students who have limited financial aid assistance may qualify for other alternative educational loans to cover their tuition and fees through a private lender.

***Loan Repayment Policy*** – If a student obtains a loan to pay for an educational program, the student will have the responsibility 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 moneys not paid from federal student financial aid program funds.

***VA Veterans Administration*** – Veterans Administration (VA) educational benefits may be available to those individuals who qualify. Information regarding VA benefits is available online at [benefits.va.gov](http://benefits.va.gov) and from your financial aid representative.

## **RETURN OF TITLE IV FUNDS**

The College must calculate the amount of financial aid a student has earned when the student withdraws. A student can officially withdraw by submitting a notice of withdrawal to the Campus Director or Office of the Registrar. A student will be Unofficially Withdrawn for failing to attend classes for 14 consecutive calendar days, violating the student Code of Conduct, violating the Satisfactory Academic Progress (SAP) policy, or any other serious violation of College policy.

Financial aid is awarded by enrollment period, which is an academic year or less. When the student withdraws, a portion of the financial aid may need to be returned to the lender (generally the US Department of Education or loan servicer). This calculation is separate from the Institutional Refund Policy, stated above, which only determines the student's tuition and fees obligation. The College is required to return unearned financial aid; the student may then owe the College a remaining balance originally paid by financial aid funds. The student may also be required to return financial aid funds previously released to them for living expenses.

The calculation of the amount of earned financial aid is based upon the percentage of the academic year or period of enrollment the student completed at the point of Withdrawal. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. The student's last day of attendance is considered the withdrawal date. In order to determine how much financial aid the student has earned, and what must be returned, the College calculates the amount of financial aid the student has earned using the following formula:

1. The Percentage of the Period of Enrollment Completed – To determine the percentage of the period of enrollment completed, count the number of calendar days completed between the first day of the period of enrollment and the last day of attendance; this number is then divided by the total number of days in the period of enrollment. Weekends, holidays, and non-class days are included; only scheduled breaks of 5 days or more and approved Leaves of Absence are excluded. For example: the student completed 55 days of a 210-day period of enrollment or 26.2%. This is the percentage of financial aid the student has earned for the period of enrollment.
2. The Percentage of Title IV Aid Earned – The net amount of financial aid disbursed and what could have been disbursed is determined for the period of enrollment; this amount is multiplied by the percentage of the period of enrollment completed. The result is the amount of earned financial aid. For example: the student was disbursed/could have been disbursed \$16,000.00 in financial aid for the period of enrollment x 26.2% earned = \$4,192.00 earned financial aid for the period of enrollment.
3. Total Amount of Title IV Aid To Be Disbursed or Returned – The earned financial aid is subtracted from the financial aid that was actually disbursed to, or on behalf of, the student to determine if any earned financial aid must be returned to the financial aid programs or if the student is due a post-withdrawal disbursement. For example: \$8,000.00 actually disbursed financial aid - \$4,192.00 earned financial aid = \$3,808 unearned financial aid which must be returned.

If, at the time of Withdrawal, all awarded financial aid has not been disbursed, the student may be eligible for a "Post-Withdrawal" Disbursement. Certain funds may not be eligible for disbursement due to other eligibility reasons. If the student is eligible for a Pell Grant post-withdrawal disbursement, it will be disbursed and credited to the student's account. If the student is eligible for a Direct Stafford Loan and/or a Direct PLUS Loan post-withdrawal disbursement, the borrower will be notified within 30 days of Withdrawal and must approve the



disbursement within 14 days of receipt of the notice. If a response is not received within 14 days of the notification, the post-withdrawal Direct Loan disbursement will not be disbursed and credited to the student's account.

If the student received financial aid in excess of institutional charges for living expenses, the College is only required to return the unearned portion of financial aid that was used to pay institutional charges. Any unearned financial aid that is part of the funds the student received will be returned by the student to the appropriate financial aid program. This is called an overpayment and the student will be notified if this type of return of funds is required. Loan overpayments are generally paid in the normal course of loan repayment. Pell Grant overpayments are rare, but can occur. These types of overpayments can be paid to the College within the first 30 days after notification. However, if no payment is received after the 30-day period has elapsed, the College will refer the overpayment to the U.S. Department of Education Student Credit Management Collections, and subsequently, the student will be ineligible for additional financial aid until the overpayment is resolved.

Unearned financial aid must be returned to the financial aid programs within 45 days of the date of determination of withdrawal in the following order:

- Direct Unsubsidized Stafford Loan

- Direct Subsidized Stafford Loan

- Direct PLUS Loan Program

- Federal Pell Grant Program

- Federal SEOG Program

- Other assistance awarded under this title for which return of funds is required.

