CATALOG

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Main Campus: 3699 Wilshire Blvd, 4th Floor, Los Angeles, CA 90010 (213) 427-2200 Fax (213) 427-9278

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WELCOME TO CBD COLLEGE

Welcome to CBD! If you are interested in building a career in a growing field with a bright future, you've come to the right place. At CBD College, students gain the knowledge and skills needed to work in industries with a wide range of opportunities and specialties. Guided by a professional and dedicated staff, students enroll in a challenging and comprehensive curriculum that suits their individual needs. But the best part of CBD is the sense of community. Friendships develop beyond the classroom among students and staff, and CBD continues to provide cultural and career guidance for a promising future.

As you read this catalog, you will find features that make our school exceptional among educational and training institutions. We believe that our instructional methods, the pleasant learning environment, and expertise of our staff are second to none in our field. We also firmly believe that every student can and will achieve.

This catalog will provide you with information about the programs offered at CBD College as well as many of the policies and procedures of the institution. Please consider us your partners as you pursue success in your classes and in the workplace.

The statements and terms set forth in this catalog are to be considered as part of a student's Enrollment Agreement. In the event there is a conflict of terminology or meaning, the statement and terms in this catalog shall supersede all other documents and/or verbal agreements.

The catalog is updated annually and provided to prospective students prior to enrollment electronically or in person upon request. The catalog is available on the College's website for download by any interested person.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

<div align="center">

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
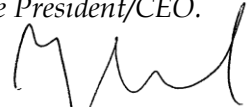
P.O. Box 980818, West Sacramento, CA 95798-0818

www.bppe.ca.gov,
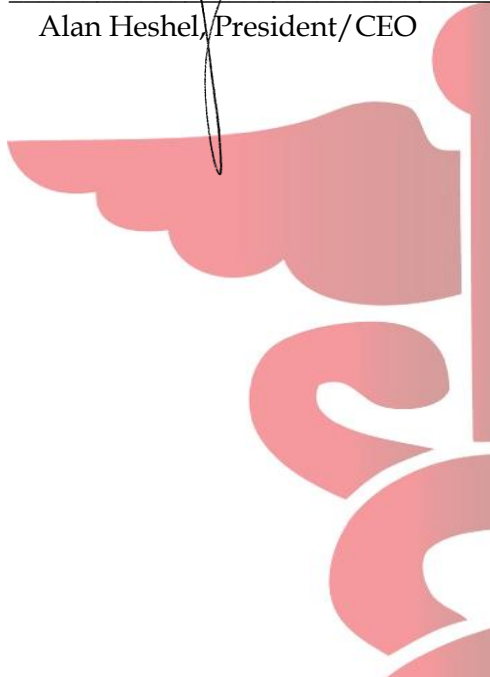
toll-free telephone number (888) 370-7589, (916) 431-6959 or by fax (916) 263-1897

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

All information in the contents of this school catalog is current and is so certified as true by the President/CEO.

Alan Heshel, President/CEO

BPPE APPROVAL DISCLOSURE STATEMENT

CBD College is a private non-profit public benefit institution incorporated under section 501c § (3) of the Internal Revenue Code. The College is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

APPROVALS

CBD College is approved by the **California State Approving Agency for Veterans Education (CSAAVE)** to accept veteran's benefits to train Veterans & eligible persons.

CBD College is approved by the **Regional Training Vendor for the South Bay Workforce Investment Board (SBWIB)** to accept and administer Workforce Investment Act (WIA) benefits.

INSTITUTIONAL ACCREDITATION

CBD College is institutionally accredited by and accepts the responsibility to maintain the principles of quality continuing education and the integrity of the following accrediting institution:

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N.
Falls Church, VA 22043
Tel (703) 917-9503 Fax (703) 917-4109

PROGRAMMATIC ACCREDITATIONS

The Associate of Applied Science in Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N, #7709 | Seminole, FL 33775
Tel (727) 210-2350 | Fax (727) 210-2354 | www.caahep.org

The Associate of Applied Science in Occupational Therapy Assistant program is accredited by:
Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane, Suite 200 | Bethesda, MD 20814
Tel (301) 652-6611 | Fax (301) 652-7711 | www.aota.org

The Associate of Applied Science in Physical Therapist Assistant program is accredited by:
Commission on Accreditation in Physical Therapy Education (CAPTE)
3030 Potomac Ave., Suite 100 | Alexandria, VA 22305-3085
Tel (703) 684-2782 | Fax (703) 684-7343 | www.capteonline.org

*The Associate of Science in Health Information Management program is in Candidacy Status,
pending accreditation review by the* **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)**
200 East Randolph Street, Suite 5100 | Chicago, IL 60601
Tel (312) 235-3255 | info@cahiim.org | www.cahiim.org

STATE AUTHORIZATION OF DISTANCE EDUCATION OUTSIDE OF CALIFORNIA

State Authorization of Distance Education Outside of California

The US Department of Education requires that any institution offering distance education programs to students who reside or are located outside of its home state must acquire authorization from the states in which students reside or are located. Regulations vary from state to state, as such, federal, state, and institutional policies may limit or prohibit CBD College's authorization for delivery of online education to students in certain states.

While the National Council for State Authorization Reciprocity (NC-SARA), established a voluntary state-level reciprocity process for interstate offering of postsecondary distance education programs, the state of California does not participate in the agreement and California-based institutions such as CBD College are not eligible to take advantage of the reciprocity agreement if they offer distance education in other states. Therefore, CBD College must seek and document a status with the states in which the institution enrolls distance education students.

CBD College does not enroll students from states where the institution is not licensed or authorized, exempt, operating under a waiver, or otherwise able to enroll students because the state's laws do not pertain to the institution or to the College's activities in that state.

Consumer Complaints

If you are a distance education student who wishes to file a complaint about CBD College, please review the institution's **Grievance Procedures** to submit your complaint. If you are unable to resolve your complaint through the steps outlined in the institutional Grievance Procedures, a formal written complaint may also be filed with any of the regulatory bodies listed in the Grievance Procedures (institutional and programmatic accrediting agencies, the school's state licensing agency and the Department of Education) or with the respective agency regulating postsecondary institutions in the state where you are located and/or reside.

CBD College is also required to provide a description of the process for submitting consumer complaints in each state from which the institution enrolls students. The complaint process for those states in which CBD College is authorized, exempt or otherwise approved to offer distance education programs and enrolls students is detailed in the section below.

IMPACT OF CHANGE IN LOCATION AND/OR RESIDENCE

Students must contact the school to discuss any change in their location prior to relocation. Should a student relocate to a state in which CBD College is not authorized to provide distance education, continued enrollment cannot be guaranteed. This may also impact a student's Title IV financial aid eligibility, loan repayment or deferment and/or veteran's benefits. Students should consult with the Financial Aid Office to determine the impact of a change in location and/or residence. (See also Student Location Policy in Distance Education section).

CBD College is physically located in the state of California, where it is also authorized to deliver distance education. In other states, CBD College is able to offer distance education because it has been granted authorizations/approvals, exemptions, and waivers, or because the state's laws do not pertain to the institution or to the College's activities in that state. The complete listing of states where CBD College offers distance education is articulated in the school's catalog and website. Hereby you are informed that if you relocate to a state in which the institution does not have an authorization/approval to operate prior to program completion, that this may adversely impact your ability to complete the program or gain in-field employment.

AUTHORIZATION INFORMATION

The list below summarizes CBD College's status in those states in which the institution currently offers distance education programs to that state's residents and the complaint process for those states.

Each state below lists the distance education program offered:
- **Bachelor of Science in Health Science (BSHS), or**
- **Associate of Science in Health Information Technology (HIT AS).**

Alaska (BSHS, HIT AS)

CBD College has been determined by the Alaska Commission on Postsecondary Education to meet the criteria for exemption from the authorization provisions because the programs are online or distance delivered and CBD College does not have a physical presence in the state.

[Alaska Commission on Postsecondary Education](#)
PO Box 110505
Juneau, AK 99811-0505
EED.ACPE-IA@alaska.gov

Arkansas (BSHS, HIT AS)

CBD College has been granted certification of the following degree programs by distance technology for our BSHS degree and HIT AS degree.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

[Arkansas Division of Higher Education](#)
Arkansas State Board of Private Career Education
423 Main Street, Suite 400
Little Rock, AR 72201
(501) 371-2000
https://adhe.edu/institutions/division-of-academic-affairs

Arizona (BSHS, HIT AS)

The Arizona State Board for Private Postsecondary Education does not require licensure of distance education programs if there will be no physical presence in Arizona. The Board defines physical presence as the use of any Arizona address, Arizona phone numbers, contact information of anyone listing an Arizona address or program offerings in Arizona. CBD College does not have a physical presence in Arizona and is therefore not required to be licensed. In accordance with state law, the Arizona State Board for Private Postsecondary Education is responsible for investigating student complaints against educational institutions licensed by the agency. Because CBD College is not currently required to be licensed by the board please direct any complaints to the [Arizona Office of the Attorney General](#). Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

[Arizona State Board for Private Postsecondary Education](#)

[Keith Blanchard-Investigator](#)
1740 W. Adams, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709

Keith.blanchard@azppse.gov

www.azppse.gov

Colorado (BSHS, HIT AS)
The Colorado Department of Higher Education policy permits out-of-state institutions to enroll Colorado residents into its online courses and programs without requiring authorization so long as there is not physical presence. CBD College's activities in Colorado do not trigger a physical presence; therefore, CBD College not required to be authorized in Colorado. The agency advises that the complaint process is only for authorized institutions under the state's degree authorization act. Students can file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

1600 Broadway, Suite 2200
Denver, CO 80202
URL: https://cdhe.colorado.gov/filing-student-complaint

Florida (BSHS, HIT AS)

After review from the Commission for Independent Education, Florida Department of Education, it has been determined that the distance education programs offered and educational activities of the College in the state do not require licensure at this time as they do not meet the definition of "operating in the state" as set by state statue. If a postsecondary institution is not licensed by the Commission, the agency directs students to file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as to the institution's accrediting agency.

Contact Name: Michael Santoro
Title: Program Specialist Supervisor
Agency: Commission for Independent Education
Address: 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399
Email: Michael.santoro@fldoe.org
Phone: 850-245-3200
URL: https://www.fldoe.org/policy/cie/

Hawaii (BSHS, HIT AS)

CBD College's activities in Hawaii do not trigger a physical presence; therefore the institution is not required to be authorized by the Hawaii Postsecondary Education Authorization Program (HPEAP).. For institutions not authorized by HPEAP, the Office of Consumer Protection (OCP) will take in complaints. OCP is a different agency from HPEAP. OCP takes in complaints about unfair and deceptive acts or practices. Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Office of Consumer Protection
Address: http://cca.hawaii.gov/ocp/contact/
Email ocp@dcca.hawaii.gov
Phone: http://cca.hawaii.gov/ocp/contact/
http://cca.hawaii.gov/ocp/
https://web2.dcca.hawaii.gov/ocpcomplaint/
Email: ocp@dcc.hawaii.gov

Illinois (BSHS, HIT AS)

CBD College has been granted continuous exemption from the Illinois Board of Higher Education because CBD College meets the definition of an Institution with Limited Physical Presence in Illinois as defined under state law. Complaints outside the oversight of the agency are referred to other appropriate agencies such as the Illinois Attorney General's Office. Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

[Illinois Board of Higher Education](#)
1 North Old State Capitol Plaza,
Suite 333
Springfield, Illinois 62701-1377
Phone: (217) 782-2551, Fax: (217) 782-8548

Nevada (BSHS, HIT AS)

CBD College is licensed by the Nevada Commission on Postsecondary Education under an experiential courses license. This license also allows the institution to deliver distance education to NV residents. Students enrolled in a licensed private postsecondary institution have the right to register a complaint with the Commission on Postsecondary Education. To file a complaint please fill out and submit a Student Complaint Form available on the agency's website.

Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104
mjwu@det.nv.gov

Ohio (BSHS)

The staff at the Ohio Department of Higher Education has advised CBD College that distance education programs that can be completed 100% online do not require authorization. The agency's complaint process does not extend to institutions not authorized by the agency that may enroll residents of the state (such as explicitly distance education programs with no physical presence or exempt institutions). Students can file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
Phone: (614) 466-6000, Fax: (614) 466-5866

Texas (BSHS, HIT AS)

CBD College is not regulated in Texas under Chapter 132 of the Texas Education Code; therefore, a license or exemption from the Texas Workforce Commission is not required.

CBD College currently has a distance education exemption with the Texas Higher Education Coordinating Board, until such time as at least one clinical/field-based learning experience is scheduled. At that time, the college will be required to seek authorization by the THECB.

Texas Workforce Commission
(800) 628-5115
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711-2788
Phone: 512-427-6101, Fax 512-427-6127

Contact Name: Kammi Contreras
Title: Student Complaints Staff
Agency: THECB – Office of General Counsel
Address: PO Box 12788, Austin, TX 78711
Email: Kammi.Contreras@highered.texas.gov or studentcomplaints@highered.texas.gov
Phone: 512.427.6438
URL: https://www.highered.texas.gov/links/student-complaints/

Utah (BSHS, HIT AS)

CBD College has been determined by the Utah Division of Consumer Protection to meet the criteria for exemption from registration requirements of U.C.A § 13-34-105 because CBD College is accredited by a national accrediting agency recognized by the US Department of Education. All complaints will be reviewed by the complaint processor to determine if it falls within the jurisdiction of the Division. If the complaint appears to be within the Division's jurisdiction, the complaint will be assigned to an investigator.

