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# CALIFORNIA SCHOOL OF HEALTH SCIENCES

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School Catalog



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CALIFORNIA SCHOOL OF HEALTH SCIENCES  
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[www.CSHS.edu](http://www.CSHS.edu)

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Welcome to California School of Health Sciences (CSHS), an institution providing language and health care training programs. CSHS's faculty and staff strive to ensure students excel in their selected courses and programs by providing a supportive community and a satisfying academic experience to help students achieve their educational goals. Our students come from varying academic experiences. Our programs are designed for individuals who want to succeed in new careers or advance their current careers.

CSHS was founded by a group of healthcare professionals with extensive clinical and inter-cultural experience. Since its founding, CSHS has continued to update its programs and expand its services.<sup>1</sup>

## **MISSION & VISION**

As an accredited institution, CSHS's mission and vision are to provide quality-oriented educational programs that increase students' knowledge, improve their skills, and foster critical thinking in an efficient, timely, and economical manner. While ensuring that its' students are adequately prepared to transition to the professional field or academic institution of their choice. CSHS strives to support hospitals, schools, and other healthcare facilities in California and throughout the world, by means of best and evidence-based practice, result-oriented training, and standardized academic development. We want to prepare our students for success in both their professional careers and continued education.

## **PHILOSOPHY**

We believe that learning is a continuous, dynamic, and interactive process that takes place in an atmosphere of mutual respect and cooperation.

California School of Health Sciences is owned by California School of Health Sciences Inc, a for profit California based Corporation. The Board of Directors comprises of the following members, Dr. Rafat Qahoush - Chief Executive Officer and Chief Financial Officer, Manal Alawneh, Secretary of the board, and Mr. Mohammed Bernas general board member.

<sup>1</sup> CSHS has no pending petition in Bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 est. seq.)

## ACCREDITATION & APPROVALS<sup>2</sup>

CSHS is accredited the Accrediting Council for Continuing Education & Training (ACCET). The U.S. Department of Education officially recognizes ACCET as a “reliable authority as to the quality of education or training provided by the programs they accredit.” Additionally, CSHS is approved to operate as a private postsecondary institution in California by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means that that the institution is compliant with state standards as set forth in the Private Postsecondary Education Act.



California School of Health Sciences (CSHS) is approved to operate as a private postsecondary institution in the state of California by the Bureau for Private Postsecondary Education. State approval to operate means that the Bureau has determined that this institution meets required standards established by the Bureau for integrity, financial stability, and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students' achievement prior to, during, and at the end of its program.

*(888) 370-7589*



California School of Health Sciences (CSHS) is accredited by the Accrediting Council for Continuing Education and Training (ACCET) a private accrediting agency recognized by the United States Department of Education. The accreditation process is voluntary for private, postsecondary institutions and consists of a detailed examination and periodic review of the educational curriculums, instructors, facilities, equipment, administration, policies and procedures, financial stability and overall management of the institution according to the accrediting agency's standards and guidelines.

*1722 N St NW, Washington DC, 20036*

*(202) 955-1113*

## Program Offerings

Professional Development	Advanced Professional Development	English as Second Language (ESL) – 6 Levels
Advanced Cardiac Life Support Initial/Renewal	Advanced Critical Care Course	ESL 100 – High-Beginner
Basic to Advanced EKG	Advanced Leadership and Management	ESL 200 – Pre-Intermediate
CCRN Review	Advanced Medical Surgical Refresher Course	ESL 300 – Intermediate
Pediatric Advanced Life Support— Initial/Renewal	Research Residency Program	ESL 400 – Upper-Intermediate
CPR— Heartsaver or Initial/Renewal	Faculty Development Internship	ESL 500 - Advanced
Critical Care		ESL 600 – Electives
Monitor Tech. Certification		
Ventilator Workshop		
Research Residency Program		
NCLEX—LVN Review		
NCLEX—RN Review		
Nurse Educator		
Nurse Refresher		



## COURSE SCHEDULES

CSHS offers year-round enrollment with morning, evening, and weekend classes. Most courses are held at the CSHS campus except for those classes designated as online-courses. CSHS offers short-term courses on a regular basis and international programs by request. For up-to-date information regarding specific course start dates and times please visit our website or contact our admissions office prior to enrollment.

### 2023 Federal Holidays – No School

New Year’s Day (Observed)	<b>Monday, January 2</b>
Martin Luther King Jr. Day	<b>Monday, January 16</b>
President’s Day	<b>Monday, February 20</b>
Memorial Day	<b>Monday, May 29</b>
Juneteenth Independence Day	<b>Monday, June 19</b>
Labor Day	<b>Tuesday, July 4</b>
Columbus Day	<b>Monday, September 4</b>
Veterans’ Day (Observed)	<b>Monday, October 9</b>
Thanksgiving Day	<b>Thursday, November 23</b>
Christmas Day - Winter Break	<b>Dec. 22 to Jan 2, 2024</b>

<b>2023 ESL Academic Calendar</b>		
<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Winter	Tues., Jan. 3, 2023	Fri., March 24, 2023
Spring	Mon., April 3, 2023	Fri., June 23, 2023
Summer	Wed., July 5, 2023	Fri., Sept. 22, 2023
Fall	Mon., Oct. 2, 2023	Fri., Dec. 22, 2023

<b>Critical Care 2023</b>		
Month	Days	Dates
Jan	<b>Sat, Sun</b>	14,15,21,22,28,29-2/4,5
Feb		11,12,18,19,25,26-3/4,5
March		11,12,18,19,25,26-4/1,2
<b>EKG Monitor Tech 2023</b>		
Month	Days	Dates
Jan	<b>Fri, Sat, Sun &amp; Tue</b>	13,14,15,17
Feb		10,11,12,14
March		10,11,12,14

<b>Nurse Refresher 2023</b>		
Month	Days	Dates
Jan	<b>Sat, Sun</b>	14,15,21,22,28,29-2/4,5
Feb		11,12,18,19,25,26-3/4,5
March		11,12,18,19,25,26-4/1,2
<b>Basic to Advanced ECG 2023</b>		
Month	Days	Dates
Jan	<b>Sat, Sun &amp; Tue</b>	14,15,17
Feb		11,12,14
March		11,12,14

<b>Critical Care 2023 Q2</b>		
Month	Days	Dates
April	<b>Sat, Sun</b>	15,16,22,23,-5/6,7,13,14
May		20,21,27,28-6/3,4,10,11
June		17,18,24,25-7/8,9,15,16
<b>EKG Monitor Tech 2023 Q2</b>		
Month	Days	Dates
April	<b>Fri, Sat, Sun &amp; Tue</b>	14,15,16,18
May		19,20,21,23
June		16,17,18,20

<b>Critical Care 2023 Q2</b>		
Month	Days	Dates
April	<b>Sat, Sun</b>	15,16,22,23,-5/6,7,13,14
May		20,21,27,28-6/3,4,10,11
June		17,18,24,25-7/8,9,15,16
<b>Basic to Advanced ECG 2023 Q2</b>		
Month	Days	Dates
April	<b>Sat, Sun &amp; Tue</b>	15,16,18
May		20,21,23
June		17,18,20

Critical Care 2023 Q3		
Month	Days	Dates
July	Sat, Sun	22,23,29,30-8/5,6,12,13
August		19,20,26,27-9/9,10,16,17
September		23,24,30-10/1,7,8,14,15

Nurse Refresher 2022 Q3		
Month	Days	Dates
July	Sat, Sun	22,23,29,30-8/5,6,12,13
August		19,20,26,27-9/9,10,16,17
September		23,24,30-10/1,7,8,14,15

EKG Monitor Tech 2023 Q3		
Month	Days	Dates
July	Fri, Sat, Sun & Tue	21,22,23,25
August		18,19,20,22
September		22,23,24,26

Basic to Advanced ECG 2023 Q3		
Month	Days	Dates
July	Sat, Sun & Tue	22,23,25
August		19,20,22
September		23,24,26

Critical Care 2023 Q4		
Month	Days	Dates
October	Sat, Sun	21,22,28,29-11/4,5,11,12
November		18,19-12/2,3,9,10,16,17

Nurse Refresher 2023 Q4		
Month	Days	Dates
October	Sat, Sun	21,22,28,29-11/4,5,11,12
November		18,19-12/2,3,9,10,16,17

EKG Monitor Tech 2023 Q4		
Month	Days	Dates
October	Fri, Sat, Sun & Tue	20,21,22,24
November		17,18,19,21
December		18,19,20,21

Basic to Advanced ECG 2023 Q4		
Month	Days	Dates
October	Sat, Sun & Tue	21,22,24
November		18,19,21
December		19,20,21

## **Admissions Policies and Procedures**

### **CLASS SIZE**

CSHS limits class sizes to maintain quality education. Class size may vary from one subject area to another. Usually for the scientific theory courses, class size is limited to 15-25 students. For AHA courses, class size adheres to a 1:10 ration of teachers per students. ESL classes are limited to 20 students per instructor.

The school does admit students from other countries and does issue I-20 for student F-1 and M-1 visas. All the instruction throughout the programs will occur in English language only.

### **STATEMENT OF NON-DISCRIMINATION**

CSHS does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, or marital status in its admission to or treatment in its programs and activities, including advertising, training, placement, and employment. The school complies with title IV of Civil Right Act of 1964; as amended; title IX of the education Amendments Act of 1972; and the age discrimination Act of 1975.

CSHS complies with the provision of the American with Disabilities Act (ADA) of 1990 and with section 504 of the Rehabilitation Act of 1973. Students must notify the school of their disability. All inquiries or complaints pertaining to these laws and regulations should be directed to the Director of Education who will act equitably and promptly to resolve complaints.

### **ADMISSIONS PROCESS**

Prospective students should apply for admission by completing the application form and submit the application fee. A CSHS representative will meet with the candidate and provide them with a campus tour and a copy of the school catalog.

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

Students with disabilities will not be discriminated against in the admissions process. Reasonable services, accommodations, and/or adjustments will be made to accommodate students with disabilities without compromising the academic standard or inherent requirements of the program or course.

## **GENERAL ADMISSION REQUIREMENTS**

1. Complete Application Form
2. Receive a tour of the campus.
3. Review, complete, and sign the Enrollment Agreement
4. Provide evidence of high school diploma or equivalent.

## **GRADUATION REQUIREMENTS FOR ALL PROGRAMS AND COURSES**

To graduate a student must successfully complete all required hours and must be in good financial standing with the school.

## **PROGRAM COSTS**

Tuitions and fees are the same for in state and out-of-state students. Acceptable methods of payment include cash, check, major credit cards, and money orders. Program tuitions are outlined in the chart below. Up to date information may be requested from CSHS's admission office. Delinquent accounts may result in suspension or termination from the program and may be submitted for collection to a collection agency. Application and registration fees are nonrefundable.