**PROGRAM INFORMATION†**  
**PROGRAM CREDIT HOURS & OUTSIDE PREPARATION HOURS REQUIRED**

Program Title	•Semester Credit Hours for Accreditation and Possible Articulation	••Semester Credit Hours to meet U.S. Dept. of Education Guidelines for Financial Aid	•••Course Hours	••••Outside Preparation Hours	Total Hours	Intern/Extern/ Clinical Hours (Included in Total Hours)	Total Weeks
Bachelor of Science in Nursing	120	120	N/A	N/A	N/A	288	144
Associate of Arts in Nursing	76	76	N/A	N/A	N/A	887	96
Associate of Science in Healthcare Administration (prior to August 1, 2015)	60	60	N/A	N/A	N/A	0	80
Associate of Science in Healthcare Administration (Effective August 1, 2015 - Residential and DE)	60	60	N/A	N/A	N/A	0	80
Business Office Administration	28	24	720	183.75***	903.75	160	40
Central Service Instrument Technician	27	23	784	66***	850	400***	34
Medical Assistant	31	23.5	784	99***	883	160*	43
Medical Insurance Biller and Coder	31	24	784	206.25***	990.25	160*	43
Surgical Technology	64	52	1565	371.25***	1936.25	680***	60
Surgical Technology Accelerated Alternate Delivery (STAAD)	60	36	900	450***	1350	0	45
Surgical Technology- Associate of Occupational Science (ST-AOS)	76	76	N/A	N/A	N/A	680	76
Vocational Nursing	0	N/A	1635	0	1635	954**	64

The table above shows course hours and outside preparation hours required for the student's ease of understanding.

† All programs are systematically divided into courses making it easy for the student to enter at multiple times during the year and begin their program of study. This may allow the student to repeat a course, if it becomes necessary. Students needing to repeat more than one course or term may be assessed additional tuition at regular tuition rates.

- Semester Credits are based on the following formula:
  - 15 Hours Lecture = 1 Semester Unit
  - 30 Hours Laboratory = 1 Semester Unit
  - 45 Hours Internship = 1 Semester Unit
- For Federal Financial Aid purposes, the formula used to determine a semester credit is:
  - 37.5 Total Hours = 1 semester credit

••• Clock Hours are based on the following formula: 1 Clock Hour = 50-60 minutes

•••• These hours are based on the ABHES formula for approval of Outside Work Clock Hours.

\* Includes internship hours from 15-20 hours per week served concurrently with class attendance.

\*\*These hours are done in conjunction with the theory hours, under the supervision of an instructor.

\*\*\*Only those students who have met the attendance and financial requirements set by the College and who are considered competent in all areas of their studies are allowed to progress to clinical. Students who are not able to demonstrate competency will not be released for clinical, and will be required to repeat course work needed to improve the necessary skill sets.

Glendale Career College measures most of its programs in "semester credits" shown on the table above. The Vocational Nursing program is a clock hour program. This method allows

other learning institutions to evaluate the student's work if the student wishes to attend another educational institution.

## GRADING SYSTEM

### Required Grades

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help, at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
80% - 89.99%	=	B	=	3	=	Above Average
70% - 79.99%	=	C	=	2	=	Average
69.99% - or	=	F	=	0	=	Failure
Below						
Transfer Credits	=	TC	=	0	=	Transfer Credits
		W	=	0	=	Withdrawal (*Please see the note below)
		P	=	0	=	Pass
		NP	=	0	=	No Pass
		AU	=	0	=	Audit
		I	=	0	=	Incomplete (*Please see the note below)
		REM	=	0	=	Remediation

**\*Incomplete:** Not completing a course or failure to complete all work related to the course due to extenuating circumstances including but not limited to documented illness. An Incomplete (I) becomes a Failure (F) if the work relating to the Incomplete has not been completed within fourteen (14) days of the end of the course. If a student repeats a subject, the second grade will be substituted.

**\*Withdrawal:** A grade of "W" will be posted to the student's transcript for any student who formally withdraws from a program, is withdrawn by the College, or has an approved Leave of Absence (LOA) prior to the completion of 50% or less of the total course hours. A grade of "F" will be posted to the student's transcript for any student who formally withdraws or is withdrawn by the College or requests a LOA after completion of more than 50 % of the total course hours.

### Course Repeat Grade Policy

If a student repeats a course, the higher of the two grades achieved will be posted to the student's transcript.

### Final Examinations

Each program may include a comprehensive learning assessment (exam) covering all material presented in a particular course and/or the program. Students will be provided advanced notification of these examinations and their scheduled dates during the course of their program.

## **SATISFACTORY ACADEMIC PROGRESS**

All students must progress toward completion of their program of study at a pace specified by the Satisfactory Academic Progress (SAP) policy. This policy applies to all students regardless of how they pay for tuition.

Students who receive federal financial aid must also meet the SAP policy requirements to maintain their financial aid eligibility. The Higher Education Act, as amended by the U.S. Congress, mandates that higher education institutions establish minimum standards of SAP for students receiving Title IV financial aid, as well as equivalent measures and policies for those students who do not receive Title IV financial aid.

### ***Requirements:***

#### **Qualitative Requirement – Cumulative Grade Point Average**

Students must maintain a cumulative grade point average (CGPA) of 2.0 in all programs except Vocational Nursing. Students in the Vocational Nursing program must maintain a CGPA of 3.0.

#### **Quantitative Requirement – Pace of Completion**

Students must successfully complete 67% of the cumulative credits or clock hours attempted. Credits and clock hours are considered successfully completed when the student earns a grade of A, B, or C in all program courses except Vocational Nursing. Vocational Nursing program require that the student earns a grade of A or B grade to successfully complete a course. A student is required to successfully complete all required program credits to graduate.

#### **Maximum Timeframe**

Students are required to complete their program of study within one and a half times the scheduled length of their program of study. For example, a student in a 25 credit program may only attempt 37.5 credits towards the completion of that program of study.