Utah Division of Consumer Protection
PO Box 146704
Salt Lake City, UT 84114-6704
Phone: (801) 530-6601, Fax: (801) 530-6001
Email: consumerprotection@utah.gov
https://dcp.utah.gov/complaints.html

Washington (BSHS)

The Washington Student Achievement Council has determined that CBD College does not require authorization for the institution's Bachelor in Science in Health Science distance education program and that the College's activities in the state do not trigger physical presence. Starting in Fall 2020, the complaint process will extend to out-of-state, 100% online, non-SARA participant institutions who do not require authorization but enroll WA residents.

Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
(360) 753-7800
info@wsac.wa.gov

Contact Name: Tivoli Sharp
Title: Program Associate, Consumer Protection
Agency: Washington Student Achievement Council
Address: P.O. Box 43430, Olympia, WA 98504-3430
Email: tivolis@wsac.wa.gov
Phone: 360-485-1080
URL https://wsac.wa.gov/student-complaints

PARTNERSHIPS

CBD College is recognized as a volunteer group for student's community involvement by the following organizations:
- American Red Cross
- Los Angeles Children's Hospital
- Be the Match (Bone Marrow Registry)
- Los Angeles Regional Food Bank
- Alexandria House (a transitional residence for single women and women with children)

MISSION

The Mission of CBD College is to provide educational opportunities, leading to careers or career advancement, in an open and supportive environment that encourages a lifelong quest for knowledge.

The Institutional Goals are to provide quality educational programs that can be completed in a relatively short time period and provide students the tools necessary for immediate and productive employment.

COLLEGE HISTORY / STATEMENT OF OWNERSHIP

Community Based Education and Development, Inc., doing business as CBD College, was established in 1982. Since then, CBD College has grown to be one of Los Angeles' best resources for vocational training and career advising for students of all nationalities, interests, and means. As CBD College became more structured, professional staff grew, and in 1994 CBD College received Course Approval from the State of California. CBD College was established in May 1996 as a California nonprofit corporation (501(c)(3)) to provide vocational education and training. The Board of Directors are: Alan Heshel, President; Jonathan P. Datz, Esq., Board Member; Alexander Dusovich, MD, Board Member; Polina Tsikman, CPA, Board Member; and Vladimir Ferkelman, Board Member.

In order to validate the professional competence of our program and to help assure the effectiveness of its courses, CBD College sought and received National Accreditation from the Accrediting Council for Continuing Education and Training (ACCET) in 1997.

In addition to ACCET accreditation, in April 2010, CBD College received a programmatic accreditation of its Surgical Technology Program by the Accrediting Bureau of Health Education Schools (ABHES) to allow students to take the National Exam and become licensed, increasing chances to find better positions.

Although the institution remained in good standing with ACCET for 18 years, CBD College sought and on August 3, 2015 received Institutional Accreditation through ABHES. The change of accrediting body was necessary due to a number of reasons, primarily related to the fact that CBD is uniquely health career oriented and, as such, is better suited to be accredited by a body that works exclusively with health education schools.

CONSUMER INFORMATION

The institutional course delivery mode for CBD College programs is blended for all programs, with the exception of the Bachelor of Science in Health Science completion program, which is delivered via full distance education. All residential courses, excluding clinical/externship courses, are taught at 3699 Wilshire Blvd, Fourth Floor, Los Angeles, CA 90010.

CBD College does not offer English language services, including instruction such as English as a Second Language (ESL). All instruction occurs in English. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of a state-authorized high school proficiency exam. English language proficiency is demonstrated by passing scores on the entrance exams.

CBD College does not have a pending petition in bankruptcy, did not operate as a debtor in possession, has never filed a petition within the preceding five years or has had a petition of bankruptcy filed against it within the preceding five years in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

Institutional Consumer Information is available on the website: https://www.cbd.edu/consumerinformation.

SCHOOL RIGHTS

The College reserves the right to add or withdraw any course or program, or to make changes to policies, procedure, instructional staff, equipment, curriculum, tuition fees, class/break schedules, regulations or any published agreement, as conditions warrant.

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

When ongoing federal, state or professional changes take place that affect students currently in attendance, the college is required to make the appropriate changes.

LOCATION AND FACILITIES

CBD College is located in the heart of Los Angeles at 3699 Wilshire Blvd, Fourth Floor, Los Angeles, California 90010. www.cbd.edu.

Housed in a modern, air-conditioned facility, the College is accessible to disabled students. Reasonable accommodations will be made for students with special needs to enable them equal access to admissions and learning opportunities. A student with a disability who needs academic accommodations is encouraged to contact the School Administrator.

The 25,000 square foot facility consists of labs and lecture rooms, administrative offices, a job search lab/student resource library, and student lounge.

To provide quality training and enhance classroom learning, the College maintains industry-related technology, and industry standard equipped program specific labs. Students receive hands-on experiences and training in our programs. The laboratories contain workstations simulating real work environments that students will encounter in the professional setting.

Students have access to a current job search lab/resource library to supplement their learning experience. Students are encouraged to increase their knowledge through use of these facilities. The College complies with federal, state, and local laws, regulations and ordinances. These include requirements for fire safety, building safety, and health regulations.

INTERNATIONAL STUDENT

This school is authorized under federal law to enroll nonimmigrant alien students. International students must meet the same admissions standards as all other students (please refer to the Admissions Policy). Student applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status must meet the additional requirements below:

- Provide a copy of valid passport;
- Documentary evidence of financial support in the amount indicated on the SEVIS form I-20MN; and
- Documentation of English language proficiency (please refer to English Language Proficiency Policy)

The Certificate of Eligibility for Non-Immigrant (F-1) Student Status – For Vocational Students (I-20MN) is issued to students when they are accepted by the school. Applicants use the I-20MN to apply for the M-1 nonimmigrant student visa and are responsible for any associated fees (e.g., SEVIS fee). Please contact the CBD College's Designated School Official (DSO) for additional information about studying in the United States or with questions about the above requirements (213-427-2200, international-student@cbd.edu).
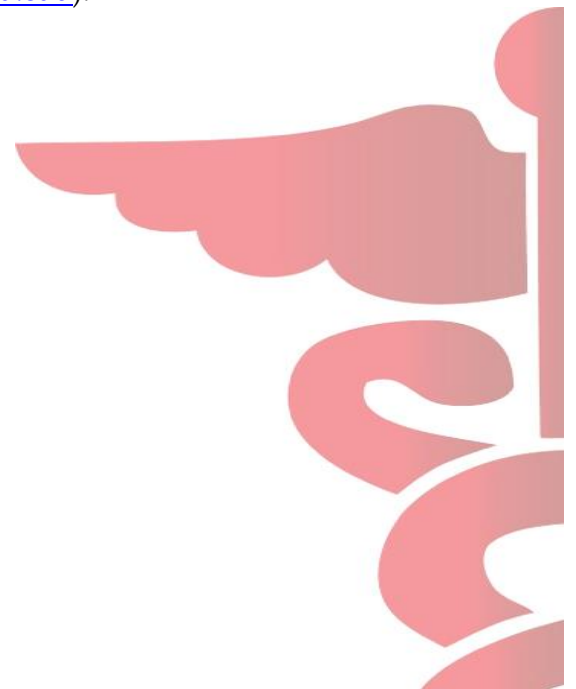
ADMISSIONS

REQUIREMENTS

To be admitted to CBD College, the applicant must:

- Be at least 17 years of age.
- Have earned a high school diploma or its equivalent[1], or completed an Associate level degree or higher.
- Meet with an Admissions Representative.
- Present valid government picture ID.
- Pass the Wonderlic Scholastic Level Examination (SLE) Test and Wonderlic Advanced Skills Test (WAST)
- Be a resident and be located in a state in which CBD College is permitted to deliver distance education (see State Authorization of Distance Education Outside of California section of the catalog).
- Pass an online orientation course, inclusive of distance education readiness assessment, verifying hardware, software, and computer literacy requirements, confirming the ability to be successful in a virtual classroom environment.

CBD College does not admit Ability-To-Benefit applicants.

In addition to the general admissions standards described above, all programs require candidates to have particular physical and cognitive tasks in order to meet the technical standards of the profession:

- Sufficient motor functions to perform basic life support, transfer and position patients, position and operate health care equipment, and the capability to manipulate multiple objects simultaneously.
- Sufficient sensory and observation abilities in order to differentiate subtle variations in color, shape, and texture, observe patients from a distance or close at hand, hear audio and see visual alarms, and read various forms of documentation.
- Applicants must be able to perform the essential functions of the profession and meet the standards of the curriculum.

Computer Skills needed for Distance Education
o Ability to use web browsers, various search engines, and library databases
o Ability to enter Uniform Resource Locators (URLs)
o Ability to download and save files from the Internet, install software, and use virus protection
o Be able to complete online forms; participate in discussion boards, chats, and messengers
o Be able to cut or copy and paste, use spell-check, and save files in different formats
o Be familiar with web-based email, including sending and receiving attachments
o Ability to manage files and folders (save, name, copy, move, backup, rename, delete, check properties)

Hardware needed for Distance Education
o Computer with at least 100MB free space, 2GB RAM, and 16 Bit sound card
o Access to Internet Service – Broadband (cable/DSL recommended)
o Printer
o Keyboard, mouse/trackpad, speakers, and microphone
o Internal or external webcam
o Monitor that will display 1024x768 or 1280x720 minimum resolution, with 32-bit color graphics

Software needed for Distance Education
o Windows 7 or above, or Mac 10.10 or above
o Google Chrome 30, Firefox 25.0, Safari 6, or Internet Explorer 10.
o Java, JavaScript, and cookies must be enabled in browser.
o Pop-up blocking software may need to be disabled

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[1] The following are the equivalent of a high school diploma: (1) GED; (2) A state certificate received by a student after the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma; (3) an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree; (4) For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

- o PDF reader - Adobe Acrobat Reader DC (free download at https://get.adobe.com/reader)
- o Adobe Flash Player, latest version (free download at https://get.adobe.com/flashplayer)
- o Microsoft Word, or word processing software that can save files in the .doc or .docx format. OpenOffice is acceptable: free software is available at http://www.openoffice.org and it is required to save files in .doc or .rtf format.

PROCEDURES

Students who are at minimum 17 years of age may be accepted and enrolled if they have earned a high school diploma or its equivalent, or if they have successfully completed their education in a foreign country where that education is recognized as being equivalent to a U.S. high school diploma or above[2]. Students must provide a proof of graduation (see admission requirements above).

To begin their college experience, applicants must complete an Admission Packet (*Note: If you have been convicted, found guilty of, or pled nolo contendere to any crime (felony or misdemeanor), other than a speeding or parking violation, you MUST seek clarification from the board of the program you are applying for, as to your eligibility to apply for Board examination),* meet with an Admissions Representative and meet Admissions Requirements. *Note: Health screenings, immunizations, and current BLS CPR certification are required prior to placement into clinical externship. Drug and alcohol testing are required by some clinical externship sites prior to placement into site.*

All enrolled students must complete the orientation course designated for the program.

The school reserves the right to deny enrollment based on candidate test scores, prior criminal record, failure of the candidate to meet admissions requirements, or to comply with any applicable local, state or federal laws, statutes or regulations and, when appropriate, based on the decision of the Interview Team.

New applicants may apply to the same program no more than three (3) times.

Acceptance and matriculation rates are maintained by the Director of Admissions and are made available upon request.

PROGRAM	SLE SCORE	WAST SCORE
AS in Health Information Technology (HIT AS)	15	Language 1300 Math 1300
AAS in Diagnostic Medical Sonography (DMS AAS)	15	
AAS in Magnetic Resonance Imaging (MRI AAS)	15	
AAS in Surgical Technology (ST AAS)	15	
AAS in Occupational Therapy Assistant (OTA AAS)	16	
AAS in Physical Therapist Assistant (PTA AAS)	16	
B.S. in Health Science (BSHS)	N/A	N/A

If the number of applicants is higher than the number of seats available for the program, students are placed on a waiting list based on the highest total score.

The applicant may take each of the Wonderlic SLE and WAST tests required for admission to a program up to three (3) times initially. If the applicant does not achieve a passing score on the required tests after three (3) attempts, the applicant must wait three (3) months before retaking the failed test(s). After the three (3) month waiting period, the applicant may take the failed Wonderlic SLE and WAST test(s) up to three (3) more times.

If the applicant does not achieve a passing score after these three (3) attempts, the applicant must wait one (1) calendar year before retaking all of the Wonderlic SLE and WAST tests required for admission to the program. The applicant will be allowed to take each of the Wonderlic SLE and WAST tests up to three (3) times after the one (1) calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three (3) attempts, the applicant will not be able to take the Wonderlic SLE and WAST tests again for admission to a program at the college.

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[2] Evaluations that certify equivalency to US education must be submitted within seven (7) calendar days after program start date.

Applicants will only be admitted to the Associate Degree programs without taking the WAST tests administered at the college if they present to the college proof of completion of a baccalaureate degree or higher at an accredited school.

DMS Degree Applicants
- Each applicant will be evaluated by the Interview Team. The members of the Interview Team will use a Candidate Interview Form and award selection points for the applicant's responses.
- Selection points are also awarded for the admission assessment scores on the Wonderlic SLE and WAST.
- Total selection points are calculated from the admissions assessment scores and Interview Team evaluation. Applicants are ranked based on the total score.
- Applicants who have met the minimum admission requirements for the DMS degree program and who have the highest selection ranking will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than the required number of individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

Bachelor's Degree Applicants
- Meets the minimum admission policies, as described above in this catalog, including Distance Education/Blended Program requirements.
- Additionally, applicants to the Bachelor of Science in Health Science program are required to have a healthcare related associate degree from an accredited educational institution. The associate degree should include a total of 90 quarter credit hours (67.5 associate-level core quarter credit hours and 22.5 general education quarter credit hours). Additional transfer credits may be granted based on an individual student's associate degree. General Education transfer credits should include subject matter from the humanities, mathematics, sciences, and the social sciences.