## **BOOKS & SUPPLIES**

It is the responsibility of the students to purchase the textbook from the administrative assistant or through online methods such as Amazon.com. Students must furnish their own incidental supplies such as pens, papers, notebooks etc.

## PROGRAM TUITIONS AND FEES

PROGRAM OF STUDY	PERIOD OF ATTENDANCE			ENTIRE EDUCATIONAL PROGRAM		
	Tuition	Registration Fees (nonrefundable)	Total Course Fees	Tuition Fees	Registration Fees (nonrefundable)	Total Course Fees
<b>Professional Development Courses</b>						
<b>Advanced Cardiac Life Support Initial</b>	\$ \$162	\$28	\$190	\$162	\$28	<b>\$190</b>
<b>Advanced Cardiac Life Support Renewal</b>	\$106	\$19	\$125	\$106	\$19	<b>\$125</b>
<b>Basic to Advanced EKG</b>	\$187	\$33	\$220	\$187	\$33	<b>\$220</b>
<b>CCRN Review</b>	\$191	\$34	\$225	\$191	\$34	<b>\$225</b>
<b>Pediatric Advanced Life Support—Renewal</b>	\$106	\$19	\$125	\$106	\$19	<b>\$125</b>
<b>CPR—Initial or Heartsaver</b>	\$43	\$7	\$50	\$43	\$7	<b>\$50</b>
<b>CPR—Renewal</b>	\$43	\$7	\$50	\$43	\$7	<b>\$50</b>
<b>Critical Care</b>	\$510	\$90	\$600	\$510	\$90	<b>\$600</b>
<b>Pediatric Advanced Life Support—Initial</b>	\$162	\$28	\$190	\$162	\$28	<b>\$190</b>
<b>Monitor Tech. Certification</b>	\$247	\$43	\$290	\$247	\$43	<b>\$290</b>
<b>Ventilator Workshop</b>	\$77	\$13	\$90	\$77	\$13	<b>\$90</b>

<b>Research Residency Program</b>	\$10,000	\$200	\$10,200	\$10,000	\$200	<b>\$10,200</b>
<b>NCLEX—LVN Review</b>	\$298	\$52	\$350	\$298	\$52	<b>\$350</b>
<b>NCLEX—RN Review</b>	\$298	\$52	\$350	\$298	\$52	<b>\$350</b>
<b>Nurse Educator</b>	\$340	\$60	\$400	\$340	\$60	<b>\$400</b>
<b>Nurse Refresher</b>	\$510	\$90	\$600	\$510	\$90	<b>\$600</b>
<b>Professional Development Courses</b>						
<b>Advanced Critical Care Course</b>	\$4,000	\$200	\$4,200	\$4,000	\$200	<b>\$4,200</b>
<b>Advanced Leadership and Management</b>	\$4,000	\$200	\$4,200	\$4,000	\$200	<b>\$4,200</b>
<b>Advanced Medical Surgical Refresher Course</b>	\$4,000	\$200	\$4,200	\$4,000	\$200	<b>\$4,200</b>
<b>Research Residency Program</b>	\$10,000	\$200	\$10,200	\$10,000	\$200	<b>\$10,200</b>
<b>Faculty Development Internship</b>	\$4,000	\$200	\$4,200	\$4,000	\$200	<b>\$4,200</b>
<b>Intensive English Program</b>						
<b>Intensive English Program (ESL)</b>	\$1,500	\$200	\$1,700	\$1,500	\$200	<b>\$1,700</b>
<b>ESL Electives (ESL 601)</b>	\$200	\$50	\$250	\$200	\$50	<b>\$250</b>
<b>ESL Electives (ESL 606)</b>	\$200	\$50	\$250	\$200	\$50	<b>\$250</b>
<b>ESL Electives (ESL 610)</b>	\$200	\$50	\$250	\$200	\$50	<b>\$250</b>

## **Financial Aid Information & Loan Repayment**

### **CSHS Financial Aid**

Currently, CSHS does not offer any student loans or participate in federal or state student financial aid fund.

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

### **SCHOLARSHIPS**

Currently CSHS does not offer any Scholarships.

### **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, 1747 N. Market Blvd. Ste. 225, Sacramento, CA 95834, (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."

**Questions regarding the STRF may be directed to:**

***Bureau for Private Postsecondary Education***

1747 N. Market Blvd. Ste. 225, Sacramento, CA 95834 PO Box 980818, West Sacramento, CA 95798-0818 Phone: 916-431-6959;

Toll Free: 888-370-7589;

Fax Number: 916-263-1897

Or online at: [www.bppe.ca.gov](http://www.bppe.ca.gov)

# **SCHOOL POLICIES**

## **DRESS CODE**

This dress code serves as an outline for students to make good decisions concerning professional attire. Appropriate attire is necessary to instill a professional attitude among students and create a professional appearance for visiting instructors, potential employers, prospective students, and other health care professionals. Students must comply with the general policy listed below.

All students must be neatly groomed with clean hair, nails, and clothing. Appropriate use of cosmetics is required. Students will avoid excessive use of perfume, cologne and after-shave lotion. Fingernails must be clean, neatly trimmed and not too long to interfere with job duties. Nail polish, if worn, must be kept in good condition. Conservative jewelry only (i.e. Necklace, finger ring, and earring) is permitted. Shoes and socks must be worn. Shoes must be polished, and shoelaces, stockings or socks must be clean. White athletic shoes are acceptable. Flip-flop or thong style sandals, clogs, excessively high heels (more than 2 inches) and slippers are not acceptable at any time.

## **STUDENT CONDUCT**

CSHS students are both current and future health care professionals. Thus, our student is bound by the highest standards of professional conduct and ethics. The avocational programs will not tolerate a breach of these standards by its students. The student is to maintain professional appearance and behavior throughout didactic and laboratory training programs. This includes, but is not limited to, stealing, cheating, and breach of a patient's confidentiality. Any breach of the school rules, or improper behavior will result in placing the student on probation and or student termination from the program, at the discretion of the Director of Education.

## **PROBATION – ACADEMIC AND ADMINISTRATIVE**

1. Students may be placed on probation for a non-academic or administrative reason including but not limited to:
  - a. Repeated and/or non-approved absence(s) (according to attendance policy.)
  - b. Repeated and/or non-approved tardiness (according to attendance policy.)
  - c. Failure to comply with dress or behavior codes.
  - d. Inappropriate/unprofessional conduct or behavior.
2. Students may be placed on probation for an academic reason including but not limited to:
  - a. Failure to pass the final term/module exam.
  - b. Any combination of failures at the discretion of the program director

including being unprepared for class.

3. A student will be advised about inappropriate conduct or failure(s). Documentation summarizing the student counseling will be kept in the student's individual file. Departments who are sponsoring students in the program will also be notified if one of their students is placed on probation.
4. A student on probation who fails to comply with the course requirements will be terminated from the program.

## **DISMISSAL – ACADEMIC AND ADMINISTRATIVE**

A student will be terminated from the program for not satisfying the academic or administrative policies outlined in this manual. A strong academic and behavioral foundation must be created in the didactic component to successfully move onto the clinical and field settings. Students may be placed on probation for a non-academic or administrative reason including but not limited to:

1. Repeated absences or tardiness as outlined in the attendance policy.
2. Inappropriate or unprofessional conduct as outlined in the conduct/behavior/and ethics policy.
3. Failure to meet academic standards as outlined in the grading policy.
4. Failure to meet course requirement after being placed on administrative or academic probation, or termination.

Students (and their sponsoring agencies, if applicable) will be notified in writing of the reasons surrounding the termination. This documentation will also be placed in the student's file and the program director may request to have an exit interview conducted upon enactment of the termination.

## **ATTENDANCE POLICY**

CSHS expects students to attend all parts of a course for which they have registered. When students miss class or a part of class, they fall behind, and it is not fair to other students who are present for the entire course. CSHS will automatically administratively withdraw a student after s/he has been absent for a maximum of 30 consecutive calendar days (excluding any scheduled breaks of the institution).

### **Minimum Standards**

At minimum, students are expected to attend at least 80% of the course hours for which they have registered. Students are responsible for all content covered in class and must be physically present for 80% of the course hours to receive credit for the course.

A student is placed on probation for "poor attendance," if the student's cumulative attendance falls below 80%. Should the student's average attendance fall below

80% while on probation, the student may be suspended from the school for up to two terms. For an F-1 visa student, the minimum required in-classroom attendance is 18 hours/week. CSHS encourages all students to spend three hours per week in the ESL computer lab. Attendance is optional and cannot be counted toward attendance. Some students might be assigned a higher load of study hours as per required by their sponsor/employer. The F-1/M-1 student will be terminated from SEVIS for “poor attendance”.

Attendance is tracked in every class period by the instructor, if the student misses more than 15 minutes of any class period, the student will be marked absent for the whole hour.

### **Last Date Attendance Reporting for Online/Distance Learning**

Faculty are expected to monitor student participation in on-line courses. If a student appears to have stopped participating in the course, course instructors are obligated to accurately report the date the student last attended the course.

The last date of attendance (LDA) for online learning should be recorded as the last date of participation in an academically related activity. Recent governmental guidance has made clear that the sole act of logging into the course is not sufficient to support the LDA. Faculty should retain documented evidence beyond course log in of the activities which support the reported LDA.

Appropriate ways to determine when a student was last academically engaged in a course include:

- Submitting an Academic Assignment
- Completing interactive or computer-assisted instruction
- Taking an exam or online assessment

In the furtherance of properly documenting LDA, faculty should utilize the reporting features of current educational technologies in use to determine the last chat session, discussion post or other academically related activity from the student in question.

## **LEAVE OF ABSENCE POLICY**

CSHS permits students to request a leave of absence (LOA) as long as the leaves do not exceed a total of 180 days during any 12-month (or half of the program hours, whichever is shorter) period and as long as they are documented, legitimate extenuating circumstances that require the students to interrupt their education.

Extenuating circumstances include, but are not limited to, jury duty, military obligations, birth or adoption of a child, or serious health condition of the student or a spouse, child or parent. In order for a student to be granted an LOA, the student must submit a completed, signed and dated Leave of Absence Request Form to the Program Director.

For I-20 students. All students requesting LOA should leave the country with the start of the LOA period.

### **Re-admission Following a Leave of Absence**

Upon return from leave, the student will be required to repeat the course/term and receive final grades for the courses from which the student took leave when the courses are next offered. The student will not be charged any fee for the repeating of courses from which the student took leave or for reentry from the leave of absence. The date the student returns to class is typically scheduled for the beginning of the new course/term.