### ***SAP Evaluation Periods:***

SAP is evaluated at the end of each SAP Evaluation Period. The SAP Evaluation Period consists of one half of the program credits and weeks for students in a program of study of one academic year or less. The College's SAP Evaluation Period is the also the same as the financial aid payment period for those students eligible for Student Financial Aid.

For programs of study that are greater than one (1) academic year, the SAP Evaluation Period is equal to one half of each academic year, which is usually 12 credits and 15 weeks.

For clock hour programs, the SAP Evaluation Period is 450 clock hours and 15 weeks. SAP is evaluated after the student successfully completes the clock hours in each evaluation period.

### ***SAP Sanctions:***

Students are considered to be making Satisfactory Academic Progress (SAP) when they begin their program and maintain the minimum SAP requirements at each subsequent SAP Evaluation Period point. Students not meeting the SAP requirements at any evaluation point will be:

- subject to sanctions, including SAP Warning, SAP Probation, and/or dismissal/termination
- at risk for being dismissed/terminated from their program of study, and
- at risk of losing their financial aid eligibility (if Student Financial Aid-eligible).

A student who has not met all of the SAP requirements will receive a letter to notify him or her of a change in SAP status (from good SAP standing to SAP Warning). The letter will also include financial aid information if the change in SAP status has impacted his or her financial aid eligibility.

If at any time it is determined that a student cannot complete his or her program of study within the maximum time frame (MTF) or when it is determined that the student cannot achieve the CGPA required for completion of the program of study, the student will be subject to dismissal/termination from the program of study. The student will also become ineligible to receive additional financial aid.

### ***SAP Warning:***

If a student fails to meet any of the SAP requirements and was in good SAP standing during the prior SAP Evaluation period, the student will be placed on SAP Warning status for one SAP Evaluation period. At the next SAP evaluation point, the student will return to good SAP standing if he or she meets all of the SAP requirements. If the student does not meet all of the minimum SAP requirements at the end of the SAP Warning period, the student will become ineligible to receive financial aid. The student can appeal the financial aid ineligibility determination.

### ***SAP Appeals:***

A student who has not met the terms of the SAP Warning period and lost financial aid eligibility may appeal the lost financial aid eligibility within ten (10) business days following notification. Only appeals based on extenuating circumstances, such as a serious illness, hospitalization, extreme family emergency, or death in the family will be considered in support of an appeal. Circumstances related to the student's lack of maturity or commitment to the program of study are not an acceptable basis for appeal.

All appeals must be submitted in writing and the student must provide documentation to support the appeal. In the written appeal letter, the student must explain the extenuating circumstances and what has changed to allow him or her to make SAP at the next evaluation. Documentation to support the extenuating circumstance must also be submitted. Documentation to support the potential for achievement of SAP during the next Evaluation Period may also be requested.

The appeal procedure and a sample appeal letter may be obtained in the Financial Aid Office.

Appeals will be reviewed by the Campus Director within ten (10) business days. The decision of the Campus Director is final.

Students whose appeal is approved will be notified in writing, placed on SAP Probation status for one (1) evaluation period, and will regain eligibility for financial aid disbursements for that evaluation period. If the appeal is denied, the student will not be eligible for Federal financial aid disbursements, must obtain other means of financing their education, and may be subject to withdrawal/termination.

### ***SAP Probation:***

A student whose appeal is approved is placed on SAP Probation for one (1) SAP Evaluation Period and an Individualized Education Academic Plan will be developed and implemented (see below). At the next SAP Evaluation Period point, the student will be returned to good SAP standing if he or she meets all of the SAP requirements. If the student does not meet all of the

minimum SAP requirements, the student will be subject to dismissal/termination from the program of study. The student will also become ineligible to receive financial aid.

### ***Individualized Education Academic Plan (IEAP):***

An Individualized Education Academic Plan (IEAP) is developed for a student who has not met the minimum SAP standards and whose appeal has been approved and the student has been placed on SAP Probation. A student on an IEAP will be required to meet the standards set forth in the plan to maintain enrollment and, if applicable, financial aid eligibility. If the student meets all of the SAP requirements of the IEAP, the student will return to good SAP standing. If the student does not meet the terms of the IEAP, the student will be dismissed/terminated from the College and will become ineligible for financial aid.

### **Incompletes, Withdrawals, Repeats, Audited Courses, Transfer Credits, and Program Changes:**

#### **Incomplete**

Incomplete (I) is an interim grade given to a student who is not able to complete a course. An Incomplete (I) becomes a Failure (F) if the work relating to the Incomplete has not been completed within 14 days of the end of the course. SAP is recalculated following the grade change. If a student repeats a subject, the second grade will be substituted.

An Incomplete (I) will not be considered as an attempted credit, will not be included in the calculation of CGPA, and must be updated within 14 days of the grade change.

#### **Withdrawal**

A student who is either terminated by the College or voluntarily withdraws from a course before completion of 50% or more of the course will receive a grade of Withdrawal (W). A student who is either terminated by the College or voluntarily withdraws from a course after completion of 50% or more of the course will receive a grade of Fail (F). The grade of Withdrawal (W) will be recorded on the student's transcript and considered attempted credit or clock hours, but will not be included in the calculation of CGPA.

#### **Repeats**

Students who fail a course must repeat that course in order to graduate. Applicable tuition for the repeated course may be assessed.

A student may elect to repeat a course(s) to improve their CGPA, upon approval by the Campus Director or Corporate Director of Academic Operations, and subject to course availability and course seat availability. If a student repeats a course, the higher of the two grades will be recorded permanently. Students may be charged tuition at the prevailing tuition rate.