PHYSICAL THERAPIST ASSISTANT PROGRAM ADMISSIONS
The Physical Therapist Assistant (PTA) program admits twenty-eight (28) students plus alternates three times per year. The admitted and alternate seats in Module 1, General Education classes, are offered to the applicants with the highest selection ranking with points earned from placement testing scores, interviews, and a graded essay.

The PTA program is limited to a maximum of 28 students progressing from Module 1 to Module 2 classes, which begins the technical study phase of the program (students repeating Module 2 classes are not included). Should any of the 28 PTA students admitted to Module 1 fail a class or withdraw from the program, the available seat in Module 2 is offered to the alternate who meets all progression requirements and has the highest average grades in all Module 1 classes.

PTA program alternate students who are not offered a seat in Module 2 but pass all Module 1 classes with a grade of 75% or higher, are guaranteed admission to Module 1 in the next available cohort. Students who do not pass all Module 1 courses with a 75% or higher may re-apply to the program.

Students admitted to the PTA program complete all Module 1 courses in a distance education format. Once students begin technical study in Module 2, all courses are taught on-campus in a paperless classroom that requires each student to have daily access to a personal computer that meets all of the requirements for distance education.

BACKGROUND CHECKS
The background check is initiated upon the start of the program. Students of CBD College are advised that hospitals and outpatient clinics typically require that students submit to background checks and receive appropriate clearance before they will be permitted to participate in clinical rotations at those institutions. Students who do not receive appropriate clearance may be unable to fulfill their academic requirements at CBD College, and therefore may not be able to complete their educational program. If you know of anything in your background check that may prevent you from taking the licensure/certification exam, we advise you to inform an admissions representative prior to enrolling in any program of study. If a clinical site requires an updated background check, CBD College will initiate one on the student's behalf, which will be at the student's expense.

Any felony or certain misdemeanor convictions may prevent the student from being accepted by externship or clinical sites, as well as obtaining certification/licensure upon graduation, which may prevent the student from obtaining gainful employment.

Note: If you have been convicted, found guilty of, or pled nolo contendere to any crime (felony or misdemeanor), other than a speeding or parking violation, you MUST seek clarification from the prospective board(s) (DMS at www.ardms.org, PTA at https://www.fsbpt.org and http://www.ptbc.ca.gov , MRI at https://www.arrt.org/, OTA at http://www.nbcot.org/, PhT at http://www.pharmacy.ca.gov/, ST at https://www.nbstsa.org/, DA at http://www.dbc.ca.gov/) as to your eligibility to apply for Board examination. Students who wish to sit for the CCI examination must seek clarification from CCI at www.cci-online.org.

DOCUMENTED DISABILITIES

CBD College complies with ADA Standards to provide overall program accessibility throughout its campus for persons with disabilities. If a student is aware of or suspects there is a reason that may interfere with his/her ability to complete program requirements, for which the student requires an accommodation from the school, he/she should contact the Dean of Education and must provide appropriate documentation (e.g., a note from a licensed healthcare provider or an IEP). Accommodation requests may also be submitted by emailing ADA@cbd.edu. Accommodations are not provided retroactively. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate accommodations will be attempted and all requests will be held in confidence. CBD College is unable to provide accommodations that would result in a fundamental alteration of the school's program.

TRANSFER STUDENTS

TRANSFER STUDENTS; EVALUATION OF TRANSFER CREDIT

CBD College reserves the right to deny or accept transfer of credits at its sole discretion. Students previously enrolled in any college accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) may submit their records to CBD College for review. The following programs are eligible for transfer credit consideration: OTA, PTA, ST, HIT, MRI and BSHS. Residency is defined as coursework completed at the College, not including transfer credit. A minimum of 25 percent of academic credits must be completed in residence. CBD College evaluates prior coursework for credit for general education and core coursework, program dependent.

CBD College will evaluate prior credit for students receiving VA benefits, grant credit as appropriate, notify the student of the evaluation, and adjust the program hours accordingly.

The acceptance of any credits may affect the amount of financial aid eligibility at CBD College. Therefore, all students requesting transfer of credit are encouraged to meet with a Financial Aid representative to be advised on how their particular transfer of credit request may affect their eligibility. If the credits are granted, the tuition will be prorated and reduced based on the number of transferable credits granted. The cost of textbooks may be reduced based on the approval of transfer credits. CBD College does not charge any fees for the review of or granting of transfer of credits. Students requesting to have their previously earned credits reviewed must provide transcripts to the school prior to the Add/Drop date of class. (Note: CBD College reserves the right to request official, sealed transcripts, as appropriate, if it deems it necessary for the purposes of conducting a transfer credit evaluation.) The requesting student will submit the documents to the Dean of Education, who will review and provide a written result of the review to the Student. The student must have a minimum passing grade of C or higher on all credits to be reviewed/transferred. Any late submission will not be accepted and no credit(s) will be given. The College's administration reserves the right to evaluate special circumstances.

Credit Transfer "IN" Requirements

● General Education (GE) course's objectives and credit hours of transferable course(s) must be similar to what CBD College offers.
● Courses transferred must have been completed within the last ten (10) years, exceptions may be made if the student has completed the courses as part of a conferred degree.

Transferable Courses

for PTA / OTA / ST:	for MRI:
English 100	*English 100*
Math 100	*Math 100*
Medical Terminology 100	*Medical Terminology 100*
Psychology 100	

for HIT / BSHS:
All classes are considered for Transfer Credit

Transfer "IN" Procedure:

Student will complete the Transfer Credit Form provided by the Admissions Department and submit it with the following documentation:

● Transcripts which list the courses taken, with grades achieved and actual number of hours/credits completed by category-theory/lab/clinical.
● The student will be advised of the school's decision prior to the add/drop date of class.

Advanced placement

CBD College does not provide credit based on achievement tests, challenge examinations, or experiential learning.

Credit Transfer "OUT" Procedure:

If a student chooses to transfer to another school, CBD College will provide an official transcript, syllabi and/or course outlines upon the student's request, which must be requested via email or phone. All required document(s) will be provided by the College within a reasonable timeframe.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION
The transferability of credits you earn at CBD College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or 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 credits, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending CBD College to determine if your credits, degree, diploma or certificate will transfer.

TRANSFER OR ARTICULATION AGREEMENTS
This institution has not entered into any transfer or articulation agreements with any other college or university.

READMITTED STUDENTS

READMITTED STUDENTS

To be considered for readmission to CBD College, former students must provide a detailed written explanation to the Dean of Education of the conditions that caused the original withdrawal or termination and demonstrate how those conditions have been resolved so that they can successfully continue the program of study. Applicants for readmission must complete the full admissions process and will be evaluated by an instructor and/or Program Director to assess retained skills. <u>Only one re-admission request will be considered and may be allowed</u>. A final decision will be made by a Re-Enrollment Committee.

<u>Readmission Requirements:</u>
- Any student whose education is interrupted must re-apply to CBD College and meet all current admissions requirements for their chosen program.
- CBD courses with a 75%, "C" or "pass" will be accepted towards readmission. Any courses below 75%, "C" or "pass" from the prior admission must be retaken. A student applying and accepted for readmission will join the next cohort during the course/Module in which they failed the course.
- Receive approval from the Re-Enrollment Committee

<u>Readmission Procedure:</u>
- Provide a detailed written explanation to the Dean of Education explaining the conditions that caused the original withdrawal or termination, and how those conditions have been resolved so that a student can reliably and successfully continue the program of study;
- Complete the admissions process;
- Retake and pass the entrance examination, if over a year from the date of exam;
- Be evaluated by an instructor and/or Program Director and pass the re-admission examinations described below;
- <u>Only one re-admission request to a program will be considered and may be allowed</u>.

Students who have been approved for readmission by the Re-Enrollment Committee will be readmitted on a space available basis. Readmitted students will be evaluated qualitatively only on the work completed while at the College.

The maximum time frame will be reduced for transfer/readmitted students based upon the remaining length of the program in which they enroll. Tuition will be pro-rated based on the length of the program. Each student will need to meet with Financial Aid to determine Title IV aid eligibility, as eligibility may be reduced based on transfer credit.
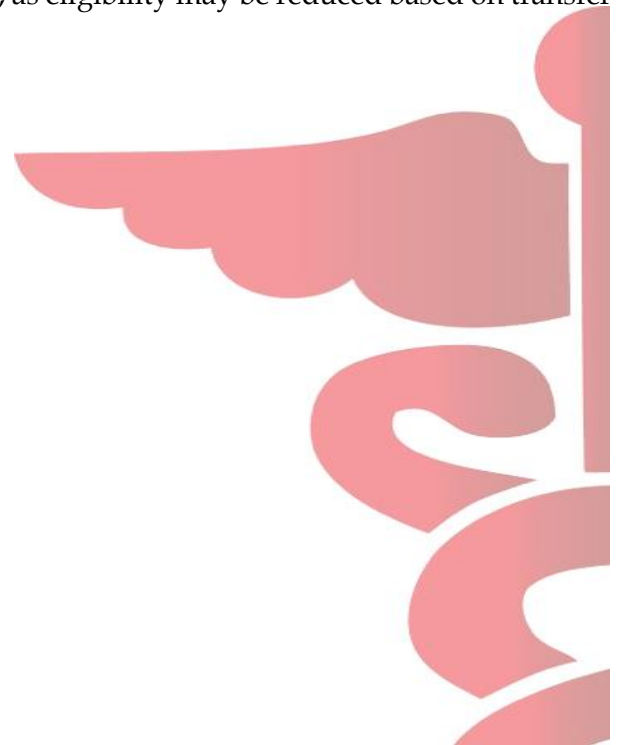
FINANCIAL INFORMATION

PROGRAM TUITION AND FEES

Program	Tuition	Registration Fee*	CPR	Background Check	Books/ Handouts	Uniforms/ Tools/Exam/ Membership	STRF*	TOTAL
Associate of Applied Science in Diagnostic Medical Sonography (DMS AAS)	$48,320.00	$75.00	$60.00	$50.00	$1,169.00	$200.00	$125.00	$49,999.00**
DMS AAS Year 1	$19,485.00	$75.00	$0.00	$50.00	$913.00	$120.00	$125.00	$20,768.00
DMS AAS Year 2	$22,515.00	$0.00	$60.00	$0.00	$256.00	$80.00	N/A	$22,911.00
DMS AAS Year 3	$6,320.00	$0.00	$0.00	$0.00	$0.00	$0.00	N/A	$6,320.00
A.S. in Health Information Technology (HIT AS)	$20,774.75	$75.00	N/A	N/A	$2,087.75	N/A	$57.50	$22,995.00**
HIT Year 1	$10,353.25	$75.00	N/A	N/A	$1,107.11	N/A	$57.50	$11,592.86
HIT Year 2	$10,421.50	$0.00	N/A	N/A	$980.64	N/A	$0.00	$11,402.14
Associate of Applied Science in Magnetic Resonance Imaging (MRI AAS)	$30,810.25	$75.00	$60.00	$50.00	$660.75	$400.00	$80.00	$32,136.00**
MRI AAS Year 1	$12,850.75	$75.00	$60.00	$50.00	$579.75	$320.00	$80.00	$14,015.50
MRI AAS Year 2	$17,959.50	$0.00	$0.00	$0.00	$81.00	$80.00	N/A	$18,120.50
Associate of Applied Science in Occupational Therapy Assistant (OTA AAS)	$48,065.50	$75.00	$60.00	$50.00	$1,309.50	$310.00	$125.00	$49,995.00**
OTA AAS Year 1	$14,296.00	$75.00	$60.00	$50.00	$605.25	$310.00	$125.00	$15,521.25
OTA AAS Year 2	$21,794.50	$0.00	$0.00	$0.00	$704.25	$0.00	N/A	$22,498.75
OTA AAS Year 3	$11,975.00	$0.00	$0.00	$0.00	$0.00	$0.00	N/A	$11,975.00
Associate of Applied Science in Physical Therapist Assistant (PTA AAS)	$47,026.00	$75.00	$60.00	$50.00	$2,213.00	$446.00	$125.00	$49,995.00**
PTA AAS Year 1	$14,839.30	$75.00	$60.00	$50.00	$1,146.95	$446.00	$125.00	$16,742.25
PTA AAS Year 2	$21,867.30	$0.00	$0.00	$0.00	$410.81	$0.00	N/A	$22,278.11
PTA AAS Year 3	$10,319.40	$0.00	$0.00	$0.00	$655.24	$0.00	N/A	$10,974.64

Program	Tuition	Registration Fee*	CPR	Background Check	Books/ Handouts	Uniforms/ Tools/Exam/ Membership	STRF*	TOTAL
Associate of Applied Science in Surgical Technology (ST AAS)	$31,009.60	$75.00	$60.00	$50.00	$799.40	$410.00	$80.00	$32,484.00**
ST AAS Year 1	$11,588.40	$75.00	$60.00	$50.00	$323.90	$0.00	$80.00	$12,177.30
ST AAS Year 2	$19,421.20	$0.00	$0.00	$0.00	$475.50	$410.00	N/A	$20,306.70
B.S. in Health Science (BSHS)	$15,814.50	$75.00	N/A	N/A	$1,063.00	N/A	$42.50	$16,995.00**
BSHS Year 1	$7,278.00	$75.00	N/A	N/A	$625.10	N/A	$42.50	$8,020.60
BSHS Year 2	$8,536.50	$0.00	N/A	N/A	$437.90	N/A	$0.00	$8,974.40

*Non-refundable. Effective April 1, 2022: STRF=$2.50 for every $1,000 rounded to the nearest $1,000. **Estimated schedule of total charges for the entire program.