### **Extension of LOA**

A student on an approved LOA may submit a request to extend the LOA without returning to class. Such a request may be approved by the program director provided:

- The student submits a completed LOA Extension Request Form before the end date of the current leave.
- There is a reasonable expectation the student will return.
- The number of days in the leave as extended, when added to all other approved leaves, does not exceed 180 calendar days in any twelve (12) month period calculated from the first day of the student's first leave.
- Appropriate Terms required for completion of the program will be available to the student on the date of return.

If the extension request is approved, the end date of the student's current leave will be changed in the official student information system to reflect the new end date. If the request is denied, the student will be withdrawn, and the withdrawal date will be the student's last date of attendance (LDA).

### **Failure to Return from a Leave of Absence**

A student who fails to return from an LOA on or before the date indicated in the written request will be terminated from the program, and the institution will invoke the cancellation/refund policy. The student's last date of attendance prior to the approved LOA will be used to determine the amount of funds the institution earned and make any refunds that may be required under state, or institutional policy.

## **International Students Leave of Absence (LOA)**

Immigration regulations allow F-1 students to take a temporary Leave of Absence (LOA) of less than 5 months. All departing international students are required to notify ISC prior to a period of extended absence from CSHS.

A LOA has a direct impact on your legal status and your ability to apply for off-campus work permission. Important things to consider when applying for a LOA:

- You cannot stay in the United States while on LOA. It is a violation of your immigration status.
- You must leave the United States within 15 days from the approval of the LOA.

If the LOA is less than 5 months, you may use the same I-20 to re-enter the United States and you are not required to pay the I-901 SEVIS fee again. To re-enter the United States, you must have the following documents:

- Valid I-20 with a current travel signature on page 3;
- Valid F-1 visa in passport (may be expired upon exit, but must be renewed prior to re-entry); and
- Valid passport (should be valid for at least 6 months from date of re-entry).

If LOA is for 5 or more months, your current I-20 and visa will be invalid, no matter the expiration date on the document. To return to the United States, please note the following:

- You must be readmitted to your academic program;
- You must obtain a new Form I-20 (it will indicate that you are in "Initial Attendance" at CSHS, with a new program start date and a new SEVIS number);
- A student with an initial attendance I-20 is required to pay the I-901 SEVIS fee (if using the E-file to pay the fee, you must have a printer ready to print the receipt; you will be required to show proof of payment of the fee when entering the United States); and
- You must apply for a new visa at the United States consulate (even if the visa currently in the passport has not yet expired).

### **Please note:**

**All I-20s must be kept for your records, as they may be needed for future immigration applications.**

- Time spent studying before the LOA in this instance will NOT be counted towards the full academic year requirement.

- Once you are readmitted to CSHS, the readmitting department will notify ISC of your readmission. ISC will contact you to request the following documents in order to process a new I-20:
- Letter of readmission from the department
- Financial Support proof, including current proof of funding (bank statement, letter for assistantship, etc.)
- Student Form, including the address where the new "Initial Attendance" I-20 SEVIS Form will be sent.

If you are returning to CSHS after a temporary absence, you MUST “check-in” at CSHS upon arriving in Southern California. If you fail to do so, your enrollment status will not be reported in SEVIS and you will be considered out of status.

### **Medical LOA**

All students including F-1/M-1 students are eligible to take an LOA due to medical reasons. Students have the option to return to their home country or remain in the U.S. to receive medical treatment.

Students who wish to remain in the U.S. must obtain a doctor’s letter recommending the LOA for medical reasons. Students who remain in the U.S. without obtaining advance approval for medical LOA from ISC will be considered out of status.

### **Requirements and Limitations of Medical LOA:**

1. Students must have a letter from a licensed medical doctor, doctor of osteopathy, physician assistant, or licensed clinical psychologist recommending leave for a specific semester;
2. Students must have PRIOR approval from ISC and ESL Director or DOE before withdrawing from courses;
3. No more than 5 months total leave is allowed; and
4. Students must submit a LOA Notification Form.

**Students considering an LOA due to medical reasons must meet with an ISC counselor.**

## **STUDENT ACHIEVEMENT POLICIES AND STANDARDS**

CSHS defines standards for student achievement that include Completion Rates and Licensure Examination Review Courses' Pass Rates. Due to the nature of CSHS being accredited as an Avocational institution—offering short-term courses—the Retention Rates and Placement Rates are not applicable, therefore, CSHS does not offer placement services for students.

### **Grading**

Grades are used by teachers to provide performance information to students, to parents, and to other individuals and institutions authorized to receive the information and have a legitimate need for that information. Grades are the teacher's best assessment of a student's performance in reaching the goals and objectives of a particular course, including mastery of content and demonstration of skills. Ongoing evaluation of the student's academic performance is an integral part of the training program. Substandard academic work will result in disciplinary action.

A participation grade will be given to each student based on his/her preparedness in class and involvement in class discussions. This includes participation in question-and-answer periods and overall attentiveness in class. Absences and tardiness will also be factored into this grade.

Any student caught engaging in any form of academic dishonesty on assignments, quizzes or exams will be immediately terminated from the program.

Students may be placed on academic probation for being “at risk” of not meeting the academic requirements of the program by the program director. Students will be placed on probation for poor attendance, participation, and grades. In this case student will receive a written letter of probation.

Students who wish to appeal a final grade can submit a written request describing the reasons for appeal within 7 business days after receiving the grade.

### **Short-Term Courses**

Since CSHS programs are approved by several agencies, such as the California Board of Nursing, the American Heart Association, the Department of Public Health, etc., and for CSHS to meet these agencies' requirements, CSHS uses different grading scales, for example for the short courses the school adopt the AHA grading standard which is pass or fail.

For some programs, like the international programs AMSC or ALMC, CSHS utilizes the following grading scale:

90 – 100% A  
80 - 89.9% B  
70 - 79.9% C  
<70% F

**A MINIMUM OF C MUST BE EARNED TO PASS THIS COURSE**



There are several factors that make up a student's final grade. Please review the course syllabi for more information. The attendance and the participation are not factored into numeric values, but in some classes, attendance is the only requirement to receive a certificate of completion, for example in the continue education classes such as the Nurse Educator or the Faculty Development Internship there is no grading at all—attendance is the only requirement to receive a certificate of Completion.

## **ESL SPECIFIC POLICIES<sup>3</sup>**

### **Admission Requirements**

1. Complete Application Form and be at least 17 years of age.
2. High school diploma or equivalent is required for admission.
3. All applicants must take the MELICET GCVR and the MELICET L entrance examination.
4. Provide sufficient Financial Support/Guarantee
5. Copy of Passport

Meet the minimum computer requirements and internet connectivity requires for distanced learning students as outlined below:

- A. Headphones
- B. A microphone (mic)
- C. A webcam, computer video camera (or any other device with a camera such as a smart phone)
- D. Internet Connection: High speed broadband access (LAN, Cable or DSL)
- E. Operating system: Windows 10 or MacOS 10.15
- F. Processor: 2GHz or higher
- G. Memory: 1 GB of RAM
- H. Plug-ins: Adobe PDF Reader, Real Player, QuickTime
- I. Browser: Firefox, Chrome, Safari
- J. Sound and Video Card: Required
- K. Access to email account

### **Student Placement**

The Q Placement Tests are designed to place students into the appropriate strand and level of Q: Skills for Success.

The Reading and Writing Placement Test measures reading comprehension, other reading skills, vocabulary knowledge, vocabulary skills, grammar, and knowledge of writing skills. The Reading and Writing Placement Test consists of 40 items.

The Listening and Speaking Placement Test measures listening comprehension, other listening skills, vocabulary knowledge, vocabulary skills, grammar, pronunciation, and knowledge of speaking skills. The Listening and Speaking Placement Test consists of 40 items.

There are a variety of item types: multiple choice, fill-in-the-blank, sentence completion, paragraph completion, error identification and correction, sentence rewrite, sentence construction, matching, true/false, and sequencing. The Academic Director of the CSHS English Language Program may be required to use his/her judgment in placing students.

In addition to the Q Skills for Success Placement Test, CSHS uses the International English Testing System's (IELTS) Speaking Test Part 1 format and rubric to assess students' communicative competence. Students will participate in a one-on-one speaking test with a teacher or administrator who will assess the student's English communication skills using the IELTS 9-band scoring system. The speaking test will consist of an introduction and interview which will last 4- 5 minutes. The student will take the placement test prior to registering for classes. The student will be placed according to his or her score on the placement test as detailed below.

## **Placement Process**

CSHS recognizes that it is possible that a student may be placed into a level that is not offered at the time the student arrives. If the student is a transfer student, or otherwise a local student, CSHS will simply explain that the course is not currently offered and place the student on a waiting list; but the student shall not be enrolled in the school. CSHS will place the student on the waiting list should the class become available in the future.

To help mitigate against this situation CSHS actively works with sponsoring organizations to ensure that all students from the organization accepted into CSHS are within a designated range of their English ability. Furthermore, CSHS coordinates with sponsoring organizations from different countries to synchronize enrollment dates to maximize the number of arrivals at a given time so that there is the highest number of students possible in all levels.

Should a student transfer in from another ESL program, two factors will be taken into consideration: 1) the student's placement test score at CSHS and 2) the highest level completed at previous institution. To ensure that all transfer students are placed in the appropriate level, the lowest level a transfer student can be placed is one below the highest completed level at previous institution.

### Placement Table (Raw Scores)

Course Name	Level	Subject	ESL RW Placement QSkills	ESL LS Placement QSkills	ESL S Placement QSkills
<b>ESL – 101RW</b>	High-Beginner (A1)	Reading/Writing	5-12	•	•
<b>ESL – 102LS</b>	High-Beginner (A1)	Listening/Speaking	•	5-12	0-2.5
<b>ESL – 201RW</b>	Pre-Intermediate (A2)	Reading/Writing	13-20	•	•
<b>ESL – 202LS</b>	Pre-Intermediate (A2)	Listening/Speaking	•	13-20	3-3.5
<b>ESL – 301RW</b>	Intermediate (B1)	Reading/Writing	21-28	•	•
<b>ESL – 302LS</b>	Intermediate (B1)	Listening/Speaking	•	21-28	4-4.5
<b>ESL – 401RW</b>	Upper Intermediate (B2)	Reading/Writing	29-36	•	•
<b>ESL – 402LS</b>	Upper Intermediate (B2)	Listening/Speaking	•	29-36	5-5.5
<b>ESL – 501LS</b>	Advanced (C1)	Reading/Writing	37-40	•	•
<b>ESL – 502RW</b>	Advanced (C1)	Listening/Speaking	•	37-40	6-7

### Grading

The ESL program utilizes the following grading scale:

- 90 – 100% A
- 80 - 89.9% B
- 70 - 79.9% C
- <70% F

**A MINIMUM OF C MUST BE EARNED TO PASS THESE COURSES**

At the conclusion of week 6, the Academic Director/instructors will perform mid-term evaluations for all students. If the student is failing the class, a documented learning plan will be initiated to give the student a better chance of achieving academic progress in the future and passing the class.