## **Course Audit**

A student who is attending a course for no credit must receive prior approval from the Campus Director or Program Director before being scheduled for audit. The student is expected to participate in course discussions, projects, but will not be required to take examinations. Audited courses do not apply toward credit and do not count as part of a student's full or part-time schedule for purposes of financial aid. An audit (AU) will be recorded on the student's transcript, but will not be considered as an attempted credit, and will not be included in the calculation of GPA. Students cannot audit a course to preview course content.

## **Transfer Credits**

Transfer credits from other institutions that apply to a student's program of study are not counted in the CGPA, but are counted as both attempted and earned credits for the purposes of SAP.

## **Program Changes**

Students who desire to change their program of study must meet with the Campus Director or designee for approval and to complete a new Enrollment Agreement. The College will determine which courses transfer to the new program of study. Applicable courses transferred between programs of study will be included in all SAP evaluations.

### ***Additional Satisfactory Academic Progress (SAP) Requirements (Associate of Arts in Nursing Program and Vocational Nursing Program)***

In addition to meeting the College's required progress towards completion, students enrolled in these two programs must satisfy all of the academic requirements as described in their corresponding student handbook.

### ***Grade Requirements (Associate of Arts in Nursing Program)***

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help, at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
89% - 80%	=	B	=	3	=	Above Average
79% and below	=	F	=	0	=	Failure

After completion of the Associate of Arts in Nursing program, a review class will be offered to graduates to prepare them for the NCLEX-RN® exam. There will be no charge for this. Review classes will also be available as needed for any students who have not been successful on the NCLEX-RN®.

### ***Grade Requirements (Vocational Nursing Program)***

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help, at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
89% - 80%	=	B	=	3	=	Above Average
79% and below	=	F	=	0	=	Failure



After completion of the Vocational Nursing program, a review class will be offered to graduates to prepare them for the NCLEX-PN® exam. There will be no charge for this. Review classes will also be available as needed for any students who have not been successful on the NCLEX-PN®.

### ***DISMISSAL/TERMINATION POLICY***

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

1. Failure to maintain Satisfactory Academic Progress (SAP).
2. Failure to comply with the College's Attendance Policy.
3. Failure to comply with the College's Student Conduct Policy.
4. Failure to satisfy all financial obligations to the College per the Financial Obligation Policy.
5. Violation of any of the conditions as set forth and agreed to in the College's Enrollment Agreement.

Please refer to the specific descriptions of each of the above policies in this College Catalog or the College's Enrollment Agreement for further clarification.

Additionally, an Associate of Arts in Nursing student, Vocational Nurse student, or Surgical Technology student can be terminated for an incomplete or unacceptable health screening result, being deemed clinically unsafe by their instructor and/or Program Director, and/or for dismissal from a clinical affiliate site at the site's request.

### ***RE-ADMITTANCE POLICY***

Students who have been terminated/withdrawn from the College may apply for re-admission at the discretion of the Campus Director. The student must show that the previous cause(s) leading to the termination/withdrawal have been addressed. The Campus Director will review all such cases, and may place certain requirements upon students requesting to be readmitted.

### ***ARTICULATION AGREEMENTS***

Glendale Career College has entered into an articulation agreement with Western Governors University for its Associate of Arts in Nursing program. Additionally, Glendale Career College has established an articulation agreement with North-West College and Nevada Career Institute.

Glendale Career College does not accept transfer credits for advanced placement (AP) coursework or examinations due to the technical nature of our programs.

### ***RETENTION OF STUDENT RECORDS POLICY***

All student records will be maintained for a period of no less than five (5) years. Student transcripts will be maintained indefinitely.

## GRADING SYSTEM – VA STUDENTS

### Required Grades

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
80% - 89.99%	=	B	=	3	=	Above Average
70% - 79.99%	=	C	=	2	=	Average
69.99% - or Below	=	F	=	0	=	Failure
Transfer Credits	=	TC	=	0	=	Transfer Credits
		W	=	0	=	Withdrawal (*Please see the note below)
		P	=	0	=	Pass
		NP	=	0	=	No Pass
		AU	=	0	=	Audit
		I	=	0	=	Incomplete (*Please see the note below)
		REM	=	0	=	Remediation

**\*Incomplete:** Not completing a course or failure to complete all work related to the course due to extenuating circumstances including but not limited to documented illness. An Incomplete (I) becomes a Failure (F) if the work relating to the Incomplete has not been completed within fourteen (14) days of the end of the course. If a student repeats a subject, the second grade will be substituted.

**\*Withdrawal:** A grade of "W" will be posted to the student's transcript for any student who formally withdraws from a program, is withdrawn by the College, or has an approved Leave of Absence (LOA) prior to the completion of 50% or less of the total course hours. A grade of "F" will be posted to the student's transcript for any student who formally withdraws or is withdrawn by the College or requests a LOA after completion of more than 50 % of the total course hours.

### Satisfactory Academic Progress

The student must progress toward completion of the program within a specified time frame. Students are required to complete the program within one and a half times the length of time normally scheduled for a program. Students' grades are measured at the end of each course.

At the end of the first 25% of the normal program length, students must maintain a grade point average of 2.0 and complete a minimum of 15% of the total program credits.

At the end of the midpoint (50%) of the normal program length, students must maintain a grade point average of 2.0 and complete a minimum of 25% of the total program credits.