Note: General Education courses are subject to a reduced tuition rate of $100 per quarter credit.

The student may incur additional non-institutional charges, such as, but not limit to traveling, parking, Drug Screening, detailed Background check, Physical Examination, if required by the clinical/externship site. The cost is the responsibility of the individual student.
Additional Fees, as applicable: Official Transcript $5.00, Return Check Fee $25.00

CBD College does not charge additional or specialized fees for participation in distance education courses.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

To be eligible for STRF, you must be a California resident or 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.

TUITION AND SCHOLARSHIP POLICY

Tuition is charged in accordance with the program in which you are enrolled. The school is currently approved to offer federal financial aid. For those who qualify, Pell Grants, Cal Grants or other forms of federal financial aid may be available to cover the cost of tuition, fees and materials. If students do not qualify for federal grants, they may be able to secure other options. To learn more, contact our Financial Aid Officers.

Currently the College does not offer a formal scholarship program. However, institutional personnel are familiar with public funding sources and their requirements. Financial Aid personnel will provide this information to students interested in financial assistance.

Graduates of CBD College, who continue their education at the institution by enrolling in a higher credential level program are eligible for a lifelong learners' institutional credit applied to the tuition cost of the new program.

PAYMENT PLANS

CBD College accepts **CREDIT CARDS (except AmEx), DEBIT CARDS, ACH, CHECKS** or **MONEY ORDERS payable to CBD COLLEGE** as the methods of student payment.

Tuition payments should be made via check, money order or credit card. Recurring payments can also be scheduled with the student's authorization to withdraw the payment amount from his/her account. Checks that are returned for insufficient funds will be assessed a fee. If tuition payments by check are returned more than once for insufficient funds during enrollment, all future payments must be paid by money order or credit card. Payment of tuition as listed on the Schedule of Payments is due on the date reflected on the installment agreement. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge.

PAYMENT COLLECTION

The school will make any efforts to collect tuition/institutional charges due while the student is at school. If no payment is received fourteen (14) days after payment is due, the student may be removed from class and not be allowed to attend school until all payments are current. The College will not provide grade or attendance reports for students with outstanding balance. The College will not provide job placement assistance, subsequent enrollment, or any other student services until the student's account balance is current. The College reserves the right to utilize third-party collection services to collect outstanding balances.

FEDERAL AND STATE STUDENT AID GENERAL INFORMATION

The U.S. Department of Education/California Student Aid Commission sponsor the following major student financial aid programs approved for Community Based Education & Development / CBD College for which you may apply to determine your eligibility:

➢ Federal Pell Grants
➢ Federal Work Study
➢ Federal Supplemental Education Opportunity Grant

➢ Subsidized Loans
➢ Unsubsidized Loans
➢ Parent PLUS Loan

The School is approved to accept and administer benefits through the California Veterans Administration (CalVet) and the Workforce Investment Act (WIA).

To apply for Federal Financial Aid, students must create an FSA ID at https://fsaid.ed.gov/npas/index.htm and submit the Free Application for Federal Student Aid by visiting www.fafsa.gov. To apply for federal loans, please visit www.studentloans.gov. For more information on VA educational benefits visit: www.cbd.edu/vabenefits.

The Federal Institutional Code for CBD College is **032503**.

The following programs are available at CBD College for those who qualify.

Federal Pell Grants - are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. There is a lifetime limit of 600% eligibility for these grants. The grant amount is determined based on financial need and is calculated based on EFC (This number results from the financial information you provide in your FAFSA).

Federal Supplemental Education Opportunity Grant – awarded to undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.

Federal Work Study - provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses.

Direct Subsidized Loans – awarded to undergraduate students who have financial need; U.S. Department of Education generally pays interest while the student is in school and during certain other periods. Please visit www.StudentAid.gov/interest for the latest information on interest rates. Borrowers may not receive this type of loan for more than 150% of the length of their program of study; the U.S. Department of Education may stop paying interest if the student who received Direct Subsidized Loans for the maximum period continues enrollment.

Direct Unsubsidized Loans – Financial need is not required; the borrower is fully responsible for paying the interest regardless of the loan status. The Interest on unsubsidized loans accrues from the date of disbursement and continues throughout the life of the loan. Please visit www.StudentAid.gov/interest for the latest information on interest rates.

Direct PLUS Loans - For parents of dependent undergraduate students; borrower is responsible for all interest; financial need is not required. Please visit www.StudentAid.gov/interest for the latest information on interest rates.

Private Educational Loans - In case students are not eligible for free or lower-cost Title IV federal or state aid, students have the option of applying for private education loan in place of, or in addition to federal and state aid. Students are strongly encouraged to pursue the availability of free or lower-cost financial aid with the school's financial aid office. Students are encouraged to review each lender's terms and conditions before selecting a lender. All students considering borrowing student loans need to understand the differences between federal student loans and private student loans. The Borrowers must review and compare the terms, interest rates, associated fees and repayment options before accepting the loan. The terms and conditions of the Title IV, HEA program loans may be more favorable than the provisions of the private education loans.

Students should contact the financial aid office to discuss their options.

To receive aid from federal programs the student must:
- Demonstrate financial need
- Have a high school diploma or General Education Development (GED) certificate or state recognized equivalent
- Be enrolled as a regular student in an eligible program
- Be a U. S. citizen or eligible noncitizen
- Have a valid Social Security Number
- Maintain satisfactory academic progress
- Not be in default on a financial aid loan nor owe a refund to a financial aid grant received at any college or institution
- Provide required documentation for the verification process and determination of dependency status
- Not have borrowed in excess of the annual aggregate loan limits for the Title IV financial aid programs
- Not have exceeded the Lifetime Eligibility Limit (LEU) for Federal Pell Grant

The students must reapply and renew the FAFSA every year by the announced deadline. The student's circumstances will be evaluated every year for continued eligibility.

There are two disbursements for payments of tuition and fees per academic year. The first Grant and Loan disbursements are made on or after 30 days of school attendance. The second disbursements are made on or after the midpoint of the program of study. The student's loan/grants proceeds will be applied to the student's account for tuition and fees. Any remaining proceeds will be paid to the student or to parents by check, if parents qualify or for a Direct PLUS loan.

STUDENT LOAN COUNSELING
Prior to first disbursement of federal loans, all first-time borrowers of a Federal Direct Loan will be required to complete Entrance Counseling, which will provide comprehensive information on the terms and conditions of the loans and of the borrower's responsibilities.

All students will be required to complete Exit Counseling before they graduate or withdraw. Exit Counseling will help students calculate anticipated monthly repayment amount, choose repayment plan options and will provide other important information.

Students who will borrow Direct Loans will be required to repay the loans plus the interest regardless of the loan status. If a student withdraws, a refund calculation will be completed, and funds will be returned to federal programs in the order required by USDE. The interest rates for federal student loans are determined by federal law. The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. To calculate a sample loan repayment schedule, please refer to the following link.

https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator

All Federal Student Aid Information is being reported to the National Student Loan Data System (NSLDS) and is accessible by guarantee agencies, lenders and schools determined to be authorized users of the data system. The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data by visiting www.nslds.ed.gov.

BOOKS
The cost of all books and supplies are included in the total program price. All students have an option to opt-out of an arrangement that includes the cost of books and supplies in the total program. Should this option be chosen, students will be required to provide proof of purchase of ALL books and supplies by the cancellation date as noted in the Enrollment Agreement. Should they choose not to opt out, students will receive all applicable books and supplies no later than the 7th day of the payment period.

CANCELLATION/REFUND POLICY

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your program of instruction, without any penalty or obligations, through attendance at the first session or the seventh (7) calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; you have the right to receive a pro rata refund if you have completed 60% or less of the scheduled hours in the current payment period in your program through the last day of attendance.

2. Cancellation may occur when the student provides a written notice of cancellation at the following address: CBD College, Admissions Office, 3699 Wilshire Blvd, Fourth Floor, Los Angeles, CA 90010. This can be done by mail or by hand delivery.

3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

5. If the Enrollment Agreement is cancelled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed $75.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

6. Cancellations due to denial of an applicant: If an applicant is denied enrollment by the institution, or if a prospective international student has his/her visa application denied, a full refund of all tuition and fees paid will be made to the applicant.

7. Cancellations due to program cancellation: If the institution cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.

8. Cancellation Prior to the Start of Class or No Show: If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-show), the institution will refund all monies paid, less a registration or administration fee not to exceed $75.00.

9. Cancellation after the start of class: The policy for students who cancel after the start of the class are stated in the foregoing No. 1 of this section.

WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60% or less of the scheduled hours in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed $75.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

Should you decide to withdraw from the program, you will need to provide a notice of withdrawal at the following address: CBD College, Records Officer, 3699 Wilshire Blvd, Fourth Floor, Los Angeles, CA 90010. This can be done by mail, e-mail (recordsoffice@cbd.edu) or by hand delivery.

The written notice, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

The written notice need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal, or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution, and/or failure to meet financial obligations to the School.

- The student has failed to attend class for 14 consecutive calendar days, or failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. Clock hour programs: The amount owed equals the hourly charge for the program (total institutional charge, minus non-refundable fees, divided by the number of hours in the program), multiplied by the number of hours attended or scheduled to attend, prior to withdrawal.   Quarter Credit programs: The amount owed equals the hourly charge for the program (total institutional charge, minus non-refundable fees, divided by the number of hours in the program), multiplied by the number of hours scheduled to attend, prior to withdrawal. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of 14 days.

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

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

RETURN OF TITLE IV FUNDS POLICY
Federal regulations specify how CBD College must determine the amount of Title IV program assistance that the student earns if he or she withdraws from school. The Title IV programs CBD College participates in that are covered by this law are: Federal Pell Grants, Direct Loans, PLUS Loans, Federal Work Study and Federal Supplemental Education Opportunity Grants (FSEOG).

When a student withdraws during his/her payment period, the amount of Title IV program assistance that the student has earned up to that point is determined by a specific formula. If the student received (or the school or parent received on his/her behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If the student received more assistance than he/she earned, the excess funds must be returned by the school and/or the student.

The amount of assistance the student has earned is determined on a pro rata basis. For example, if the student completed 30% of the payment period, the student earns 30% of the assistance originally scheduled to receive. Once the student has completed more than 60% of the payment period, the student earns all the assistance that he/she was scheduled to receive for that period.

For a clock-hour program, the percentage of the period completed is determined by dividing the number of hours the student was scheduled to complete in the payment period or period of enrollment, as of the day the student withdrew, by the total number of clock hours in the same period as follows:

For a credit-hour program, the percentage of the period completed is determined by dividing the number of calendar days completed in the payment period or period of enrollment, as of the day the student withdrew, by the total number of calendar days in the same period. The number of calendar days in the numerator or denominator includes all days within the period, except for institutionally scheduled breaks of five or more consecutive days. Days in which the student was on an approved leave of absence would also be excluded. The day the student withdrew is counted as a completed day.

If the student did not receive all of the funds that he/she earned, the student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, CBD College must get the student's permission (or parent's permission in the case of a PLUS Loan) before it can disburse them. The student may choose to decline some or all of the loan funds so that additional debt is not incurred. CBD College may automatically use all or a portion of the post-withdrawal disbursement (including loan funds, if acceptable by the student) for tuition and fees.

For all other school charges, CBD College needs the permission of the student to use the post-withdrawal disbursement. If the student (or parent in the case of a PLUS Loan) does not give permission and there are additional post withdrawal funds, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce the student debt at the school. CBD College must also get the student's permission (or the parent's permission in the case of a PLUS Loan) before it can disburse directly to the student any Title IV grant funds that are part of a post-withdrawal disbursement.

There are some Title IV funds that the student was scheduled to receive that cannot be disbursed to the student once the student withdraws because of other eligibility requirements. For example, if the student is a first-time, first-year undergraduate student and has not completed the first 30 days of the program before the student withdraws, the student will not receive any FDLP funds that he/she would have received had enrollment continued past the 30th day.

If the student receives (or CBD College or parent on the student's behalf) excess Title IV program funds that must be returned, CBD College must return a portion of the excess equal to the lesser of:

1. The student's institutional charges multiplied by the unearned percentage of the student's funds, or
2. The entire amount of excess funds.

CBD College must return this amount even if it did not keep this amount of the student's Title IV program funds.

If CBD College is not required to return all of the excess funds, the student must return the remaining amount. For any loan funds that the student must return, the student (or parent for a PLUS Loan) repays in accordance with the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. The student must make arrangements with CBD College or the Department of Education to return the unearned grant funds.

The Tile IV funds are returned in the following order:

1. Unsubsidized Federal Stafford Loans	4. Federal Pell Grants
2. Subsidized Federal Stafford Loans	5. FSEOG (Federal Supplemental Educational Opportunity Grant)
3. Federal PLUS Loans	6. Other Funds

The requirements for Title IV program funds when the student withdraws are separate from any refund policy of CBD College. Therefore, the student may still owe funds to CBD College to cover unpaid institutional charges. If the student does not already know what CBD College's refund policy is, the student can ask the Financial Aid department for a copy. Examples indicating how Title IV refunds and intuitional refunds work are available from the Financial Aid Department. The Financial Aid Department can also provide the student with the requirements and procedures for officially withdrawing from school.