## **Vacation Policy**

A student must study at CSHS for 16 consecutive weeks of attendance before taking vacation time, with the vacation granted for a maximum period of one week for every four weeks of study completed. Vacations must occur at the completion of a student's term or session and may not be granted to excuse student absences. Vacations must begin on a Monday and end on a Sunday.

ESL students are only entitled to one week vacation after the completion of the term. Students must see the ESL Program Director immediately after returning from vacation to receive tuition credit and have their tuition due date extended. If the student plans on leaving the USA during this vacation, the student must provide a copy of their plane ticket and have their I-20 signed by the ESL Coordinator

## **Satisfactory Academic Progress Policy**

The student is considered to be on probation for "poor attendance," that is to say, if the student's cumulative attendance falls below 80%. Should the student's average attendance fall below 80% while on probation, the student may be suspended for up to two terms? For an F-1 visa student, the student will be terminated from SEVIS for "poor attendance."

## **Minimum Grade Average**

To pass a class and move on to the next level, students will have to receive a C or higher for the class. A minimum of C (70%) must be maintained. Failure to maintain the minimum will put the student on academic probation. If the student's GPA for the term falls below 70% while on probation, the student may be suspended from the school for up to two terms. For an F-1 visa student, the student will be terminated from SEVIS for "poor academic performance."

Students successfully complete their classes when they have passed all the course requirements.

For regular ESL courses, when a student completes his/her course, he/she will be promoted to the next level (unless the student is already at the most advanced level, in which case he/she is encouraged to take one of the electives or leave the school to follow other pursuits). In certain cases, an instructor may consult with the Academic Director and decide to move an ESL student to the next level before they have completed a full academic term at their current level. This is relatively rare and only occurs when an instructor feels that the student was initially placed into a level too low for them and that the student is clearly under-challenged in the class.

This may also occur if a student enrolls after the term has started due to a change of status while in the United States. A student may initially be placed at a lower level to remain in status until the new term.

For electives, when a student completes their course, they are encouraged to either take one of the other courses offered at CSHS or leave the school to follow other pursuits (Students should maintain a full course load). In the case of the test preparation courses (TOEFL/IELTS), the student may appeal to the Academic Director to let him/her take the course one more time if they have still not attained the test score they are aiming for.

At the conclusion of week 6, the Academic Director/ instructors should perform a mid-term evaluation for all students. Current academic performance will be evaluated and if the student is failing the class (below 70%), a documented learning plan will be initiated to give the student a better chance of achieving academic progress in the future and passing the class.

At the conclusion of the term, should a student fail to pass a class and obtain a grade lower than a C, he/she will have one week to remediate and pass the class. Should the student fail to obtain a C and, thus, fail the class, he/she will be required to repeat the complete level in which he/she was enrolled.

The Academic Director will draft a learning plan for the failed student to assist the latter and offer him/her the opportunity to remediate his/her weaknesses. The documented learning plan is intended to provide the student with more resources and to increase the chances of passing the repeated term. The student should also be informed that if he/she fails to pass a repeated course repeat term, he/she will be terminated.

### **Maximum Course Repeats**

A student may repeat a course only once. However, the student may repeat Level One -twice for true beginners. Furthermore, the student cannot go down more than one level from the level completed. In addition, a student will have the option of repeating a level should they receive a C and wish to have a higher GPA. In this case, the highest grade will be recorded as final. The student must make normal progress towards completing the school's ESL and TOEFL programs.

In consideration of the pursuit of higher education, in some instances students who receive grades of 80% or above may request to repeat a level to obtain additional exposure to the learning material. Realizing that adult students come to the program with a wide range of previous English language learning, each student will be considered on a case-by-case basis. Upon receiving the student request, the Academic Director may allow a student to repeat a level to allow the student to work towards language mastery.

Due to the nature of the programs offered and the number of levels available for all students, a student's maximum cumulative total length of language training should not exceed a period of 30 months at CSHS.

## **CREDIT GRANTING & TRANSFER**

California School of Health Sciences (CSHS) has not entered into an articulation or transfer agreement with any other college or university. CSHS does not grant credit for completion of courses from any other institution. The institution (CSHS) does not award credit for prior experiential learning.

### **Notice Concerning Transferability of Credits and Credentials Earned at CSHS**

The transferability of credits you earn at CSHS is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer.

If the certificate that you earn at CSHS is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all the coursework at that institution. For this reason, you should make certain that your attendance at CSHS will meet your educational goals. This may include contacting an institution you may seek to transfer to after attending CSHS to determine if your certificate will transfer.

CSHS is an avocational school and therefore not a credit granting institute. Credits earned in other institutions will not be accepted due to the avocational nature of the institute and the short terms for its courses. ESL students transferring in from another institute will have their student level accepted and validated by the Oxford Placement Test.

## **ADD/DROP POLICY**

Students are subject to the "add and drop" deadlines set by the Director of Education of the program. Deadlines can differ in each of programs, the Director of Education will provide further information regarding add and drop policy.

## **TUITION POLICY**

New international students pay for 12 weeks tuition for their first payment, which is due the first day of class. After that, students can continue to pay in 4, 8- or 12-week blocks, but it must be paid in advance or on your due dates, otherwise there is a \$30 late fee if it is more than 5 days late.

Transfer students can choose to pay for 4 weeks for their initial tuition which is due the first day of class. After that, students can continue to pay in 4, 8- or 12-week blocks, but it must be paid in advance or on your due dates, otherwise there is a \$30 late fee if it is more than 5 days late.

Please pay with a credit or debit card, check, or cash (Mondays through Fridays).

## **REFUND POLICY**

California School of Health Sciences seeks to promote good will using explicitly stated fair and equitable cancellation and refund practices pertaining to cancellations, withdrawals and terminations.

### **Rejection of Application**

Students not accepted, or prospective international students whose visa applications have been rejected are entitled to a 100 percent refund of the amount paid for institutional charges (except the non-refundable registration fees).

### **Program Cancellation**

If the school cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.

### **Cancellation Prior to Start of Class or No Show**

All refunds due will be made within forty-five (45) calendar days of the first scheduled day of class or the date of cancellation, whichever is earlier. You are entitled to a 100 percent refund of the amount paid for institutional charges (except the non-refundable registration fees).

### **1098 Form**

We provide avocational training, we are not a college or university, as such our tuition does not qualify for the educational credits. We do not participate with the United States Department of Education federal student financial aid and loans. Therefore, our tuition is not deemed qualified tuition for federal income tax purposes and therefore we cannot issue 1098Ts.

### **Notification of Cancellation/Withdrawal**

Students may notify CSHS verbally, or via email or written request. CSHS may request, but not require, a student to submit a written notification of withdrawal for administrative purposes, unless written notice is mandated by federal or state law. It is noted that the Student Exchange Visitor's Program (SEVP) does not explicitly require written notification of cancellation or withdrawal.

### All Periods of Financial Obligation or Enrollment Periods

Students who have completed more than 60 percent of the enrollment period will not be eligible for a refund. Students who have complete 60 percent or less of the enrollment period, the institution will provide a pro rata refund. The institution will retain the registration fee plus a percentage of tuition and fees, which is based on the percentage of the clock hours or weeks (based on program) attended and the recorded student’s last date of attendance (LDA), as the examples describe in the table below. The institution will pay or credit refunds within 45 days of a student’s documented date of determination (DOD). If a student provides advanced notice of withdrawal such that the 45-day window for refund processing ends before the last date of attendance, the refund must be paid within forty- five (45) calendar days from the last date of attendance.

### REFUND CALCULATION EXAMPLES:

Example 1: Monitor Tech Certification: Student attended 16 hours

Total Program Cost	No-Refundable Registration	Tuitions	Clock Hours	Hourly charges	Number of hours student attended	The Amount Owed	Payment Received	The Amount to be Refunded = Payment Received - Registration Fees- Amount Owed
\$290	43	247	32	\$7.72	16 hours (50% Attendance)	16 X \$7.72= \$123.5	\$290	\$290-\$43-\$123.5 = <b>\$123.5</b>

Example 2: Monitor Tech Certification: Student attended 24 hours

Total Program Cost	No-Refundable Registration	Tuitions	Clock Hours	Hourly charges	Number of hours student attended	The Amount Owed	Payment Received	The Amount to be Refunded = Payment Received-Registration Fees- Amount Owed
\$290	43	247	32	\$7.72	24 hours (75% Attendance)	24 X \$7.72= \$185.25	\$290	<b>\$ 0</b> (No refund attended > 60%)



Example: Monitor Tech Certification: No Show or Cancelled

Total Program Cost	No-Refundable Registration	Tuitions	Clock Hours	Hourly charges	Number of hours student attended	The Amount Owed	Payment Received	The Amount to be Refunded = Payment Received-Registration Fees- Amount Owed
\$290	43	247	32	\$7.72	0	0X\$7.72 = \$0	\$290	290-43-0 = <b>\$247</b>

**Registration Fees, Books, and supplies given to the students are non-refundable.**

**SPECIAL CIRCUMSTANCES-OVERSEAS AGENTS:**

Students will be informed of the contractual relationship and its effects on their ability to obtain a refund. If a student pays through a recruiting agent and is due a refund, the refund may be made on behalf of the student to the agent. Students will be notified in writing that the refund has been made on behalf of the students to the agent.

**Unresolved Refund Issues**

If a course refund cannot be resolved at the Administrative Assistant (AA) level, refer the student/customer to Director of Education (DOE). If the DOE is not on site, the AA will leave a message and advise the student/customer they will be called within 7 business days.

If the student has any complaints, questions, or problems that you cannot work out with the school, write or call the following two organizations:

**BUREAU FOR PRIVATE POSTSECONDARY EDUCATION**

Physical Address: 1747 North Market Blvd., Suite 225, Sacramento, CA 95834 Mailing Address: P.O. Box 980818, West Sacramento, CA 95798-0818

Phone Number: (916) 431-6959 Fax: (916) 263-1897 Toll Free: 1888-370-7589

**THE ACCREDITING COUNCIL FOR CONTINUING EDUCATION & TRAINING (ACCET)**

Physical Address: 1722 N St NW, Washington, DC, 20036 Phone: (202)

955-1113, Fax: (202) 955-1118

# **GRIEVANCE AND APPEALS POLICY**

The purpose of this procedure is to allow for the resolution of student grievances alleging violations of California School of Health Sciences Course policies.

## **Resolution**

Students who believe that the Training Program or any administrative subdivision or employee thereof, has acted in violation of the Training Course Policies are encouraged to attempt to resolve the matter informally. The student should seek such resolution directly with the affected unit (i.e. Instructor and Preceptor).