At the end of 75% of the normal program length, students must maintain a grade point average of 2.0 and complete a minimum of 50% of the total program credits.

At the end of 100% of the normal program length, students must maintain a grade point average of 2.0 and complete a minimum of 75% of the total program credits.

At the end of 150% of the normal program length, students must maintain a grade point average of 2.0 and complete 100% of the total program credits.

Students not meeting SAP standards are placed on academic warning status. Students will receive a written letter indicating their academic warning status. Once students are placed on academic warning status, they have until the next SAP evaluation point to raise their cumulative GPA and credits earned to the minimum standards. At the next SAP evaluation point, if students successfully raise their cumulative GPA and credits earned to the minimum standards, they will be removed from academic warning status and considered to be making satisfactory academic progress. Students who do not meet the minimum academic progress standards will be notified of appeal procedures necessary to be considered for academic probation status.

### ***Effect of Satisfactory Academic Progress on Federal and State Financial Aid Eligibility***

Students are considered to be making satisfactory academic progress when they begin their program. Students on academic warning status are also considered to be making satisfactory academic progress and, therefore, will continue to receive financial aid disbursements. Students will only be eligible for an additional disbursement of Federal financial aid for a term subsequent to warning if they are placed on academic probation after submitting a successful appeal. If a student's financial aid eligibility is not reinstated after the probation term, the student will lose Federal and State financial aid eligibility and will be subject to withdrawal. If a student reestablishes satisfactory academic progress, financial aid eligibility will be reinstated.

If at any time it is determined that a student cannot complete the academic program within the maximum timeframe or is incapable of reestablishing satisfactory academic progress, financial aid eligibility will be terminated.

### ***Appeal Process***

The student may appeal the decision within ten (10) business days of notification. All appeals must be submitted in writing and students must be able to provide documentation in support of the appeal. In the written appeal letter, the student must explain the unusual circumstances that the student believes would have a bearing on reinstatement for financial aid, such as an emergency, illness, or an accident. The student should also describe what changed in the student's situation that will allow him to make SAP at the next evaluation. Supporting documentation must also be submitted.

The appeal procedure and a sample appeal letter may be obtained at the financial aid office.

Appeals will be reviewed within ten (10) business days by the Campus Director. The decision of the Campus Director is final.

Students granted an appeal will be notified in writing and placed on academic probation status for one term, and will regain eligibility for financial aid disbursements for that term. If the appeal is denied, the student will not be eligible for Federal financial aid disbursements and may be subject to withdrawal.

### ***Satisfactory Progress (Surgical Technology Program, and Vocational Nursing Program)***

In addition to meeting the college's required progress towards completion, students enrolled in these two programs must satisfy all of the academic requirements as described in their corresponding student hand book.

**Required Grades (Vocational Nursing Program)**

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
89% - 80%	=	B	=	3	=	Above Average
79% and below	=	F	=	0	=	Failure

After completion of the nursing program, a review class will be offered to graduates to prepare them for the NCLEX exam. There will be no charge for this. Review classes will also be scheduled as needed for any students who have not been successful on the NCLEX.

## **FACULTY INFORMATION**

### ***Our Staff and Faculty***

Faculty in the College's occupational programs are required to have, at a minimum, three (3) years of actual work experience in their field. Faculty providing instruction in programs which lead to licensing and/or certification are required to maintain their own licenses and certifications as well.

### ***Associate of Arts in Nursing***

Faculty in the College's Associate of Arts in Nursing program are required to have a valid and current license in the State of California to practice as a Registered Nursing (RN), and meet all state requirements to hold those licenses. The Associate of Arts in Nursing program is approved by the California Board of Nursing (CBRN). Information on further requirements for faculty teaching either theory or clinical classes is available on their website at [rn.ca.gov](http://rn.ca.gov).

### ***Vocational Nursing***

Faculty is required to have a valid and current license in the State of California to practice as either a Licensed Vocational Nursing (LVN) or Registered Nursing (RN), and meet all state requirements to hold those licenses. Glendale Career College Vocational Nursing programs are approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Information on further requirements for faculty teaching either theory or clinical classes is available on their website at [bvnpt.ca.gov](http://bvnpt.ca.gov).

### ***Surgical Technology***

Faculty are required to have a valid and current CST® certification to practice as a surgical technologist and meet all requirements to hold this certification.

The Glendale Career College Surgical Technology program is accredited by the Accrediting Bureau of Health Education Schools (ABHES). Information on accreditation is available on the ABHES website at [abhес.org](http://abhес.org).

The Glendale Career College Surgical Technology program is also accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Information on additional requirements for faculty is available on the CAAHEP website at [caahep.org](http://caahep.org) and the ARC/STSA website at [arcstsa.org](http://arcstsa.org).

### ***General Education Faculty***

At least 50 percent of general education courses taught are taught by faculty possessing a master's degree or higher with academic preparation in the specific courses being taught. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation.