If the student has questions about his/her Title IV program funds, he/she can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243), TTY users may call (800) 730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

DETERMINATION OF THE WITHDRAWAL DATE
The student's withdrawal date is the date that the student provided to the institution, in writing or orally, of his or her intent to withdraw. If the student dropped without notifying the institution, or did not return from an approved leave of absence, the withdrawal date is the last date of academic attendance as determined by the institution's attendance records.
NOTE: **A student who is on an approved leave of absence retains in-school status for purposes of Title IV loans. However, the student should be aware that, if he or she does not return from an approved leave of absence, some or all of the grace period of the loan could have been used up, as the withdrawal date is set retroactively to his or her last date of attendance.**

DISTANCE EDUCATION

TECHNICAL SUPPORT

Technical support is available Monday through Friday, 9am-5pm PST. For support, visit https://my.cbd.edu and click the red Help button to search self-help articles. If you still need assistance, click "Leave a Message" with a detailed explanation.

STUDENT LOCATION POLICY

CBD College deems that students enrolled in programs delivered via blended (i.e., a combination of distance education and residential) instruction are located in the state of California and students enrolled in programs delivered via full distance education are located in states where the institution is approved, exempt or otherwise legally able to provide distance education. The institution relies on the information provided by the student during the enrollment process (e.g., address field on the enrollment agreement) to determine the student's location. It is the responsibility of the student to notify the institution of a change in his/her location to another state, as applicable. At the beginning of every module, students receive an automated email notification reminding them to document address changes and/or relocation information, as applicable

EVALUATION

The instructor's response to, or evaluation of, each student's lesson, assignment, project, etc. is returned to the student typically within forty-eight hours (excluding holidays and scheduled breaks).

UNITS OF CREDIT

All programs at CBD College are quarter credit. A credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement, defined by an institution, as approved by the institution's accrediting agency or state approval agency, that is consistent with commonly accepted practice in postsecondary education that reasonable approximates: i. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for a minimum of fifteen weeks for one semester or trimester hour of credit, or a minimum of ten weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or, ii. At least an equivalent amount of work as required in this definition for other academic activities as established by the institution, including laboratory work, externships, clinicals, internships, practica, studio work, or other academic work leading to the award of credit hours; and 203 In determining the amount of work associated with a credit hour, institutions are permitted to consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree level programs.

One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30) and rounded down to the next lowest half or whole number.

For Associate of Applied Science degree credit-based programs, the calculation is based on 5.0 outside hours for each credit hour of lecture/laboratory, wherein Academic Associate degree and Bachelor degree programs the calculation is based on one hour of classroom or direct faculty involvement and a minimum of two hours of outside preparation. Each week of an academic quarter represents one credit hour. The number of credit hours awarded for courses is based on the expected time required to successfully meet the course objectives. This time is a combination of activities including in-class lectures, laboratory work, outside reading, and other academic work.

For Financial Aid credits, where required by law, the institution uses federally defined clock-to-credit conversion to determine the enrollment status for Financial Aid processing. The conversion formula is: one quarter credit hour is equal to at least 25 clock hours of instruction, including a minimum of 20 clock hours of classroom or direct faculty instruction. The remaining 5.0 clock hours may include acceptable and documented student work outside of class and/or instructional hours.

ACADEMIC POLICIES/RETENTION

CBD College supports a regularized system for monitoring academic and professional aspects of individual student performance. Although professional aspects are not separate from such academic indicators as grade averages, the latter are monitored by a centralized system that is designed to ensure that exceptionally strong or weak performance will be noticed and will receive timely recognition and attention.

CBD faculty and staff are available to advise students on academic problems, and, if necessary, provide referral to special counseling services when required through the Student Affairs department. All efforts will be made to provide a supportive environment to assist each student in maintaining and continuing the program.

CBD College retention, progression and dismissal policies are composed of requirements outlined below.

STUDENT CONDUCT

Students are expected to follow all the policies and procedures of CBD College and to conduct themselves within the bounds of acceptable behavior at all times. Any infraction of College rules, including improper or unruly behavior, may result in probation, suspension, and/or termination.

ACADEMIC DISHONESTY

Any student who engages in academic dishonesty, including, but not limited to, plagiarizing another person's work; cheating on an examination or assignment; distributing copies of examinations, assignments, or answer sheets to other students; passing off another's work as one's own; and/or aiding one or more other students in committing the same or similar acts of academic dishonesty will be given a grade of zero for the exam or assignment in which the infraction occurred. If a student commits a second (2nd) act of academic dishonesty, he or she will be dismissed from the college. A student may appeal his/her dismissal from the college for academic dishonesty. The appeal must be made in writing to the Dean of Education.

ATTENDANCE

Students who have been absent from classes for fourteen (14) consecutive calendar days (excluding scheduled breaks between modules) will also be dropped from the training program. Special consideration will be given to students with extenuating circumstances such as illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the Dean of Education and/or CAO.

TARDINESS/EARLY DEPARTURES

CBD College considers a student late or an early departure if he/she arrives after a class starts or leaves before the end of the class.

Students arriving late for classes or leaving the classroom early will receive a tardy in their records. Students returning back from breaks late will also be considered late and receive a tardy.

MAKE-UP WORK

Make-up hours must be completed in order to advance to the next Module. Non-made-up time may result in termination from the program.

Students are responsible for all work missed as a result of an absence. Make-up work will be scheduled and arranged between the student and the instructor and should be completed within two (2) weeks, or before the end of the course/module, whichever occurs first.

LEAVE OF ABSENCE

Occasionally, circumstances arise that require students to interrupt their training. Depending on the situation and length of time, students may be granted a leave of absence. Examples of approved LOA circumstances include, but are not limited to, documented family emergency, serious illness, active military duty or other extenuating reasons, which are unlikely to reoccur. Students who find it necessary to take a leave of absence must submit an electronically signed and dated written request to the Records Officer. A student must request a leave of absence in advance of the start date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe (14 consecutive calendar days, holidays and scheduled breaks excluded) consistent with the institution's consecutive absence policy, he or she will be dropped.

The electronically signed written request must outline the circumstances and duration of the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested. The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study. If the student is a Title IV loan recipient, the College will provide an explanation to the student, prior to granting the LOA, the effects that the student's failure to return from LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.

A leave of absence may not exceed 180 calendar days in any 12-month period. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit. An approved leave of absence may be extended (by contacting the Records Officer in writing) for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit. The College does not assess the student any additional charges as a result of the leave of absence.

Jury Duty/Court Appearances

Jury duty is a civic obligation that CBD College recognizes as an individual's responsibility to serve when summoned; however, students called to serve should work with officials to defer service until graduation whenever possible.

Students should present their summons or subpoena to the Program Director as soon as possible. Program faculty will work with students to complete any course material missed, if necessary.

Military Leave

CBD College acknowledges the responsibility of men and women to fulfill military service. This policy applies to military absence resulting from service in the uniformed services. Military service (or service in the uniformed services)—service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. This does not include National Guard service under state authority. The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice. CBD College has designated the Program Director and/or the Financial Aid Office as points of contact for the student to provide notification of service and notification of intent to return. These notices do not need not follow any particular format. CBD College will promptly readmit a service member with the same academic status as he/she had when last attending the school or accepted for admission to the school. Re-enrollment will be coordinated on a case by case basis with input from the Dean of Education to ensure academic success.

MODULE REPEAT

Repeated modules will appear on the student's transcript, but only the newest grade earned will be included in the calculation of the cumulative grade point average. Attendance in successfully repeated module (s) will replace attendance in a prior unsuccessful attempt. Coursework repeated may adversely affect students' academic progress in terms of the maximum time frame allowed for program completion.

By failing any one course in the first module (i.e., General Education), the student fails the entire module resulting in termination from the program. The student may apply for readmission to the program through the admissions process. If the student is admitted to the program, the student must repeat all courses in the first module.

A failed Core curriculum module (i.e., module two and beyond) may be repeated only once. By failing any one Core curriculum course, the student fails the applicable module associated with the course. Students are given the option to repeat the entire module (i.e., all courses associated with the module) in order to continue in the program or, alternatively, to withdraw from the program.

TERMINATION

Termination from CBD College may occur for academic, legal, ethical or safety violation of CBD College policies, including but not limited to:

A. An inability to meet academic minimum progression requirements twice.
B. Failure to adhere to clinical externship policies.
C. Failure to adhere to attendance policies.
D. Failure to return from a Leave of Absence.
E. Failure to meet financial obligations to CBD College
F. Endangering the safety of others on campus or in the clinical setting.
G. Failure to comply with Student Conduct and Rules
H. Involvement in any practice that qualifies as academic dishonesty.
I. Vandalism or abuse of campus property and/or clinical equipment.
J. Violation of patient privacy/HIPAA regulations.
K. Use, possession or sale of alcohol, illegal drugs or controlled substances anywhere on school premises or as part of the educational program.
L. Possession of firearms or other weapons on school premises or as part of the educational program.
M. Engaging in any form of harassment or threatening behaviors toward students, faculty or administrators.
N. Other incident(s) or behaviors determined to be so severe they warrant termination.

Students at risk of termination for academic reasons are notified in writing and formally advised prior to termination. Terminated students are entitled to due process as detailed in the Appeals Process policy.
Students terminated for legal, ethical or safety reasons (items F-N above) are not eligible for re-admission to CBD College.

APPEAL PROCESS

Students who wish to appeal a decision that has an adverse impact on their academic standing must submit a letter to the Chief Academic Officer/Dean of Education within five (5) calendar days of the notification of the adverse academic standing. The appeal letter should describe any extenuating circumstances that the student deems may deserve further consideration. Only extraordinary circumstances, which are unlikely to recur, will be considered. The Appeal Committee, comprised of unbiased staff and faculty members, will review all appeals. The student will be provided with a written decision within ten (10) calendar days of the School's receipt of the appeal. The Appeal Committee's decision will be final. Students reinstated upon appeal must meet the terms and conditions set out in the letter granting the appeal.

TESTING PROCEDURES

GENERAL TESTING PROCEDURES

STUDENTS ARE REQUIRED TO TAKE ALL THE EXAMS AND QUIZZES LISTED IN THE SYLLABUS. IT IS NOT PERMITTED TO SKIP ANY TEST.

General testing procedures

1. Online Quizzes and Exams (tests) are timed and can be taken any day and time of the week during which they are scheduled and made available.
2. Students are advised to take the tests using a PC with a stable internet connection, and in an environment free of distractions and sources of interruption.
3. Once the test has been started it cannot be paused and should be completed and submitted within the allotted time. Tests not submitted by the student will be automatically submitted by the system at the end of the allotted time.

4. The online test taking must be a solitary activity and no cooperation and communication with other students is allowed during the test week, about the test. Measures are in place to verify that any submitted test is the result of a solitary student activity and not of a collaboration between students.

A student found violating any of these general testing procedures or exercising any practice that qualifies as academic dishonesty may have the test invalidated, with no opportunity to be retaken.

Students not taking and submitting a test during the allotted week will be automatically placed under the retake policy.

Plan for improvement

A Plan for improvement will be provided for students not achieving the minimum pass score on any given test.

The theory instructor will identify the areas needing improvement and will develop a plan indicating the areas needing improvement and the steps to be followed, allowing the students, if applicable, to retake the failed test, under the retake policy conditions, observing the timeframe of 1 (one) week of the failed/missed test, or until the last day of the course, whichever occurs first.

Remediation Plan

The remediation plan is an intensive intervention to help students with failing average scores to bring their GPA to the minimum required to pass the course. This plan is developed by the theory instructor and may include tutoring sessions, research projects and other didactic methodologies applicable to address the problem as deemed appropriate by the instructor.

Students not reaching the minimum pass score average at any given month during a Module will be advised to follow the Remediation Plan individually created to optimize the weak areas.
Failure in achieving the minimum pass score at the end of the module may result in immediate termination from the program.
CBD does not require a drug screening at this time; however, every student must be aware that almost every clinical/externship site requires a drug screening test before starting a clinical experience at their clinic/facility. Exemption: The Surgical Technology

CLINICAL/EXTERNSHIP EXPECTATIONS

DRUG SCREENING
CBD does not require a drug screening at this time; however, every student must be aware that almost every clinical/externship site requires a drug screening test before starting a clinical experience at their clinic/facility. Exemption: The Surgical Technology and Diagnostic Medical Sonography programs require all students to take a drug screening test prior to beginning of clinical rotation. The drug screening is to be completed during the module directly preceding the clinical/externship portion of the program by the student at any clinic of their choice. The cost is the responsibility of the individual student. The results are to be returned to the Clinical Coordinator in preparation for clinical experience. The decision to move forward in case of Positive drug screening is up to each individual clinic. Students may retake a drug screening test if there is enough time before a start of clinical experience. Positive drug screening may prevent a student from going to clinical site, which will result in removal from the program.

PHYSICAL EXAMINATION FORM

Each applicant is responsible for the cost of his/her physical examination.

All students enrolled in Surgical Technology, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Physical Therapist Assistant and Occupational Therapy Assistant programs are required to complete and submit the CBD College Physical Examination Form, **duly completed by a physician,** before starting a clinical experience at their clinic/facility. The physician will examine the student and determine whether he/she holds the capability to perform the expected tasks related to the program of study. This form must be completed by the midterm of the

module directly preceding the clinical rotation/externship. An incomplete form will prevent the student from progressing to the Clinical Education portion of the program and may eliminate them from the program.

This form also serves as evidence that the student has documentation of the required immunizations for MMR, Varicella, Hepatitis B, and Tdap. Students non-immunized may not be accepted by the healthcare facilities for their rotations and therefore will be at risk of not completing all the requirements for graduation.