Thereafter, if the matter remains unresolved, the student may report the complaint to the Program Director, who is empowered to investigate the matter and the attempt to bring about a resolution.

## **Appeal**

If the complaint involves termination or allegations of discrimination and in the event that resolution is not successful, the student may file an appeal with the Program Director within seven (7) days of the time at which the student could be reasonably expected to have knowledge of the alleged violation.

Such a complaint must include an explanation of the specific action being grieved, the specific policy and/or regulation alleged to be violated, and the remedy requested.

Upon receipt of the formal complaint, the Program Director will furnish a copy of the complaint to the head of the affected unit in which the alleged violation purportedly occurred for investigation. The investigation will be completed within fourteen (14) days and a summary of the investigation and decision on the complaint will be provided to the student at that time.

Within ten (10) days of receipt of the summary and decision, the student will notify the Managing Director California School of Health Sciences in writing if a hearing is requested. If a hearing is requested, the Managing Director will arrange a hearing on a date mutually agreeable to all parties and to be conducted by the Director's Committee.

Within fourteen (14) days of the close of the hearing, a report with the findings of fact as to the complaint will be produced and sent to the student with a decision. The decision will be based on a Preponderance of the Evidence presented.

In the event the complaint or concern has not been resolved at the school level, the student may consider contacting the school's accrediting entity.

## **DRUG AND ALCOHOL PREVENTION**

CSHS prohibits the manufacture and unlawful possession, use or distribution of illicit drugs or alcohol by students on its property and at any College activity. If a student suspects someone to be under the influence of any drug (or alcohol), they should immediately bring this concern to the attention of the Director of Education. Violation of the institution's anti-drug policy will result in appropriate disciplinary actions and may include expulsion of the student. The appropriate law enforcement authorities may also be notified.

In certain cases, students may be referred to counseling sources or substance abuse centers. If such a referral is made, continued enrollment or employment is subject to successful completion of any prescribed counseling or treatment program.

## **DIRECTORY INFORMATION**

CSHS has designated certain information contained in the education records of its students as Directory Information for purposes of FERPA. Directory Information at this institution includes:

1. Name, Address, Telephone numbers
2. Major and/or minor fields of study
3. Diploma /Certificate sought
4. Expected date of program completion, and Expected date of graduation
5. Diplomas/ Certificate conferred
6. Awards and Honors
7. Dates of attendance
8. Previous institutions attended
9. Participation in officially recognized activities
10. Photograph

Directory information may be disclosed by this institution for any purpose, without the prior consent of a student, unless the student has forbidden disclosure of such information in writing. Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registrar's Office. In the event that such written notification is not filed, the institution assumes that the student does not object to the release of the directory information.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

Additional FERPA information is available from the institution's admission Office.

## **RETENTION OF STUDENT RECORDS**

The institution shall maintain a file for each student who enrolls in the institution whether or not the student completes the educational service.

In addition to the requirements of section 94900, the file shall contain all of the following pertinent student records:

1. Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including the following:
2. Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student;
3. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
4. Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation.
5. In addition to the requirements of section 94900(b) of the Code, a transcript showing all of the following:
  - a. For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course;
  - b. The dissertations, theses, and other student projects submitted by graduate students;
  - c. A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency;
  - d. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
  - e. A document specifying the amount of a refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent;
  - f. Copies of any official advisory notices or warnings regarding the student's progress; and
  - g. Complaints received from the student

CSHS shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

CSHS shall maintain, for each student granted a certificate by that institution, permanent records of all of the following:

1. The certificate granted and the date on which that Certificate was granted.
2. The courses and units on which the certificate was based.
3. The grades earned by the student in each of those courses.

An institution shall maintain, for a period of not less than five years, at its principal place of business in this state, complete and accurate records of all of the following information:

1. The educational programs offered by the institution and the curriculum for each.
2. The names and addresses of the members of the institution's faculty and records of the educational qualifications of each member of the faculty.
3. Any other records required to be maintained by this chapter, including, but not limited to, records maintained pursuant to Article 16

In case of school closure, all permanent students' records should be transferred to BPPE approved record custodian service. For a copy of the students records please contact Dr. Rafat Qahoush via email at [info@cshs.edu](mailto:info@cshs.edu) or via phone at 714.539.7081.

## **SEXUAL ASSAULT & VIOLENCE PREVENTION**

The school does not tolerate violence or other threatening conduct against any members of the school community. This includes acts against persons or property, as well as harassment based on sex, race, ethnicity, or disability. The school will impose strict disciplinary actions and appropriately involve law enforcement officials should any acts or threatening conduct occur on school facilities or at school-sponsored events. This includes acts of violence against women.

In the event of a sexual assault or domestic violence, please be aware of the following:

1. Preserve any evidence of the assault.
2. go to a place where it is safe from further attack and notify the police
3. Obtain immediate medical attention
4. seek professional counseling

If requested by the student who is the victim of a sexual assault, the school will assist the student in notifying law enforcement. In addition, the school will provide information on off- campus agencies that provides services to victims of a sex offense.

## **NO WEAPONS POLICY**

CSHS prohibits all persons who enter CSHS property from carrying a handgun, firearm, illegal knives, or other prohibited weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from CSHS.

## **COPYRIGHT POLICY**

California School of Health Sciences does not condone or tolerate the unauthorized copying of licensed computer software by staff, faculty, or students. CSHS shall adhere to its contractual responsibilities and shall comply with all copyright laws and expects all members of the CSHS community to do so as well. Members of the CSHS community who violate this policy may be subject to discipline through standard CSHS procedures. An individual or CSHS department engaged in the unauthorized copying or use of software may also face civil suit, criminal charges, and/or penalties and fines. Subject to the facts and circumstances of each case, such individuals or departments shall be solely responsible for their defense and any resulting liability.

If you have questions about this policy, please contact us.

## **IMMIGRATION SEVIS POLICY (F-1/M-1 STUDENTS)**

California School of Health Sciences (CSHS) is committed to following Student & Exchange Visitor Information System (SEVIS) regulations and procedures when issuing I-20's for potential international students. The purpose of SEVIS is to monitor the visa adjudication process and oversee the academic career of foreign visitors and your dependents that enter the US using an M-1/F-1 or F-2/M-2 (dependent) visa. This database is administered by the Bureau of Immigration & Customs Enforcement (ICE) within the Department of Homeland Security (DHS).

### **Standards**

CSHS is an avocational institution approved by the US Citizenship & Immigration Service (USCIS) to issue an F-1 & M-1 visas only.

All students should be enrolled in a full-time basis.

F-1 & M-1 I-20 are issued and signed only by SEVIS approved officials International Student Coordinator (PDSO/DSO).

All applicants should submit an application form via email or mail to CSHS. The PDSO/DSO evaluates each applicant and approves the application and issue the I-20 form.

## **Application Process**

Prospective F-1 & M-1 students need to contact the International Students Coordinator for appropriate application materials. After being accepted into the program, students will receive an immigration form I-20 (Certificate of Eligibility for Nonimmigrant Student). The form I-20 is a required document for the student entry into the United States. The student cannot be a student in the US without this form.

CSHS doesn't provide any visa related services vouch for student status, and no extra charges are imposed for enrolling foreign student(s).

## **Financial Support**

It is the responsibility of the International Students Coordinator, DSO, and PDSO to approve the pre- requests of the international students.

Since the nature of the international training is contracted with international hospitals or schools usually the employer guarantees the financial process. All international hospitals and schools who support your students via embassies or direct deposit should be approved by the president and the vice president.

All individually registered international students should submit a financial support form (Affidavit of Support) and financially supportive documents.

## **Checking-In**

All students are required by immigration rules and regulations to check in at the International Coordinator Office when they arrive on campus for your program. The student must bring your passport, I-94 card (or print from website), and I-20 form. If the student has dependents that came to the US with them, they are required to check in at the same time. Failure to check in will cause your immigration status to be terminated by the SEVIS system and thus you will be out of status.

## **Transfer—In School**

Transfer in students F-1/M-1 who plan to transfer in into CSHS ESL program should be in good attendance and academic standing at the other approved school.

The student must report to CSHS within 15 days of the program start date.

If the student does not report to CSHS, the DSO will terminate the student's record for Transfer Student - No Show. If the DSO does not enroll the student within 60 days of the program start date, SEVIS will automatically terminate the record.

## **Full—Time Enrollment**

Students must enroll in a full course of study each session in order to maintain status. However, there are certain exceptions that allow students to drop below a full course of study: academic difficulties, medical conditions and completion of a course of study.

F-1 students English language programs — must attend 18 clock hours per week of classroom instruction.

M-1 Students must attend 18 to 22 clock hours per week

## **Transfer to Another Institution**

The student must maintain status by attending classes until the transfer release date. An F-1 student cannot decide to transfer in the middle of a term and immediately stop attending classes. Such an action would be a violation of status and the student's SEVIS record should be terminated.

To be eligible to transfer to another school, the student must currently be a full-time student and must intend to be a full-time student at the new school. The student must prove that they have the financial resources required for your education and stay in the US.

The M-1 visa student may only transfer to another school within the first 6 months from the date they were admitted to the United States to begin your program or from the date they changed your nonimmigrant status to become an M-1 student. The M-1 student is not allowed to change your education objective.

For F-1 visa student may transfer to another school at any time after entering the US. Students must complete all transfer procedure and should be in good financial standing with the CSHS.

Transfer to another school should be performed smoothly with no fees or conditions.

## **Changes in Enrollment Status (F-1)**

CSHS offers Intensive English program only, student must be enrolled in a full-time basis. Students won't be able to change their programs. The student will be able to transfer out to other school to change the program.

Review change of status and transfer out sections in this document for more information.



## **Student Record Terminations**

SEVIS records are terminated when nonimmigrant students are:

- No longer participating in a program of study Potentially out of status.
- No longer an F-1 or M-1 nonimmigrant student
- Out of the country for more than five months and not enrolled fulltime.
- Denied an application for certain adjudicated benefits.

Not all terminations are negative. For example, an F-1 or M-1 student might need to return home before completing his or her program. The student would no longer need a nonimmigrant status so his or her SEVIS record would be terminated for Authorized Early Withdrawal. If a student's SEVIS record is terminated for Authorized Early Withdrawal, he or she has 15 days to depart the United States. This is not a negative termination, as it indicates a student contacted you or another DSO to request an early withdrawal. Students who receive an authorized early withdrawal and depart within 15 days have not violated status.

Other termination reasons revolve around a student's failure to meet the requirements of his or her F-1 or M-1 status. Examples include the following:

- Failure to enroll in a full course of study.
- Working without proper authorization.
- Expulsion from the school or program of study.