### CAMPUS LEADERSHIP\* AND STAFF

Name	Title	Status
Irma Pirone	Executive Director	Full-Time
Shushan Demirjian	Registrar/ Associate Director of Education	Full-Time
Anoush Zakarian	Associate Director of Career Services	Full-Time
Sheriece Isaac	Career Services Coordinator	Full-Time
Lesley Casas	Career Services Coordinator	Full-Time
Lorena Hernandez	Financial Aid Advisor	Full-Time
Audelia Islas	Financial Aid Advisor	Full-time
Azenegash Wondimagegnehu	Financial Aid Advisor	Full-Time
Darlene Perez	Financial Aid Advisor	Full-Time
Marco Ruiz	Receptionist/Testing Coordinator	Part-Time
Cindy Valiente	Receptionist/ Testing Coordinator	Part-Time
Patricia Mendoza	Vocational Nursing Administrative Assistant	Part-Time
Chris Lopez	Associate Director of Admissions	Full-Time
Kelley Lee	Admissions Representative	Full-Time
Erik Gomez	Admissions Representative	Full-Time
Veronica Lozada	Admissions Representative	Full-Time
Zoila Ortega	Admissions Representative	Full-Time
Ani Gregorian	Nursing Admissions Coordinator	Full-Time
Vanessa Brougeille	Nursing Administrative Assistant	Full-Time
Ani Saghari	Registrar – Nursing department (ADN-RN to BSN)	Full-Time
Kathryna Gonzales	Nursing Education Resource Specialist	Part-Time
Ivonne Naranjo	Nursing Rotation Scheduler	Full-Time
Maria Carmona-Herrera	Librarian	Part-Time

### CAMPUS FACULTY-GCC-GL

Name	Title	Status	Education
Dr. Gloria Blatti	Dean of Nursing (RN)	Full-Time	MSEd, Columbia University EdD, Columbia University
Dr. Molly Hahm	Assistant Dean of Nursing/ Transition Coordinator (RN)	Full- Time	PhD, University of San Diego, MPH, Seoul National University, Seoul, Korea, BSN, Busan National University, Busan, Korea
Dr. Nathan Chu	Chair of the Science Department	Full-Time	PhD, University of California, Irvine
Sana Asghari	RN Clinical Instructor	Part-Time	BSN, Mount Saint Marr's University, Los Angeles
Jennifer Astasio	RN Clinical Instructor	Part-Time	MSN, Mount Saint Mary's College, Los Angeles
Lisa Bellamy	RN Clinical Instructor	Part-Time	MC, California State Univeristy, Northridge BSN, Univeristy of South Carolina
Christine Chandler	RN- BSN Clinical Instructor	Part-Time	DNP, Western Univeristy of Health Sciences
Nikki Chuml	ADN Theory Instructor	Part-Time	MSN, Grand Canyon University, Arizona
Melody Cochran	RN Clinical Instructor	Part-Time	MSN, University of Phoenix, Los Angeles
Terri Hannah	RN- BSN Theory Instructor	Part-Time	DNP, Western University, Pomona
Dr. Benard Hardy	Anatomy and Physiology Instructor	Full- Time	MD, Ross Univesity, Dominica,

				West Indies
	Joanna Josue	RN Clinical Instructor	Part-Time	MSN, University of California, Los Angeles
	Annie Kim	RN Clinical Instructor	Part-Time	MSN, California State University, Fresno
	Alicia Lamour	RN Clinical Instructor	Part-Time	MSN, University of Phoenix, Los Angeles,
	Keesook Lee	RN Clinical Instructor	Part-Time	BSN, Yonsei University, Seoul South Korea
	Gema Morales-Meyer	BSN Theory Instructor	Part-Time	DNP, California State University, Fullerton
	Stepahnie Nakata	RN Clinical Instructor	Part-Time	MSN, University of Phoenix, Los Angeles
	Stephanie Papeika	RN Clinical Instructor RN	Part-Time	BSN, University of Texas, Arlington
	Marc Pua	RN Clinical Instructor	Part-Time	BSN, Chamberlain University, Illinois
	Kimberly Puente	RN Clinical Instructor	Part-Time	MSN, West Coast University, Los Angeles
	Rinka Shiraishi	RN Clinical Instructor	Part-Time	BSN, University of Phoenix, Arizona
	Erin Hollenbeck Trinidad	RN Clinical Instructor	Part-Time	BSN, University of San Francisco, California
	Dr. Carol Velas	Nursing Education Special Projects	Full- Time	
	Robert Viana	RN Clinical Instructor	Part-Time	MSN, Mount Saint Marys University, Los Angeles
	Agustin Dominic Pacis	RN, RN-BSN Theory Instructor	Part-Time	MD, University of Milan, Philippines
	Angela Briguglio	RN Clinical Instructor	Part-Time	MSN, Loyola University
	Anna Orel	RN Clinical Instructor	Part-Time	MSN, University of Phoenix BSN, California State University, Los Angeles ADN Santa Monica College
	Annie Kim	RN Clinical Instructor	Part-Time	MSN, BSN, California State University, Fresno
	Antonio Macaraeg	RN Theory/Clinical Instructor	Full- Time	MSN, Mount Saint Mary's University, Los Angeles
	Catherine Campos	RN Clinical Instructor	Processing For Part-Time	MSN-Ed, California State Dominguez Hills BSN, California State Fullerton
	Dr. John Harris	Adjunct Faculty	Part-Time	DM, University of Phoenix, MA, California State University
	Dr. Jonas Buenafe	Adjunct Faculty	Full-Time	MD, De La Salle University Health Sciences Institute, Dasmarias, Cavite, Philippines
	Dr. Karen Kim	RN, RN-BSN Theory Instructor	Part-Time	PhD, University of San Diego BSN, Pacific Union College
	Dr. Kathleen Rosales	RN Theory/Clinical Instructor	Full - Time	PhD, University of San Diego MSN Mount Saint Mary BSN University of Phoenix
	Dr. Margaret Avila	RN, RN-BSN Theory Instructor	Part-Time	PhD, University of San Diego
	Dr. Yousef Zakarni	RN Clinical Instructor	Part-Time	PhD in Nursing University of San Diego