The physical examination form must also attest that the student has been negatively tested for TB, or has a clear chest x-ray, in case of a positive TB Exam.

VACCINATIONS

Students may be required, by the clinical sites to which they have been assigned, to undergo immunizations, including COVID-19, influenza and other vaccinations, prior to placement into clinical externship. If a student refuses, other options (e.g., wearing a protective mask) are solely up to the specific clinic. Failure to comply with an externship/clinical site's vaccination policy may place a student at risk of not completing all necessary graduation requirements.

CLINICAL ATTENDANCE

Clinical attendance schedule may vary, and the students can be assigned to the weekend and/or evening rotations.

Absences

CBD College requires excellent attendance in the clinical setting so that students can get the most from their clinical rotations. Students are required to attend all clinical work schedules and assignments and adhere to the standards of CBD College.

Students who miss a clinical assignment are at risk of not meeting their clinical objectives as required. Therefore, clinical absences should only be for emergencies or illnesses that require a student to stay at home, i.e., infectious or communicable diseases that are verified with their instructor. A physician's release is required to return to clinical following three (3) or more consecutive days of absence due to illness/injury.

Commitment and dedication to your clinical experiences are required in order for you to gain the knowledge needed to become competent in the real-life work setting. Excessive absences may result in Dismissal from CBD College.

Students who have not completed all clinical hours will not meet the graduation requirements. Clinical absences will be monitored and enforced according to the following procedures: Students are to notify their clinical instructor and Clinical Coordinator at least 1 (one) hour before the start of the clinical assignment. No call or no show may result in dismissal from CBD College.

Tardiness

The clinical instructor sets the time of arrival to the clinical site. Students are expected to arrive 15 minutes early to any assigned clinical area. A student is considered tardy if he/she arrives 15 minutes after the assigned clinical schedule.
The Clinical Coordinator will advise the student who is tardy for the second time to a clinical rotation.
The third tardy may result in the student being removed from the clinical site and may lead to dismissal from the program.

Making Up Missed Clinical Hours

Any student who has exceeded 1 (one) clinical absence per Module must make up the time prior to the end of the module.

All make-up time will be scheduled by the Clinical Coordinator as soon as possible and before the end of the module. Approval of make-up time will be scheduled at the discretion and clinical needs of the clinical site as determined by the Clinical Coordinator.

Excess time spent at the clinical site without the direct approval of the Clinical Coordinator will not be credited to the students' hours.

In case of a communicable disease, students who exceed 1 (one) clinical absence per Module may be given an incomplete grade and allowed to make-up their time, at the discretion of the Program Director and Clinical Coordinator.

SATISFACTORY ACADEMIC PROGRESS

All students are required to maintain satisfactory academic progress (SAP) to remain eligible for financial aid. Satisfactory progress is computed on a cumulative basis at the end of the payment period. Satisfactory academic progress is determined using a qualitative measure/component based on cumulative GPA, and a quantitative measure/component, which consists of a pace of progression as well as a maximum timeframe by which a student must complete his or her program. SAP evaluations for financial aid eligibility are conducted at the end of each payment period.

To meet SAP a student must satisfy both the qualitative and the quantitative measure at the time of evaluation. To be eligible to meet the qualitative measure, a student must maintain a 2.0 GPA cumulatively as well as a 2.0 in current classes if the end of a payment period is before grades are finalized for the module.

To be eligible to meet the quantitative measure a student must attend: 1) at least 90% of the scheduled didactic class hours for all clock hour programs, and 2) at least 67% of all quarter credit hours attempted on a cumulative basis during each evaluation period.

A student must maintain the minimum requirements at the midpoint throughout the program. The rate of progress percentage is calculated by dividing the quarter credits earned by the quarter credits attempted.

Satisfactory academic progress requirements apply to all students whether or not the student is receiving title IV funding.

GRADING SYSTEM
CBD College uses the following scale as its standard grading system.

GRADE PERCENT	GRADE	DESCRIPTION	POINT
90 - 100	A	Excellent	4.0
80 – 89	B	Good	3.0
75 – 79	C	Satisfactory	2.0
0 - 74	F	Fail	0.0
	I	Incomplete	0.0
	W	Withdrawal	**
	CW	COVID-Withdrawal	**

**No grade points are awarded for "Withdrawal" and "COVID-Withdrawal"

QUANTITATIVE COMPONENT

Satisfactory Academic Progress is evaluated at the end of each payment period (one half of an academic year, which aligns with payment periods).

Program Name	Program Clock/ Quarter Credit Hours	Evaluation Point I (clock/ quarter credit hours)	Evaluation Point II (clock/ quarter credit hours)	Evaluation Point III (clock/ quarter credit hours)	Evaluation Point IV (clock/ quarter credit hours)	Evaluation Point V (clock/quarter credit hours)	Evaluation Point VI (clock/ quarter credit hours)
ST	1520 Clock Hours	451 Clock Hours	901 Clock Hours	1211 Clock Hours	N/A	N/A	N/A
DMS AAS	141 Quarter Credits	34 Quarter Credits	68 Quarter Credits	96.5 Quarter Credits	125 Quarter Credits	133 Quarter Credits	N/A
MRI AAS	90 Quarter Credits	25.5 Quarter Credits	51 Quarter Credits	70.5 Quarter Credits	N/A	N/A	N/A
OTA AAS	122.5 Quarter Credits	26 Quarter Credits	52 Quarter Credits	74.75 Quarter Credits	97.5 Quarter Credits	110 Quarter Credits	N/A
PTA AAS	101.5 Quarter Credits	25.75 Quarter Credits	51.5 Quarter Credits	69.5 Quarter Credits	57.5 Quarter Credits	87.5 Quarter Credits	94.5 Quarter Credits
ST AAS	91 Quarter Credits	22.5 Quarter Credits	45 Quarter Credits	68 Quarter Credits	N/A	N/A	N/A
HIT AS	91 Quarter Credits	26.5 Quarter Credits	53 Quarter Credits	72 Quarter Credits	N/A	N/A	N/A
BSHS	90 Quarter Credits	24 Quarter Credits	48 Quarter Credits	69 Quarter Credits	N/A	N/A	N/A

The student is required to make quantitative progress toward program completion.

PROGRAM BREAKDOWN BY ACADEMIC YEAR

PROGRAM	FIRST ACADEMIC YEAR	SECOND ACADEMIC YEAR	THIRD ACADEMIC YEAR
Surgical Technology (ST)	900 hours/45 weeks	620 hours/16 weeks	N/A
Associate of Applied Science in Diagnostic Medical Sonography (DMS AAS)	68 Quarter Credits/ 36 weeks	57 Quarter Credits/ 36 weeks	16 Quarter Credits/ 12 weeks
Associate of Applied Science in Magnetic Resonance Imaging (MRI AAS)	51 Quarter Credits/ 33 weeks	39 Quarter Credits/ 33 weeks	N/A
Associate of Applied Science in Occupational Therapy Assistant (OTA AAS)	52 Quarter Credits/ 32 weeks	45.5 Quarter Credits/ 32 weeks	25 Quarter Credits/ 16 weeks
Associate of Applied Science in Physical Therapist Assistant (PTA AAS)	51.5 Quarter Credits/ 33 weeks	36 Quarter Credits/ 33 weeks	14 Quarter Credits/ 11 weeks
Associate of Science in Health Information Technology (HIT AS)	53 Quarter Credits / 44 weeks	38 Quarter Credits / 33 weeks	N/A
Bachelor of Science in Health Science (BSHS)	48 Quarter Credits / 44 weeks	42 Quarter Credits / 33 weeks	N/A
Associate of Applied Science in Surgical Technology (ST AAS)	45 Quarter Credits / 33 weeks	46 Quarter Credits / 44 weeks	N/A

The minimum academic year is defined by CBD College as 900 clock hours / 26 weeks of instructional time for a course of study that measures its program length in clock hours, and 36 quarter credits / 30 weeks of instructional time for a course of study that measures its program length in quarter credits. CBD College offers only "full-time" programs for academic purposes.

QUALITATIVE COMPONENT

A student must maintain a 2.0 GPA cumulatively as well as a 2.0 in current classes if the end of a payment period is before grades are finalized for the module. A student must pass all modules or courses with a minimum grade of 75% based on a scale of 0 -100%.

INCOMPLETE GRADE

A grade of "I" is assigned when hours or course work is not completed by the scheduled completion date. This grade is removed, and a letter grade is assigned when course requirements are met. All incomplete grades, until replaced, are considered to be not successfully completed, and negatively impact satisfactory academic progress in terms of pace of progression.

REPEATED MODULES

All attempted courses/modules will appear on a student's transcript; grades earned for repeated courses/modules will replace the previously earned grades and will be included in the calculation of the student's cumulative GPA.

WITHDRAWAL GRADE

Students who withdraw from the program will receive a grade of "W" in each course enrolled in at the time of withdrawal. All withdrawal grades are considered to be not successfully completed, and negatively impact satisfactory academic progress in terms of pace of progression.

TRANSFER CREDIT

CBD College documents transfer credit for hours accepted towards program completion noted with a "Credit" on a transcript. Transfer credit is not included in the cumulative GPA.

REMEDIAL COURSES, PROFICIENCY CREDITS, NON-CREDIT COURSES, AND NON-PUNITIVE GRADES

CBD College does not offer proficiency credits, or non-credit courses, but offers non-punitive (pass/fail) grades, and remedial courses for CBD students.

MAXIMUM TIME FRAME

A student must complete the entire program within 1.5 times the normal completion rate, or within:

- Maximum 99 weeks for the 66-week Magnetic Resonance Imaging AAS program
- Maximum 115.5 weeks for the 77-week Health Information Technology AS program
- Maximum 115.5 weeks for the 77-week Physical Therapist Assistant AAS program
- Maximum 115.5 weeks for the 77-week Surgical Technology AAS program
- Maximum 115.5 weeks for the 77-week Bachelor of Science in Health Science program
- Maximum 120 weeks for the 80-week Occupational Therapy Assistant AAS program
- Maximum 126 weeks for the 84-week Diagnostic Medical Sonography AAS program

The maximum time frame is to be divided into increments, during which a minimum percentage of work is to be completed. The increment is not to be more than one half of an academic year, which aligns with payment periods.

Students may retake portions of the program only if they will fall within the 1.5 times the normal completion time, students who cannot complete the program in 1.5 times the normal completion time will be dropped from the program. Repetitions of coursework are counted as hours attempted. The lowest grade will be dropped from the cumulative GPA and the highest grade will be used to calculate the GPA.

TRANSFER AND READMITTED STUDENTS

Transfer students from outside of CBD College will be evaluated only on the work completed while at CBD College. Readmitted students will be admitted to the same status as at the time of withdrawal or drop.

The maximum time frame is reduced for transfer and readmitted students, based upon the remaining length of the program in which they enroll. For example, a student transfers in or has completed 12 of a 36-week program, therefore must complete 24 weeks at the time of enrollment, and the maximum time frame is 24 weeks x 150% or 36 weeks.

FINANCIAL AID WARNING

Students who fail to meet SAP standards at the end of each payment period will be placed on Financial Aid Warning and notified accordingly. Warning status lasts for one payment period only, during which the student is eligible to continue to receive Title IV funds. Students who meet the College's SAP standards by the end of the warning period will be removed from Financial Aid Warning status. Students who fail to make satisfactory progress by the end of the warning period will be placed on Financial Aid Probation, provided that they've completed a successful appeal, and will be notified accordingly.

FINANCIAL AID PROBATION

For the payment period following the payment period during which a student was on Financial Aid Warning, the College will place students who failed to make satisfactory academic progress during the warning period, on Financial Aid Probation and disburse Title IV funds only if- 1) the student appeals the determination; and 2) the College determines that the student should be able to meet the College's SAP standards by the end of the subsequent payment period by completing the requirements of an Academic Improvement Plan. Students on Financial Aid Probation for a payment period are not eligible to receive Title IV funds for the subsequent payment period unless they meet SAP by the end of the probationary period.

APPEALS PROCESS

A student who is on Financial Aid Probation status can appeal within five (5) days. In order for an appeal to be considered, the student must provide the Records Officer with a letter that includes:

- Information about the circumstances or events which prevented the student from attaining SAP
- What has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

The Records Officer will review only the appeals that have the necessary documentation and are based on:

- Severe illness, medical condition, or injury
- Death of an immediate family member
- Military deployment/call to active duty
- Or other special circumstances which are unlikely to reoccur

ACADEMIC IMPROVEMENT PLAN

Students whose appeals are approved must complete an Academic Improvement Plan in order to receive financial aid. If they do not meet the requirements of the Academic Improvement Plan, their financial aid will be suspended.

RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS

Students who do not maintain satisfactory academic progress lose eligibility for financial aid until satisfactory academic progress is met. Students may regain satisfactory academic progress by completing enough coursework to raise his/her GPA and/ meet the minimum completion requirements. At that time, students may request an SAP review and if they meet the minimum standards, their SAP status will be updated.

LEAVE OF ABSENCE

Occasionally, circumstances arise that require students to interrupt their training. Depending on the situation and length of time, students may be granted a leave of absence. Examples of approved LOA circumstances include, but are not limited to, documented family emergency, serious illness, active military duty or other extenuating reasons, which are unlikely to reoccur. Students who find it necessary to take a leave of absence must submit an electronically signed and dated written request to the Records Officer. A student must request a leave of absence in advance of the start date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe (14 consecutive calendar days, holidays and scheduled breaks excluded) consistent with the institution's consecutive absence policy, he or she will be dropped. The electronically signed written request must outline the circumstances and duration of the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested. The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study. If the student is a Title IV loan recipient, the College will provide an explanation to the student, prior to granting the LOA, the effects that the student's failure to return from LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.