## **Vacation/Travel during program**

Regulations allow continuing nonimmigrant students in valid status to travel outside of the United States and reenter without jeopardizing their nonimmigrant status. The only restrictions on such travel are as follows:

- The student needs a Form I-20 with current information that is signed by a DSO on pages one and three allowing travel outside of the United States
- The student's visa (if applicable) and passport must still be valid at the time the student reenters the United States (unless the student has taken a trip of less than 30 days to Canada, Mexico or contiguous islands)
- A student cannot reenter the country during the grace period granted after completing a program of study.

Travel is not recommended in these situations. If a student must travel while an application is pending, he or she may ask for a new Initial Form I-20 and apply for an F-1 or M-1 visa at the United States embassy or consulate, if necessary, and apply for reentry (not recommended for those awaiting approval of OPT applications). See the Travel and Reentry FAQ on the SEVP Web site for more information.

An F-1 student who leaves the country while a request for transfer is pending can travel using:

- The active Form I-20 from the transfer-out school if the return date is before the transfer release date
- An initial Form I-20 from the transfer-in school if the return date is after the transfer release date

## **Departing the US/Grace Period**

The M-1 students (and your dependents) are allowed to stay in the United States for one year OR for as long as they are enrolled as a full-time student in a vocational program (plus 30 days after your program ends to prepare for departure), whichever is shorter. Students (and dependents) should not travel outside the US while in your 30-day grace period as they will not be allowed to re-enter the US.

## **Address Changes**

Per immigration rules and regulations, all student and exchange visitors are required to report any address changes to the Office of International Student within 10 days of the move. Failure to report may cause you to be out of legal immigration status.

## **Dependents**

The spouse and unmarried children under 21 years of age may come with the F-1/M-1 student to the United States in M2 non-immigrant status. The F-1/M-1 student must provide a copy of all dependents passports with his/her own request for the F-1/M-1 I-20 and must also provide financial support documentation (\$2500 per dependent; \$7500 max) They should go with the M-1 to the US embassy or consulate to apply for the M2 visa at the same time the M-1 is applying for your own visa. Dependents should be well prepared to show his/her relationship to the student (marriage license; birth certificates).

If the spouse and/or children will follow the F-1/M-1 student at a later date, the M2 should provide the US embassy with a copy of the F-1/M-1's Form I-20. The F2/M2 status is dependent upon the F1/M-1 status; this means that if the F1/M-1 student changes his/her status, the F2/M2's must change also; if F1/M-1 loses his/her status, the M2's status is lost also; when the M-1 leaves the US at the end of his/her program, the M2's must leave also.

## **Student Activities While Pending Reinstatement**

A nonimmigrant student is limited in the activities that he or she can pursue while an application is pending with USCIS. While a request for reinstatement is pending with USCIS, the student:

- Can and should continue a full-time program of study at the school where they are enrolled.
- Must comply with all the requirements for maintaining student status.
- Should not travel outside the United States, as doing so will be considered an abandonment of the pending reinstatement application.  
If the student decides to do so, he or she will have to reenter on a new, initial attendance Form I-20 as well as pay the SEVIS fee.
- Cannot work on or off campus.

## **Student Responsibilities**

It is the student's responsibility to do the following:

- Enroll in a full course of study at the beginning of every session (excluding authorized break periods).
- Consult with your DSO before dropping below a full course of study for any reason
- Report address changes to your DSO within 10 days of the change
- Report any change in sources of financial support to your DSO.
- Seek the approval of the DSO/USCIS before engaging in employment or practical training.
- Report any changes in program of study to your DSO.
- Report any change in academic status to your DSO.
- Notify your DSO prior to traveling outside the United States
- Notify your DSO upon applying for change of nonimmigrant status.
- Notify your DSO upon approval of an adjustment of status to an immigrant.
- Consult with your DSO to extend your program.
- Notify your DSO if they intend to transfer.
- Notify your DSO about changes in dependent status.

A student must maintain status by attending classes until the transfer release date. An F-1 student cannot decide to transfer in the middle of a term and immediately stop attending classes. Such an action would be a violation of status and the student's SEVIS record should be terminated.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) grant students' certain rights with respect to their educational records. Under FERPA students possess:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes is inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest.
2. Other schools to which a student is transferring.
3. Specified officials for audit or evaluation purposes.
4. Appropriate parties in connection with financial aid to a student.
5. Organizations conducting certain studies for or on behalf of the school.
6. Accrediting organizations.
7. To comply with a judicial order or lawfully issued subpoena.
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to State Law.

CSHS may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

## **STUDENT SERVICES**

### **Academic Advisement**

CSHS faculty and staff are available to advise students on academic challenges, and if needed provide a referral to special counseling services when required.

### **Placement Services**

CSHS offer avocational courses. CSHS doesn’t offer placement services to our graduates.

### **Computer Lab and Online Library**

The school has computer laboratory with online library and test preparation services, during the first term/module of study each student will receive a password and username to access the online resources.

### **Students Activities**

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. CSHS believes that participation in these activities is an important part of the educational process, and student involvement is encouraged.

### **Housing & Transportation**

CSHS provides pre-trip planning and coordination through a variety of ways: by mail, phone, or internet. Most difficulties faced by international students can be anticipated and avoided. Our emphasis is on communication; proper planning, attention to detail, and making the students’ stay as pleasant as possible. CSHS has direct responsibility for personally coordinating all arrangements and aspects of student life.

The institution has no dormitory facilities under its control; housing is available and located reasonably near the institution's facilities and an

estimation of the approximate range of cost of the housing is \$900-\$1300 per month (depends on the type of housing share-room vs. single suite). Our supportive staff can assist students and families in obtaining hotel accommodations for short-term stays and housing information for those staying for extended stays. For students staying in a preferred hotel selected by CSHS, transportation to and from the CSHS can be arranged.

### **Field Trips**

CSHS believes that training is enriched by observing real-life applications. When appropriate, visits are arranged to industrial or professional locations.

### **Student Recognition**

CSHS believes that through recognition comes a stronger sense of community and self-importance. The ability to help build positive self-esteem is the most powerful tool a recognition program can provide. Students may aspire to be recognized for perfect attendance, academic excellences, and additional awards. Please contact the Director of Education for more information.

# California School of Health Sciences Professional Development Courses

## ADVANCED CARDIAC LIFE SUPPORT-INITIAL/RENEWAL

Advanced Cardiovascular Life Support (ACLS) builds on the foundation of Basic Life Support (BLS), emphasizing the importance of continuous, high-quality CPR. The hands- on instruction and simulated cases in this advanced course are designed to help enhance their skills in the recognition and intervention of cardiopulmonary arrest immediate post- cardiac arrest, acute arrhythmia, stroke, and acute coronary syndromes. This course is a continued education course or professional development and it does not lead to employment or job.

<b>INITIAL</b>	
<b>Clock Hours</b>	<b>14 Hours</b>
<b>Course Materials</b>	ACLS Provider Manual (includes ACLS Pocket Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA ACLS Instructor to complete ACLS skills practice and skills testing.  Students also complete a written exam in class.

<b>RENEWAL</b>	
<b>Clock Hours</b>	<b>7 Hours</b>
<b>Course Materials</b>	ACLS Provider Manual (includes ACLS Pocket Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA ACLS Instructor to complete ACLS skills practice and skills testing.  Students also complete a written exam in class.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## **CPR – INITIAL or HEARTSAVER / RENEWAL**

BLS is the foundation for saving lives after cardiac arrest. The AHA’s BLS Course has been updated to reflect new science in the 2015 American Heart Association Guidelines Update for CPR and Emergency Cardiovascular Care. This video-based, Instructor-led course teaches both single- rescuer and team basic life support skills for application in both in- facility and prehospital settings.

<b>INITIAL or HEARTSAVER</b>	
<b>Clock Hours</b>	<b>4 Hours</b>
<b>Course Materials</b>	BLS Provider Manual (includes BLS Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA CPR Instructor to complete CPR skills practice and skills testing.  Students also complete a written exam in class.

<b>RENEWAL</b>	
<b>Clock Hours</b>	<b>4 Hours</b>
<b>Course Materials</b>	BLS Provider Manual (includes BLS Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA CPR Instructor to complete CPR skills practice and skills testing.  Students also complete a written exam in class.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.



## PEDIATRIC ADVANCED LIFE SUPPORT—INITIAL/RENEWAL

The AHA’s PALS Course has been updated to reflect new science in the 2015 AHA Guidelines Update for CPR and ECC. This classroom, Instructor-led course uses a series of videos and simulated pediatric emergencies to reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation, and team dynamics. The goal of the PALS Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcome.

<b>INITIAL</b>	
<b>Clock Hours</b>	<b>14 Hours</b>
<b>Course Materials</b>	PALS Provider Manual (includes PALS Pocket Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA PALS Instructor to complete PALS skills practice and skills testing.  Students also complete a written exam in class

<b>RENEWAL</b>	
<b>Clock Hours</b>	<b>14 Hours</b>
<b>Course Materials</b>	PALS Provider Manual (includes PALS Pocket Reference Card)
<b>Method of Instruction</b>	Lecture; Simulation; Debriefing
<b>Completion Requirements</b>	Students work with an AHA PALS Instructor to complete PALS skills practice and skills testing.  Students also complete a written exam in class

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## CCRN REVIEW

This 2-day course is designed for critical care nurses who are preparing to take the CCRN exam and for those who want to recertify. It is an in-depth review of the following critical care concepts that are outlined on the CCRN Blueprint.

Day One Review:

- Test-taking strategies:
- Clinical Judgment:
- Cardiac
- Pulmonary

Day Two:

- Neurology Review
- Endocrine
- Gastrointestinal
- Renal/Hematology
- Multi-systems
- Professional Caring and Ethical Practice

<b>CCRN REVIEW</b>	
<b>Clock Hours</b>	16 Hours
<b>Course Materials</b>	CCRN course review book (Course PowerPoint). Online CCRN question Bank)
<b>Method of Instruction</b>	Lecturing; Discussion; Q & A practice
<b>Completion Requirements</b>	80% attendance.  Completion of in-class assignments

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## NCLEX – RN/LVN Review

This is a three-day NCLEX board review with simulated exams, integrating the nursing process, client needs, pharmacology, nutrition, safety, infection control, legal issues, management of client care includes priorities and delegation, home care and cultural diversity.

### Day One—Test-Taking Strategies

The first day will give you the edge you need. It prepares you for the latest computerized NCLEX exam, so you can pass.

### Day Two—Medical Surgical Nursing

Throughout outstanding lectures and simulated exams containing hundreds of questions you will learn how to apply the nursing process in taking care of adults.

### Day Three—Maternal/Infant, Pediatric, Psychiatric Nursing

During the third day you will review hundreds of questions and discuss various case studies focused on maternal/infant nursing, pediatric nursing, and psychiatric nursing.