				MSN University of Jordan BSN Jordan University of Science & Technology
	Elyse Eiser	RN Clinical Instructor	Part-Time	MSN, University of California
	Eunice Lee	RN Clinical Instructor	Part-Time	BSN Indiana University Purdue University
	George Peace	RN Clinical Instructor	Full-Time	BSN, Western Governors University
	Gerald Biggerstaff	Adjunct Faculty	Part-Time	MS, Oklahoma City University, MA University of Dallas, Texas
	Hannah Lee	RN Clinical Instructor	Part-Time	FNP, Chamberlain College BSN, Liberty University
	Horcher Williams	RN Clinical Instructor	Part-Time	MSN-Ed University of South Alabama BSN University of South Alabama
	Jeff Boland	Adjunct Faculty	Full-Time	BA, Western Michigan University
	Johanna Gordon	RN Clinical Instructor	Part-Time	MSN University of Pennsylvania BSN Columbia University School of Nursing
	Krista Lee	RN Theory Instructor	Full-Time	Doctor of Nursing Practice, Azusa Pacific University, MSN, BSN, California State University, Fresno
	Kristy Aldaoud	RN Theory Instructor	Part-Time	MSN-Ed California University Dominguez Hills BSN California State University, Northridge
	Lawrence Santiago	RN Theory/Clinical Instructor	Part-Time	Ed. D, University of Phoenix, MSN California State University Dominguez Hills BSN Azusa Pacific University Los Angeles,
	Leah Buscho	RN Clinical Instructor	Part-Time	Post Master's Certificate, Chamberlain University MSN, University of Phoenix ADN, University of State of New York
	Leslie Sun	RN Clinical Instructor	Part-Time	BSN, Mount St Mary's University, Los Angeles
	Manuel Rodriguez	Laboratory Assistant	Part-Time	BS, University of California, Riverside
	Mariam Sarkisian	RN Clinical Instructor	Part-Time	MSN-Ed Western Governors University BSN University of Phoenix ADN, Los Angeles City College
	Marie Lacar	RN Clinical Instructor	Part-Time	MSN-Ed Western Governors University BSN, Hawaii Pacific University
	Mike Tzu	RN Clinical Instructor	Part-Time	BSN California State San Marcos



	Noretta Wright	Skills Lab Instructor	Part-Time	MSN, Ed University of Phoenix BSN, University of Phoenix
	Richard Pass	RN Clinical Instructor	Part-Time	BSN California State University, Northridge
	Saba Jamalpanah	RN Theory/Clinical Instructor	Part-Time	MSN, Mount Saint Mary's University, Los Angeles
	Sabir Uddin	RN Theory/Clinical Instructor	Full - Time	MSN, University of Maryland BSN, Coppin State University
	Shiva Metghalchi	RN-BSN Theory	Part-Time	PhD Loma Linda University MPH University of Oklahoma Health Science
	Suhee Oh	RN Clinical Instructor	Part-Time	BSN, Catholic University of Korea,
	Suzie Sung	RN Clinical Instructor	Part-Time	MSN, University of Phoenix, Los Angeles
	Teresa Zazueta	RN Clinical Instructor	Part-Time	BSN, California state University of Dominguez ADN Los Angeles Valley College
	Veronica Shake	RN Clinical Instructor	Part-Time	BSN, University of Phoenix
	Wallis Back	Adjunct Faculty	Part-Time	MA, Pace University
	Zorik Deryaghoobian	RN Clinical Instructor	Part-Time	MSN, University of California, Los Angeles
	Jeffrey Zinn	Tutor/Proctor	Part-Time	BS Computer Science, national University. A.S. Los Angeles Pierce College
	Eric Carmona	Medical Assistant Instructor	Part-Time	Medical Assistant – Everest College
	Shella MacInness	Medical Assistant Instructor	Part-Time	Medical Assistant - Concorde Career College
	Anton Davis	Medical Billing and Coding Instructor	Part-Time	B.A. Human Resource Management, Charter University
	Joseph Gutierrez	Seminar of Success Instructor	Part-Time	MBA – Keller Graduate School of Management, BSN DeVry University
	Matti Maya, CST, CRCST	Program Director	Full-Time	ST - Glendale Career College
	Renee DuPont, CST	Clinical Coordinator	Full-Time	ST - CDH School of Surgical Technology
	Eylyn Merino, CST	Instructor	Full-Time	ST- Career Colleges of America
	Debra Mays, CST	Instructor	Full-Time	ST - Glendale Career College
	Emin Arakelians, CST	Instructor	Part-Time	ST-Bunker Hill Community College, Boston, A.S. Diagnostic Medical Sonography
	Michael Nicolas, CST	Instructor	Full-Time	ST - Glendale Career College
	Gary Whitmore, CST	Instructor	Part-Time	ST - Glendale Career College
	Nare Barseghin, CST	Instructor	Part-Time	ST- Glendale Career College
	Art Busch, CST	Instructor	Part-Time	ST - Glendale Career College
	Dan Simpson, CST	Instructor	Full-Time	ST - Middletown Hospital
	Fernando Mendoza, CST	Instructor	Part-Time	ST- Glendale Career College
	Varojan Dehbanian, CST	Instructor	Part-Time	ST – Glendale Career College
	Paloma Sanchez, CRCST	Instructor	Part-Time	CSIT – Glendale Career College
	Jaime Franco, CRCST	Instructor	Part-Time	CSIT – Glendale Career College
	Raul Garcia, CST	Instructor	Full-Time	ST - Glendale Career College
	Celeste Tecson, CST	Instructor	Part-Time	ST – Glendale Career College