A leave of absence may not exceed 180 calendar days in any 12-month period. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit. An approved leave of absence may be extended (by contacting the Records Officer in writing) for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit. The College does not assess the student any additional charges as a result of the leave of absence.

INTERIM SAP FLEXIBILITIES

Section 3509 of the CARES Act allows institutions to exclude from the quantitative component (pace measurement) of SAP attempted credits a student was unable to complete as a result of the COVID-19 national emergency. It is not necessary for a student to have filed a SAP appeal for an institution to exercise this flexibility. However, to exclude attempted credits from SAP, an institution must have reasonably determined that the student's failure to complete those credits was the result of a COVID-19 related circumstance. Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, economic hardship, added work hours, loss of childcare, inability to continue with classes via distance education, inability to access wi-fi due to closed facilities. If an institution temporarily ceases operations during a period of enrollment, attempted credits for all affected students (specific to that enrollment period) may be excluded. CBD College has adopted and will implement these flexibilities to the extent and duration permitted by law and sub-regulatory guidance.

GRADUATION REQUIREMENTS

Associate of Applied Science degrees are awarded in Physical Therapist Assistant (PTA AAS), Occupational Therapy Assistant (OTA AAS), Diagnostic Medical Sonography (DMS AAS), Magnetic Resonance Imaging (MRI AAS), Surgical Technology (ST AAS), and Health Information Technology (HIT AS) to students who complete all course work in no more than 150% of the total number of hours in the program with at least a 75% grade point average, and who are in attendance for at least 90% of the total didactic course hours. 100% of required clinical/externship hours must be achieved as well.

Surgical Technology (ST AAS) students must take the CST Board exam prior to graduation. Bachelor of Science degree is awarded in Health Science (BSHS) to students who complete all course work in no more than 150% of the total number of hours in the program with at least a 75% grade point average, and who are in attendance for at least 90% of the total didactic course hours.

Students who have outstanding financial obligations to the college will not receive a degree until the obligations have been satisfied.

GRIEVANCE PROCEDURES

It is the intent of CBD College to provide an avenue for students to resolve conflicts with faculty and/or staff, or another student. It is desirable to resolve problems and complaints informally. This policy encourages both responsibility and accountability for both student and faculty or staff member(s). If resolution of the issues cannot occur informally, formal grievance policy is hierarchical.

We ask that you approach conflicts as follows:

Step #1. Meet with the person with whom you have the complaint and attempt to resolve the issue within two (2) weeks of the incident.

Step #2. If the concerns are not resolved in step one, an _informal_ discussion should take place with the instructor and/or Program Coordinator.

Step #3. If the concerns are not resolved in step #2, or the instructor is person in step #1, make an appointment to meet with Program Director or designee.

Step #4. If the concerns are not resolved in step #3, or the Program Director is the person in step #1, make an appointment to meet with the Dean of Education (DOE). The student will be informed of the decision within ten (10) business days.

Step #5. If the concerns are not resolved in step #4, make an appointment to meet with, or write a formal letter to, the campus Chief Operating Officer (COO). The student will be informed of the decision within ten (10) business days.

Formal Complaints to Regulatory Agencies

BPPE

CBD College is approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 and the California Code of Regulations.

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

BPPE
Bureau for Private Postsecondary Education
P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (888) 370-7589
Email: bppe@dca.ca.gov   BPPE website: www.bppe.ca.gov

Accrediting Agencies

A formal written complaint may also be filed with accrediting bodies listed below. Complaints may not be submitted anonymously.

ABHES
Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314, N. Falls Church, VA 22043
Phone: (703) 917-9503, Fax: (703) 917-4109
Email: info@abhes.org   ABHES website: www.abhes.org

CAAHEP
Commission on Accreditation of Allied Health Education Programs
9355 - 113th St. N, #7709, Seminole, FL 33775
Phone: (727) 210-2350, Fax (727) 210-2354
Email: mail@caahep.org   CAAHEP website: www.caahep.org

CAPTE
Commission on Accreditation in Physical Therapy Education
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Tel (703) 684-2782 Fax (703) 684-7343
Email: accreditation@apta.org   CAPTE website: www.capteonline.org/home.aspx

ACOTE
Accreditation Council for Occupational Therapy Education
c/o American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449
Phone: (301) 652-6611
E-mail: members@aota.org   ACOTE website: www.acoteonline.org

The Associate of Science in Health Information Management program is in Candidacy Status,
pending accreditation review by the **Commission on Accreditation for Health Informatics and**
Information Management Education (CAHIIM)
200 East Randolph Street, Suite 5100 | Chicago, IL 60601
Tel (312) 235-3255 | info@cahiim.org | www.cahiim.org

Department of Education

For issues about financial aid, fraud, waste or abuse of federal funds and civil rights, contact the U.S. Department of Education. Listed below is contact information for these issues:

- Office of the Inspector General investigates fraud, waste or abuse of federal educational funds, including federal student aid funds.

  U.S. Department of Education
  Office of Inspector General Hotline
  400 Maryland Avenue, S.W.
  Washington D.C. 20202-1500

  1-800-MIS-USED (1-800-647-8733), Fax: (202) 245-7047

- Federal Student Aid's Ombudsman will help resolve issues regarding student loan complaints, by working with you and the lender.

  https://feedback.studentaid.ed.gov/s/?language=en_US

- Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. You may contact their office directly at 1(800) 421-3481 or locate one of their 12 enforcement offices.

External Complaints

The avenue for external complaints is found on the CBD Website (https://www.cbd.edu/about-us/#disclosures) as a Feedback Form. When the button is pushed, a message box is accessed for someone to write either a compliment or a complaint. When the send button is pushed the message is delivered automatically to the institution. If appropriate to reach the message sender, a response is given within ten (10) business days.

Complaints That Fall Outside of Due Process

It is the intent of all CBD College programs to ensure the institutional policies, procedures and practices protect the rights and privileges of persons not associated with the education program. Persons not associated with the program such as representatives of clinical sites, employers of graduates, and the public, may contact the School with complaints, comments, suggestions or ideas. The following procedures have been established for consideration of all inquiries that fall outside due process:

Procedure:

1. Initial Screening of the Complaint, Comment, Suggestion or Idea:
   a. Any inquiry about filing a complaint, comment, suggestion or idea about a program will be recorded as it is received by the College.
   b. If such inquiries are received by other faculty or staff members, they will be referred to the Program Director.
   c. Informal resolution of the complaint, comment, suggestion or idea will be attempted.
2. Formal Complaint, Comment, Suggestion or Idea:
   a. If informal resolution is not successful, the following steps will be required of the inquirer:
      i. Complaints, comments, suggestions and ideas must be provided in writing to the Program Director. Conversely, complaints, comments, suggestions and ideas can be provided electronically via the Feedback Form on the CBD website at https://www.cbd.edu/about-us/#disclosures.
      ii. The Program Director will respond to all comments within 10 business days to further discuss and resolve the issue. If an acceptable resolution has not been achieved within the given time frame, a written appeal may be made to the CAO.
      iii. Any issues involving the Program Director may be sent directly to the Chief Academic Officer for initial resolution within ten (10) business days of receiving the inquiry.
      iv. The COO will not become involved until all actions to resolve the issue with the Program Director and Chief Academic Officer have been exhausted (unless the complaint is directly related to the Program Director or Chief Academic Officer). The decision of the COO will be final and not subject to further appeal.
      v. Records of all communication, meetings and final resolution will be confidentially filed and kept by the Program Director, CAO and the COO for three (3) years.

Prohibition of Retaliation

Retaliation against an individual for bringing a complaint or for assisting another in bringing a complaint is prohibited and a violation of CBD College policy.

STUDENT CONDUCT AND RULES

PROFESSIONALISM

Professionalism is the contract that all students at CBD College have with their fellow students, faculty and staff, clinical/externship sites and fieldwork educators, patients, and society in general. Education, both declarative and procedural, dress codes, and other policies and regulations are designed to help the student achieve the highest professional standards. Ultimate success in treating patients can only take place upon a platform of exceptional professionalism.

All students admitted to CBD College are expected to maintain the highest personal standards of conduct consistent with the practice of their chosen field.

Unauthorized talking during lecture time is not permitted. Electronic devices (cell phones, smart phones, iPhones, etc.) need to be silenced and put away during lectures/lab time or during any other professional commitment related to CBD College. Students may not be permitted to enter the classroom late. Instructors have the right to dismiss any student for poor conduct, tardiness or disruptive behavior from lecture, lab, externship/clinical sites, fieldwork or field trips**.**

Students must adhere to conduct that will not interfere with the learning process of other students, the classroom presentation by the instructor or the progress of the class in general. Any student who discredits himself/herself or the school may be subject to termination. If the action is done during the fieldwork/externship/clinical education portion of the program in a clinic, the student will receive a "Disciplinary Action Form."

To assist in achieving a campus free of the problems of substance abuse, the College has adopted a policy prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol on CBD College's property or at official functions on/off-campus. Any member or group of the CBD College community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy, CBD College reserves the right to request persons subject to the policy to take fitness for duty tests. Positive results from a fitness for duty test shall be grounds for disciplinary action. Also, the college may perform inspections of persons, personal property or vehicles located on college property or off-site at official college functions (such as clinical education or externships) in order to assure a drug-free, alcohol-free environment. Failure to agree to a fitness for duty test or inspection will be considered a violation of this policy, and appropriate disciplinary measures will be taken as described below. Reasonable Suspicion Testing: A student will be asked to take a Fitness for Duty Urinalysis Test immediately after, but in no event more than 24 hours after, an instance of Reasonable Suspicion has been documented. Such a test is voluntary, but failure to take the test may result in adverse action, up to and including dismissal.

To ensure orderly operations and provide the best possible school environment, CBD College expects students to follow rules of conduct that will protect the interests and safety of all students, staff and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of enrollment:

- Usage of cell phone is PROHIBITED during class and lab time.
- Cheating or academic dishonesty.
- HIPAA violations.
- Excessive absenteeism.
- Theft or inappropriate removal of school property.
- Falsification of attendance records.
- Attendance under the influence of alcohol or illegal drugs.
- Possession, distribution, sale, transfer, or use of alcohol, marijuana, or illegal drugs in the school or on the premises.
- Fighting or threatening violence in the school.
- Boisterous or disruptive activity in the school, use of foul or vulgar language.
- Negligence or improper conduct leading to damage of school/employer-owned or student-owned property.
- Insubordination or other disrespectful conduct.
- Violation of safety or health rules.

- Smoking in prohibited areas.
- Sexual or other unlawful harassment.
- Possession of dangerous or unauthorized materials, such as weapons, explosives or firearms in school.

SMOKING
Use of tobacco products in areas other than the designated smoking area is grounds for disciplinary action, up to and including termination. E-smoking, tobacco chew, snuff and any other tobacco products are also prohibited.

PUNCTUALITY
To maintain a productive school environment, CBD College expects students to be reliable and punctual in reporting for scheduled classes. Absenteeism and tardiness place a burden on other students and on the faculty.

DAILY DRESS CODE
CBD College students receive uniforms and picture identification name badges to be worn during school hours and clinical experiences. For student safety, closed-toe shoes with no heels are required to be worn. Dress, grooming and personal cleanliness standards contribute to the morale of all students and affect the academic/business image of CBD College. Identification name badges must be worn at all times, even during free dress days. **Students violating this policy will be sent home and considered as absent**.

THEORY AND CLINICAL DRESS CODE POLICY
Each student is expected to be in full uniform provided by CBD College. No jeans, leggings or cargo pants are permitted. No tops can be worn over a uniform/scrub. All students are required to wear their CBD College photo identification name badges at all times while in school or on clinical sites.

- **Shoes** must be closed toed, closed heeled tennis shoes of a non-canvas, leather material. Clogs are also acceptable, but must be closed toed and closed heeled. Sandals, flip flops, "UGG" style boots, slip on shoes, high heeled footwear or slippers are not permitted on campus. The Surgical Technology program requires white shoes.

- **Nails** must be natural, clean and short; no acrylics. Clear or neutral polish is acceptable. No nail polish is accepted in the Surgical Technology program.

- **Jewelry** will be limited to one simple ring and only one pair of post style/stud type, non-clip-on earrings, less than one half inch in length. No earrings with hoops are permitted. Necklaces and loose or multiple bracelets are not permitted. No jewelry is accepted in the Surgical Technology program.

- **Body Piercings** that are easily visible on the face, tongue, ears, neck or any other exposed area should be removed during school hours.

- **Hair** needs to be clean, neat, natural color and professional in appearance. Beards and mustaches are permitted but must be neatly kept and trimmed. Long hair should be kept off of the face. Both men and women with hair that is shoulder length or longer should place their hair up and away from their face for the duration of class time.

- Students must maintain good **hygiene** practices. Deodorant must be worn daily, and perfumes should not be worn to the clinics during the clinical education portion of the program. Other strong odors such as tobacco must be completely eliminated prior to arriving on campus and clinical/externship sites.

- **Make-up** should not be extravagant, kept to a minimum and appropriate.

- **Tattoos** are to be covered while on campus and at all clinical sites.

- **Hats** are not to be worn on campus or at clinical/externship sites.

- **Lab Attire** for PTA and OTA programs is determined by the course instructor. Lab Attire cannot be worn to school instead of a uniform. A student should change into Lab attire only prior to Lab.

- All **uniforms** must be clean and freshly laundered and pressed as appropriate.