NCLEX – RN Review	
<b>Clock Hours</b>	24 Hours
<b>Course Materials</b>	NCLEX course review book (Course PowerPoint).  Online NCLEX question Bank
<b>Method of Instruction</b>	Lecturing; Discussion; Q & A practice
<b>Completion Requirements</b>	80% attendance.  Completion of in-class assignments

NCLEX – LVN Review	
<b>Clock Hours</b>	24 Hours
<b>Course Materials</b>	NCLEX course review book (Course PowerPoint).  Online NCLEX question Bank
<b>Method of Instruction</b>	Lecturing; Discussion; Q & A practice
<b>Completion Requirements</b>	80% attendance.  Completion of in-class assignments

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## VENTILATOR WORKSHOP

This workshop will update participants on the current state-of-the-art thinking on mechanical ventilation. Specifically, the course will Review basic principles of mechanical ventilatory support; Review recent advances in the evidence base for strategies of mechanical ventilatory support. At the conclusion of the class, the participant will be able to:

- List the indications for intubation and mechanical ventilation.
- Discuss the difference between ventilation and oxygenation.
- Differentiate between the different modes of ventilation, including advantages and disadvantages of each.
- Discuss the indications for PEEP and the related complications.
- List the complications of mechanical ventilation.
- Describe the nursing assessment and care of a patient requiring mechanical ventilation.
- Review methods used for weaning a patient from mechanical ventilation.

<b>VENTILATOR WORKSHOP</b>	
<b>Clock Hours</b>	7 Hours
<b>Course Materials</b>	Course review book (Pulmonary PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Simulation
<b>Completion Requirements</b>	80% attendance.  Completion of in-class assignments

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## MONITOR TECH CERTIFICATE

This Four-day program is designed for ECG Monitor Technicians, and other allied health personnel working in Emergency departments, critical care units, post-anesthesia care units, operating rooms and telemetry units. The material focuses on the essential information needed to interpret basic dysrhythmias. At the conclusion of the class, the participant will be able to list the indications for intubation and mechanical ventilation.

- Describe normal cardiac anatomy and physiology of the heart.
- Identify the waves and intervals of the cardiac cycle and state their normal values. State the 5 steps of rhythm interpretation.
- Pacemakers (coding, normal function, loss of capture, loss of sensing).
- State commonly used drugs and the correct dosage used to treat each of the above arrhythmias.
- Illustrate proper electrode and lead wire placement for a 5-wire system and a 3 wire system to obtain lead V1 (or MCL1) and V6 (or MCL6).
- Identify the most common atrial and ventricular, nodal, blocks, etc

<b>VENTILATOR WORKSHOP</b>	
<b>Clock Hours</b>	32 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Simulation
<b>Completion Requirements</b>	80% attendance.  Exam score of 80%.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## **BASIC TO ADVANCED EKG**

This three-day program is designed for RN, LVN, MD, ECG Monitor Technicians, and other allied health personnel working in Emergency departments, critical care units, post-anesthesia care units, operating rooms and telemetry units. The material focuses on the essential information needed to interpret basic dysrhythmias. At the conclusion of the class, the participant will be able to:

- Describe normal cardiac anatomy and physiology of the heart.
- Identify the waves and intervals of the cardiac cycle and state their normal values. State the 5 steps of rhythm interpretation.
- Pacemakers (coding, normal function, loss of capture, loss of sensing).
- State commonly used drugs and the correct dosage used to treat each of the above arrhythmias.
- Illustrate proper electrode and lead wire placement for a 5-wire system and a 3-wire system to obtain lead V1 (or MCL1) and V6 (or MCL6).
- Identify the most common atrial and ventricular, nodal, blocks, etc

<b>VENTILATOR WORKSHOP</b>	
<b>Clock Hours</b>	24 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Simulation
<b>Completion Requirements</b>	80% attendance.  Exam score of 80%.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## **NURSE REFRESHER**

The Nurse Refresher Course is designed to help nursing professionals absent from the inpatient hospital/acute care setting review and update nursing knowledge and skills, allowing them to return with confidence to the nursing field. This course takes place on weekends for a total of 8 days. Describe normal cardiac anatomy and physiology of the heart.

- Perform psychomotor assessment accurately to meet the needs of complex patient care situations.
- Collect significant patient data systematically and proficiently to determine physiological, psychological, sociocultural and spiritual needs of the patient.
- Develop a plan of care prioritizing nursing interventions to meet patient expected outcomes using nursing knowledge.
- Implement safe and effective care based on changing needs of the patient.
- Evaluate expected patient outcomes
- Communicate patient information as a member of the multidisciplinary team to improve patient care outcomes.
- Identify and implement evidence-based care strategies to prevent hospital-associated infections and complications such as falls, pressure ulcers, deep vein thrombosis and risk of suicide.

<b>NURSE REFRESHER</b>	
<b>Clock Hours</b>	63 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Simulation
<b>Pre-Requisites</b>	-Registered Nurse or -Vocational Nurse -International Nurses
<b>Completion Requirements</b>	80% attendance.  Participation and completion of assignments.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## CRITICAL CARE

California School of Health Sciences (CSHS) is proud to offer a Certificate of Completion in Adult Critical Care Nursing. The course aims to equip the registered nurses with essential knowledge and skills to perform effectively and efficiently in the critical care discipline, so as to ensure the delivery of safe, holistic and quality care to patients. Objectives covered:

**Day 1 & 2:** Basic EKG-Arrhythmia Identification Workshop

**Day 3 & 4:** Cardiac Dysfunction

**Day 5:** Metabolic & Endocrine & Hematology

**Day 6:** Neurologic Dysfunction

**Day 7:** Pulmonary Dysfunction / Ventilator

**Day 8:** Renal & GI Dysfunction/review

CRITICAL CARE	
<b>Clock Hours</b>	63 Hours
<b>Course Materials</b>	NCLEX course review book (Course PowerPoint).  Online NCLEX question Bank
<b>Method of Instruction</b>	Lecturing; Discussion; Simulation
<b>Pre-Requisites</b>	-Registered Nurse or - Vocational Nurse International Nurses
<b>Completion Requirements</b>	80% attendance.  Participation and completion of assignments

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.



## **FACULTY DEVELOPMENT INTERNSHIP**

This program certificate provides both seasoned and novice educators with the tools to plan, develop, and implement standards-based curricula and instruction that can help students learn and achieve their highest potential.

Furthermore, faculty will learn about different teaching methodologies and various instructional strategies to enhance interdisciplinary learning experiences in a variety of professional and educational settings.

### **FD 100: Curriculum Theory and Development**

This 4-week course is designed to assist students in developing those skills essential for curriculum development, restructuring, planning, and implementation. Three essential processes, curriculum development, assessment, and instruction will be considered with respect to relevant theory, research, and practice. This course is also designed to provide students with the knowledge and skills to fulfill leadership positions as perceptive and inquiring educators.

### **FD 101: Teaching Strategies**

This 4-week experience is designed to create a framework for your understanding of instructional strategies and their effective application in the classroom. The course is also focusing in building the knowledge in learning theories and evidence-based teaching. Participants will learn to apply effective strategies that stimulate critical thinking and creativity and promote cooperative learning. Applications of strategies will be illustrated through hands-on activities.

<b>FACULTY DEVELOPMENT INTERNSHIP</b>	
<b>Clock Hours</b>	80 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Meetings with Leaders
<b>Completion Requirements</b>	80% attendance.  Submitting Capstone Project successfully.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## NURSE EDUCATOR

This course is designed to provide the students with an overview of the roles and responsibilities of nursing educators with an emphasis on course structure, teaching strategies, classroom evaluation techniques, small tutorial groups and in-clinical sitting. Additionally, the course highlights principles of adult learning. Furthermore, will learn about different teaching methodologies and various instructional strategies to enhance interdisciplinary learning experiences in a variety of professional and educational settings. Some of the course objectives are:

1. Students will explore the writings of curriculum scholars and theorists to examine philosophical, historical, sociological, psychological, and political curriculum perspectives.
2. Students will explore curriculum development as a field of study and will participate in curriculum inquiry through professional discourse.
3. Students will refine their knowledge and analytical understanding of the relationship among the four main components of instruction – curriculum, teacher, students, and context.
4. Students will identify and apply sound instructional design principles to course development
5. Students will identify the various strategies in active learning.

<b>NURSE EDUCATOR</b>	
<b>Clock Hours</b>	24 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Meetings with Leaders
<b>Completion Requirements</b>	80% attendance.  Formulating & Presenting Topics Successfully

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

# Advanced Professional Development Courses

## RESEARCH RESIDENCY PROGRAM

The primary goal of this program is to provide visiting students and their advisors from International Universities with opportunities to explore the up-to-date information and resources to enhance their abilities to write and conduct a scientific research under the supervision of California School of Health Sciences faculty. The students and their advisors will be able to access online literatures, learn how to prepare documents using the APA format, and write the statement of purpose or problem, writing comprehensive research methodology and data collection and analysis. Furthermore, the students will be helped in the discussion and recommendation section of the research. Course Outline:

- Research Mentoring and Supervision
  - Thesis or Dissertation Research Support
  - Academic Writing Style & Page Layouts
  - Access to Full Text Articles online
  - Introduction & Literature Review
  - Advanced Research Methodology
- Results / Discussion
  - Limitations & Implications (SPSS)
  - Advanced Presentation Skills
  - Empirical Statistics
  - Advanced Quantitative Research Methods
  - Advanced Qualitative Research Methods

<b>RESEARCH RESIDENCY PROGRAM</b>	
<b>Clock Hours</b>	504 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Proposal Writing
<b>Completion Requirements</b>	80% attendance.  Submit a complete research proposal.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## ADVANCED MEDICAL SURGICAL REFRESHER

The Advanced Medical Surgical Nursing course is designed to prepare nurses to assume the role of a medical surgical nurse in a healthcare setting.

The content includes in-depth review of the following topics: Overview of Healthcare System, Critical Thinking, and Nursing Process, Patient Rights, Informed Consent, Advanced Directives, Organ Donation, Restraints, Charting Documentation Handling physician orders, Dispensing medications, Gas Exchange & Respiratory Function, Cardiovascular, Circulatory, Hematologic Function, Gastrointestinal, Metabolic, Endocrine Function, Renal, Urinary, Reproductive Function, Immunologic Function, Infection Control, Universal Precautions, Perioperative Concepts, Sensory neural, Integumentary Function, Burn Issues. Musculoskeletal, and Neurologic Function. Pharmacology will be covered for each system.