Katherine Cylke DNP, RN	Director of Nursing (VN)	Full-Time	Doctorate of Nursing Practice - Rutgers, The State University of New Jersey
Noel De La Merced, LVN	VN Clinical Coordinator VN Theory/Clinical Instructor	Full-Time	LVN - Pacific Coast College
Biruk Abebe, RN	VN Theory/Clinical Instructor	Part-Time	BSN - University of Phoenix
Aguirre, Gina RN	VN Theory/Clinical Instructor	Full-Time	MSN – California State University, Los Angeles
Romulo Albino, LVN	VN Theory/Clinical Instructor	Part-Time	LVN - Pacific Coast College
Nino Ballesteros, RN	VN Theory/Clinical Instructor	Full-Time	MSN - University de Sta. Isabel, Philippines
Cheng, Sylvia RN	VN Clinical Instructor	Part-Time	BSN – Pacific College
Dakay, Juvet LVN	VN Clinical Instructor	Part-Time	LVN – Hacienda La Puente, Adult Education Division
Montserrat De La Merced, LVN	VN Theory/Clinical Instructor	Part-Time	LVN - Pacific Coast College
Joel Finez, LVN	VN Theory/Clinical Instructor	Part-Time	LVN - Simi Valley Adult School
Debra Flott, RN	VN Theory/Clinical Instructor	Part-Time	MSN - California State University
Dolores Gamboa, RN	VN Theory/Clinical Instructor	Part-Time	MSHS - Trident University International
Lailani Gonzaga, RN	VN Theory/Clinical Instructor	Part-Time	BSN - De La Salle University, Philippines
Salvacion Guintu, LVN	VN Theory/Clinical Instructor	Part-Time	AS - The Family Clinic and Hospital School of Nursing
Virginia Hunter LVN	VN Clinical Instructor	Part-Time	Liberal Arts - Rio Hondo College, CA
Grace Ibanez, RN	VN Theory/Clinical Instructor	Part-Time	MSHCA – California Colleges for Health Sciences
Adrian Johnson RN	VN Theory/Clinical Instructor	Part-Time	BSN – National University
Debra Kreuter, RN	VN Theory Instructor	Full-Time	BSN - Ohio University
Andy Bel Lajato LVN	VN Theory/Clinical Instructor	Part-Time	BA – Las Pinas College, Philippines
Michele Naegle RN	VN Clinical Instructor	Part-Time	BSN – Mount St. Mary's University, LA
Renteria, Norma RN	VN Clinical Instructor	Part-Time	Penn State University - BSN
Park, Robert LVN	VN Clinical Instructor	Part-Time	LVN
Dexter Puno, RN	VN Theory/Clinical Instructor	Part-Time	MSN - California State University Dominguez Hills
Liberty Salvio, RN	VN Clinical Instructor	Part-Time	BSN
Rosario Varias, RN	VN Clinical Instructor	Part-Time	BSN - Arellano University Philippines
Su Lee	VN Clinical Instructor	Full-Time	BS Public Health, Cal State University of Northridge American Career College, VN
Williams, Corliss LVN	VN Clinical Instructor	Part-Time	Long Beach City College
Zabala, Sol RN	VN Clinical Instructor	Part-Time	MSN – Cebu Doctor's College
Diana Zhabilova, LVN	VN Theory/Clinical Instructor	Part-Time	ADN - College of Nursing Medical Academy, Sophia, Bulgaria

## CORPORATE LEADERSHIP AND SUPPORT TEAM

Name	Title	Status
Mitchell Fuerst	President	Full-Time
Lisa Fuerst	Vice President	Full-Time
Baylor Meza	Chief Operating Officer	Full-Time
Jason Li	Chief Financial Officer	Full-Time
Serjik Kesachekian	Chief Compliance Officer	Full-Time
Brooke Allen	Corporate Executive Director of Academic Operations and Clinical Education	Full-Time
Nancy Aguillon	Corporate Executive Director of Admissions	Full-Time
Doug Cowley	Corporate Director of Marketing	Full-Time
Marlene Melgar	Corporate Director of Financial Aid	Full-Time
Angela Pelayo	Corporate Director of Career Services	Full-Time
Iraklis Notis	Corporate Director of Information Systems	Full-Time
Shirley Powell	Corporate Director of Facilities and Internal Compliance	Full-Time
Ethel Garcia	Corporate Director of Team Member Experience	Full-Time
Lida Castillo	Regional Director of Financial Aid Operations	Full-Time
Karina Reel	Regional Director of Financial Aid Operations	
Lupita Macias	Regional Director of Education	Full-Time
Tammy Latu	Medical Assistant Program Chair	Full-Time
Roy Goins	Regional Director of Education	Full-Time
Laura Vaughn	Regional Director of Admissions	Full-Time