This program is divided into two modes of delivery—Didactic (classroom) for 144 hours and simulation lab for 96 hours. The simulation lab provides the student with opportunities to integrate and apply Medical Surgical skills and theory in clinical practice

<b>NURSE EDUCATOR</b>	
<b>Clock Hours</b>	240 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Virtual Simulation and Clinical Simulation
<b>Completion Requirements</b>	80% attendance.  Submitting all course assignments successfully.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## ADVANCED CRITICAL CARE COURSE

The Advance Critical Care course is designed to prepare nurses to assume the role of critical care nurse in a healthcare setting. The content includes in-depth review of the following topics: Overview of Healthcare System, Critical Thinking, and Nursing Process, Patient Rights, Informed Consent, Advanced Directives, Organ Donation, Restraints, Charting Documentation Handling physician orders, Dispensing medications.

The course will introduce students to hemodynamics, Cardiovascular, Circulatory, Pulmonary, ventilator, Hematologic Function, Gastrointestinal, Metabolic, Endocrine Function, Renal, Urinary, Reproductive Function, Immunologic Function, Infection Control, Universal Precautions, Perioperative Concepts, Sensory neural, Integumentary Function, Burn Issues. Musculoskeletal, trauma and Neurologic Function. Pharmacology will be covered for each system.

This program is divided into two modes of delivery—Didactic (classroom) for 144 hours and simulation lab for 96 hours. The simulation lab provides the student with opportunities to integrate and apply critical car skills and theory in clinical practice.

<b>NURSE EDUCATOR</b>	
<b>Clock Hours</b>	240 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Virtual Simulation and Clinical Simulation
<b>Completion Requirements</b>	80% attendance.  Submitting all course assignments successfully.

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

## ADVANCED LEADERSHIP AND MANAGEMENT

The related concepts of power, change, decision-making, budgeting, marketing, and ethics are examined for their contribution to the management process. The following concepts will be discussed:

- U.S. Human Diversity in Healthcare. U.S. Healthcare System
- Essentials Skills for Leaders. Introduction to externship sites
- Healthcare Ethics, Leadership characteristics, & presentation skills
- U.S. Military Healthcare System & VA System
- Leading Self
- Leading People: Communication and Motivation
- Lean Healthcare
- Service lines & Centers of excellence
- Expose fellows to US healthcare operations, including: Facility/plant management, IT systems/infrastructure,
- Clinical informatics, Supply chain, Environment of care, Emergency management, Culture of human kindness, Patient experience, Patient care, Patient spiritual care.
- Leading the organization
- Quality & Change.

<b>NURSE EDUCATOR</b>	
<b>Clock Hours</b>	240 Hours
<b>Course Materials</b>	Course review book (Course PowerPoint).
<b>Method of Instruction</b>	Lecturing; Discussion; Meetings with Leaders
<b>Completion Requirements</b>	80% attendance.  Completion of in-class assignments

This course does not lead to licensure or a State certification. This course is a continued education course, intended for profession development, and is not meant to lead to employment.

# **ENGLISH AS A SECOND LANGUAGE**

## **(ESL and Online ESL)**

The California School of Health Sciences' English as a Second Language Program has five learning levels from High Beginner (A1) to Advanced (C1).

Designed for non-native speakers of English, the CSHS ESL Program focuses on developing English speaking, listening comprehension, reading comprehension, academic writing, critical thinking, grammar, and vocabulary skills to prepare students for academic and career success. This program contains 18 hours of level-appropriate instruction per week offered in 12-week terms at our campus in Anaheim, California USA.

### **Admission Requirements**

1. Complete Application Form Be at least 17 years of age.
2. High school diploma is required for admission.
3. All applicants must take the Oxford QSkills Placement Exam and an IELTS based interview covering IELTS Speaking Task #1
4. Provide evidence of sufficient Financial Support/Guarantee
5. Copy of passport
6. Complete Application Form

### **Requirements for Distance Learning Students**

Meet the minimum computer requirements and internet connectivity requires for distanced learning students as outlined below:

- A. Headphones
- B. A microphone (mic)
- C. A webcam, computer video camera (or any other device with a camera such as a smart phone)
- D. Internet Connection: High speed broadband access (LAN, Cable or DSL)
- E. Operating system: Windows 10 or MacOS 10.15
- F. Processor: 2GHz or higher
- G. Memory: 1 GB of RAM
- H. Plug-ins: Adobe PDF Reader, Real Player, QuickTime
- I. Browser: Firefox, Chrome, Safari
- J. Sound and Video Card: Required
- K. Access to email account

## Level 1—High Beginner (A1)

Course Number	Lecture Hours/Week	Course Title
ESL 101	9	High Beginner Reading and Writing
ESL 102	9	High Beginner Listening and Speaking
<b>Total Hours</b>	<b>216</b>	

### ESL 101 – High Beginner Reading and Writing

Students in this High Beginner level course will develop English reading comprehension, writing skills, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in the ESL Intro Level. In addition, the students will continue to develop reading and writing skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Write a paragraph in English that includes a topic sentence, supporting sentences and a concluding sentence;
2. Apply the reading skills of previewing, predicting, skimming, and scanning to a beginning level reading text; and
3. Identify the main idea and supporting details of a paragraph written at the beginning level.

### ESL 102 – High Beginner Listening and Speaking

Students in this High Beginner level course will develop English listening comprehension, speaking, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Intro Level. In addition, the students will continue to develop listening and speaking skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Plan and give a brief oral presentation;
2. Take basic notes for short academic lectures and informal listening passages; and
3. Respond to questions about the topic, main ideas, details, and opinions from level appropriate listening passages.



## Level 2— Pre-Intermediate (A2)

Course Number	Lecture Hours/Week	Course Title
ESL 201	9	Pre-Intermediate Reading and Writing
ESL 202	9	Pre-Intermediate Listening and Speaking
<b>Total Hours</b>	<b>216</b>	

### ESL 201 Pre-Intermediate Reading and Writing

Students in this Pre-Intermediate level course will develop English reading comprehension, writing skills, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Level 1. In addition, the students will continue to develop reading and writing skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process;
2. Employ appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret The author's point of view to a pre-intermediate text; and
3. Write several coherently linked sentences using basic structures and well-known vocabulary demonstrating the ability to use pre-intermediate level grammar.

### ESL 202 Pre-Intermediate Listening and Speaking

Students in this Pre-Intermediate level course will learn English listening comprehension, speaking, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Level 1. In addition, the students will continue to develop listening and speaking skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Plan and give an oral presentation;
2. Take effective notes for academic lectures and informal listening passages employing symbols and abbreviation;
3. Give oral instructions about how to do something; and
4. respond to questions about topic, main ideas, details and opinions from level appropriate listening passages.

### Level 3— Intermediate (B1)

Course Number	Lecture Hours/Week	Course Title
ESL 301	9	Intermediate Reading and Writing
ESL 302	9	Intermediate Listening and Speaking
<b>Total Hours</b>	<b>216</b>	

#### ESL 301 Intermediate Reading and Writing

Students in this Intermediate level course will learn to develop English reading comprehension, writing skills, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Pre-Intermediate Level 2. In addition, the students will continue to develop reading and writing skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Write well-structured personal responses as well as narrative, opinion, analysis, cause/effect, and argumentative essays;
2. Utilize appropriate reading strategies to identify topics, main ideas, and key points to summarize, evaluate, and classify content for facts or opinions, and to make inferences or interpret the author's point of view to an intermediate-level text; and
3. Write compound and complex sentences using basic structures and well-known academic vocabulary demonstrating the ability to use intermediate level grammar.

#### ESL 302 Intermediate Listening and Speaking

This course is designed for non-native speakers at an intermediate level of English proficiency. ESL 302 focuses on increasing English listening comprehension, speaking, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL 202LS. Upon completion of the course, students will be able to:

1. plan and give an oral presentation;
2. take effective notes for academic lectures and informal listening passages employing symbols and abbreviation;
3. give oral instructions about how to do something; and
4. respond to questions about topic, main ideas, details, and opinions from level appropriate listening passages.

## Level 4 — Upper-Intermediate (B2)

Course Number	Lecture Hours/Week	Course Title
ESL 401	9	Upper Intermediate Reading and Writing
ESL 402	9	Upper Intermediate Listening and Speaking
<b>Total Hours</b>	<b>216</b>	

### ESL 401 Upper Intermediate Reading and Writing

This course is designed for non-native speakers at an upper-intermediate level of English proficiency. ESL 401RW focuses on increasing English reading comprehension, academic writing, critical thinking, grammar, and vocabulary skills to prepare students for academic and career success. This course is designed to build upon the skills learned in ESL 301RW. Upon completion of the course, students will be able to:

1. Write an essay in English that includes an introduction, supporting body paragraphs and a concluding paragraph;
2. Apply the reading skills of previewing, predicting, skimming, scanning, summarizing, and synthesizing to an upper-intermediate level reading text; and
3. Identify the main idea and supporting details of an essay written at the upper-intermediate level.

### ESL 402 Upper Intermediate Listening and Speaking

Students in this High Intermediate level course will learn English listening comprehension, speaking, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Level 3. In addition, the students will continue to develop listening and speaking skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Plan and give a 2-3 minute oral presentation;
2. Take effective notes for academic lectures and informal listening passages employing appropriate note-taking strategies, including symbols and abbreviation;
3. Give oral instructions about how to pursue and implement professional or business goals; and
4. Respond to questions about topic, main ideas, details and opinions from level appropriate listening passages.

## Level 5 — Advanced (C1)

Course Number	Lecture Hours/Week	Course Title
ESL 501	9	Advanced Reading and Writing
ESL 502	9	Advanced Listening and Speaking
<b>Total Hours</b>	<b>216</b>	

### ESL 501 Advanced Reading and Writing

Students in this Advanced level course will learn to develop English reading comprehension, writing skills, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL High Intermediate Level 4. In addition, the students will continue to develop reading and writing skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Write well-structured paragraphs to describe a person, thing, or place, generate a short narrative of daily activities or past events, or give instructions by organizing steps in a process;
2. Employ appropriate reading strategies to identify main ideas and key points to evaluate the content for facts or opinions, make inferences, or interpret the author's point of view to a pre-intermediate text; and
3. Write several coherently linked sentences using basic structures and well-known vocabulary demonstrating the ability to use pre-intermediate level grammar.

### ESL 502 Advanced Listening and Speaking

Students in this Advanced level course will learn English listening comprehension, speaking, critical thinking, grammar, and vocabulary skills that will prepare them for their academic and career success. This course is designed to build upon the skills learned in ESL Level 4. In addition, the students will continue to develop listening and speaking skills by utilizing materials at the appropriate level. Upon completion of the course, students will be able to:

1. Plan and give an oral presentation;
2. Take effective notes for academic lectures and informal listening passages employing symbols and abbreviation;
3. Give oral instructions about how to do something; and
4. Respond to questions about topic, main ideas, details, and opinions from level appropriate listening passages.