THIS UNIFORM POLICY WILL BE STRICTLY ENFORCED. STUDENTS WHO FAIL TO COMPLY WILL BE SENT HOME BY THEIR INSTRUCTOR OR CLINICAL INSTRUCTOR AND WILL BE REFERRED TO THE PROGRAM DIRECTOR.

LAB DRESS CODE FOR PTA & OTA STUDENTS

Due to the nature of occupational therapy and physical therapy interventions, it is often necessary to move and visualize the specific body part being treated. Specific lab attire is necessary for students to be able to identify and treat specific areas of the body, while at the same time maintaining professionalism, confidentiality and patient modesty. While in the laboratory, students will be expected to have appropriate lab attire to expose the area being studied. This may include shorts, swimsuit, halter top or sports bra. Students must have lab attire available AT ALL TIMES. Students who are not prepared with the appropriate attire may be required to wear a patient gown for lab activities. A student may wear lab attire if they are practicing lab skills in the lab. When lab is complete, a student must change back into their normal school uniform if they are going to remain on campus. Course instructors determine the lab attire for their course, which is detailed in the course syllabus, and is specific to each lab.

FOOD AND DRINK

Eating or drinking is not allowed in the school hallways, computer lab, skills lab and classroom unless otherwise specified. It is very important not to eat or drink near classroom materials and equipment. At the fieldwork site, eating or drinking is permitted only in approved areas per clinic policy.

OVERALL USE OF SCHOOL EQUIPMENT

Equipment essential in accomplishing operations is often expensive and may be difficult to replace. When using school property, students are expected to exercise care and follow all operating instructions, safety standards and guidance.

Please notify the instructor if any equipment, machines or tools appear to be damaged, defective or need repair. Prompt reporting of damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to students or others.

The instructor will teach students about their responsibility for maintenance and care of equipment used in class. The improper, careless, negligent, destructive or unsafe use or operation of equipment can result in disciplinary action up to and including termination.

PERSONAL PROPERTY

CBD College assumes no responsibility for loss or damage to a student's personal property or vehicle (including contents of vehicle) while in, on, or adjacent to college property.

STUDY TIME

Students are encouraged to form study groups to foster interaction and the learning process. The instructor will be available to assist those students who desire to form a study group.

CLASSROOM/LAB CELL PHONE/TEXT POLICY

To avoid disruption of classes, the use of mobile telecommunications such as cell phones is prohibited during class time. The disruption caused by these devices interrupt the students and the instructor's concentration and attention to coursework.

For non-emergencies, students should check their messages during class breaks and between classes. If a student needs to be contacted **in case of emergency**, the following phone number should be given to student's families and the student will be contacted immediately: 213-427-2200

ANY STUDENT FOUND TO BE ENGAGING IN UNPROFESSIONAL/INAPPROPRIATE BEHAVIOR OCCURRING IN THE CLASSROOM, LABORATORY OR CLINICAL SETTING WILL RESULT IN CONDUCT PROBATION FOR ONE MODULE. ONCE THE STUDENT IS PLACED ON CONDUCT PROBATION, ANY SUBSEQUENT VIOLATION WILL RESULT IN IMMEDIATE TERMINATION FROM THE PROGRAM.

STUDENT SERVICES

STUDENT ADVISEMENT
CBD faculty and staff are available to advise students on academic problems, and, if necessary, provide referrals to special counseling services when required. All efforts will be made to provide a supportive environment to assist each student in maintaining progress and continuing in the program.

Students will not be paid for clinical work performed at the direction or as part of the Program.

TUTORIAL ASSISTANCE
CBD College provides tutorial assistance for students experiencing academic difficulties, and such students may be required to participate in remediation classes outside of regular class time. Instructors make every effort to identify students in need of assistance. Students themselves, however, are urged to take the initiative in seeking out-of-class help and to discuss their difficulties with their instructors or Program Director.

GENERAL ASSISTANCE (HOUSING, CHILD CARE, TRANSPORTATION)
CBD College understands that students may require certain assistance regarding personal issues while attending school. The Student Affairs Department maintains information pertaining to local child-care facilities and local transportation.
CBD College does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. Students can find housing opportunities in a wide range of sizes, amenities, and rental prices within close proximity of the campus. According to rentals.com for Los Angeles, CA rental properties within close proximity of the campus start at approximately $1,200 per month for modest home-stay arrangements to $2,500 for apartments. The Student Affairs department also maintains listings of various housing options; however, CBD College does not screen these listings. CBD College strongly encourages students to use reputable providers to find housing and to research thoroughly any home before taking residence. This due diligence should include, but is not limited to, performing an internet search of the address and of any individuals living in the home, as well as conducting research via websites such as those of local law enforcement.

The Student Affairs Department maintains listings of community resources that are available to all students. Those resources, including referrals to emergency services, are listed in the library/Students Center and Moodle.

If you are seeking part time employment while at school, please see the Career Services Department. If other information is required, please make your request at the Student Affairs Department.

DRUG AND ALCOHOL ABUSE AWARENESS AND PREVENTION POLICY / DRUG FREE POLICY
CBD College strives to maintain a drug-free environment for its employees and students. In accordance with federal requirements, the College has developed and enforces this Drug and Alcohol Abuse Prevention and Awareness Plan, which accents the danger in alcohol consumption and drug abuse, establishes prohibition of drug use/manufacturing/distribution on the school's property and/or as a part of the school's activities, and states the consequences of any violation of this policy. It is also CBD's goal to facilitate access to those in need to specialized treatment. This plan includes a directory of alcohol and drug abuse treatment facilities in the area, with their location and contact information. Each employee/student receives a copy of this plan upon hire/admission. Additionally, this policy is distributed annually to each student and employee of CBD College.

STANDARDS OF CONDUCT

CBD College prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school's property, or as a part of the school's activities. The College is a drug-free work and educational environment, including contacting law enforcement officials if caught on campus using drugs or alcohol. As a condition of employment/enrollment, all employees/students shall abide by this prohibition.

DISCIPLINARY SANCTIONS

CBD College will impose sanctions on students and employees for violations of these standards of conduct, consistent with local, state, and federal law, up to and including student dismissal, termination of employment, and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program. Participation in such a program shall not be paid for by the school.

LEGAL SANCTIONS, STATE AND FEDERAL

Numerous Federal, state and local statutes and ordinances relate to the manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol, and they impose legal sanctions for both felony and misdemeanor convictions for violations. Detailed information regarding these statutes, which may change over time, is available from the Student Affairs Office. Drugs considered to be controlled substances are listed in Schedules I through V of the Controlled Substance Act (29 U.S.C. 812) and are further defined by the regulations 21 CFR 1308.15 through 1038.15. Copies of the law and its implementing regulations are available for review from the Student Affairs Office.

REPORTING

All violations of this policy shall be reported to the Chief Operating Officer, or his/her designee, who shall report the violation to the appropriate law enforcement authority.

The employee/student is required to notify the school of any criminal drug or alcohol statute conviction for a violation of this policy.

Conviction of a violation occurring in the terms of this plan must be notified to the Chief Operating Officer in writing, no later than five days after such conviction. Failure of the employee/student to make such a notification may lead to termination/expulsion from the school. Within ten days of receipt of notice of a conviction, and as required, the College shall notify the US Department of Education and other appropriate agencies providing funds to and through the College.

Within thirty days of receiving notice of any employee/student convicted as described above, the College will:

- Take appropriate action against such employee/student, up to and including termination/dismissal; and/or
- Request such employee/student to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Standards for a qualified drug rehabilitation program

A qualified drug rehabilitation program must include at least two unannounced drug tests and satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

For more information regarding illegal drug and financial aid eligibility, please visit the Frequently Asked Question section of the Free Application for Federal Student Aid (FAFSA) website www.fafsa.ed.gov.

HEALTH RISKS

The following is a summary of the various health risks associated with alcohol abuse and use of certain drugs and is not intended to be an exhaustive or a final statement of all possible health consequences of substance abuse. Substance abuse has both long and short-term effects on the body and the mind. Alcohol and drugs may be toxic to the human body. In addition to toxicity, contaminant poisonings often occur with drug use. Acute or long-term health problems may include, but are not limited to, heart attack, stroke, and death. Long-lasting effects caused by drug and alcohol abuse can cause disruption of normal heart rhythm, high blood pressure, destruction of brain cells, possible memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver and pulmonary damage. Drug use during pregnancy may result in fetal damage and birth defects.

PREVENTION PLAN

CBD College recognizes that use of illegal or controlled drugs often leads to dependence, chemical and/or psychological, on the drugs. Those who become dependent on such drugs are often not able to end their use, even when they wish to do so. The College believes such addictions are medical problems.

CBD College encourages employees/students who have alcohol and drug dependencies to seek treatment for their conditions. Students who are participating in medically supervised, fixed duration programs to end drug dependence will not be disciplined for their drug dependence. (However, participation in such a program will not constitute permission to engage in drug use on campus). Employees/students who are involved in any use of illegal or controlled drugs, including medically supervised programs, are required to give the Chief Operating Officer/Dean of Education written notice of such use. The College will protect the confidentiality of any student participating in a medically supervised, fixed duration program to treat drug addiction.

If an employee/student of CBD College seeks help from the school for a drug or alcohol problem, CBD College will refer the student to a local drug and alcohol rehabilitation and treatment agency.

RESOURCES GUIDE[3]

Drug awareness program, counseling, treatment and other related services are available on an ongoing basis through the following organizations:

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration: 1-800-662-HELP (1-800-662-4357) http://www.samhsa.gov

California Department of Health Care Services:
1-800-879-2772 http://www.dhcs.ca.gov/individuals/Pages/Findings-Help.aspx
National Council on Alcoholism and Drug Dependence:
1-800-NCA-CALL (1-800-622-2255) http://www.ncadd.org

Additionally, employees/students may seek drug or alcohol counseling, treatment, or rehabilitation from such facilities or agencies as those listed below:

Addiction Alternatives –
A Division of Life Management Skills
9171 Wilshire Boulevard Suite 680
Beverly Hills, CA 90210
(310) 275-5433x1 www.HabitDoc.com

California Drug Treatment Program Inc.
9001 South Vermont Avenue
Los Angeles, CA 90044-557
(323) 756-9933

BAART Beverly
1926 Beverly Blvd
Los Angeles, CA 90057
(213) 353-1140
https://baartprograms.com/baart-beverly/

Behavioral Health Services
Boyle Heights Family Recovery Center
3421 East Olympic Boulevard
Los Angeles, CA 90023
(323) 262-1786 www.bhs-inc.org/os.htm

East Los Angeles Health Task Force
Comprehensive Substance Abuse Program
630 South Saint Louis Street
Los Angeles, CA, 90023
(323) 261-2171

Van Ness Recovery House
1919 North Beachwood Drive
Los Angeles, CA, 90068
(323) 463-4266

STUDENT LOUNGE & STUDENT CENTER
The Student Lounge and Student Center are open to students for relaxation and study time. Vending machines provide a variety of snacks and refreshments. Students are encouraged to use the lounge when eating and asked to respect the rights of all students to a clean environment. The Student Center is adjacent to the library and provides a convenience and atmosphere to study.

FIELD TRIPS AND GUEST SPEAKERS
Field trips to program-related medical clinics, laboratories, hospitals, businesses, and manufacturing facilities may be scheduled by the instructor. The purpose of field trips is to introduce students to the working world in their

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[3]This directory is kept by CBD College in compliance with the applicable regulation. CBD College has no connection/relationship with those facilities; CBD College does not endorse the effectiveness of the treatments employed by those facilities.

respective career and to augment classroom instruction. Guest speakers may be invited and scheduled to reinforce classroom training.

CAREER SERVICES ASSISTANCE

The College maintains an ongoing relationship with its graduates through a Career Services Department, regardless of the year of graduation. It is understood that while employment services may be provided, no promise or guarantee of employment can be made.

Career Services works with each student to develop a personalized career portfolio, as well as a plan for job placement. This is primarily done during professionalism and career development workshops facilitated by the Career Services staff. Workshops are built into the curriculum and are scheduled during class time and are led by a Career Services Officer. These workshops cover topics from resumes and other support portfolio documents, art of networking, interview preparation and mock interviews, to on-the-job success planning in their particular careers. After these intense and productive workshops, many students find employment without the help of the Career Services. These graduates are requested to inform the Career Services of their employment.

HEALTH AND PROFESSIONAL LIABILITY INSURANCE

CBD College students are responsible for their own health coverage. The Student Affairs Department is available to provide information about health care service options.

The school maintains a professional liability insurance policy that covers all students of CBD College. Students are informed that this policy does not extend to any activities that are not related to their course of studies at CBD College.

VOTER REGISTRATION

CBD encourages all eligible students to participate in the Democratic Process. Students are eligible to vote if they are:

- A United States Citizen
- A resident of California
- Not in prison or in county jail (serving a state prison sentence or serving a term of more than one year in jail for a defined "low-level" felony), or on parole, post release community supervision, or post-sentencing probation for a felony conviction. For more information on the rights of people who have been incarcerated, please see the Secretary of State's Voting Guide for Currently or Formerly Incarcerated Californians. More information can be found at the Secretary of State's website at www.sos.ca.gov/elections.

· At least 18 years old on Election Day
· Not found by a court to be mentally incompetent

Voter registration forms can be found at: http://registertovote.ca.gov/

120 days prior to the deadline to register to vote in federal or state gubernatorial elections CBD College will distribute to all enrolled students, in a separate email message devoted exclusively to voter registration, the voter registration information, including where voter registration forms could be obtained.

LIBRARY/RESOURCE CENTER

Educational materials and resources are available to all currently enrolled students via LIRN online library. During the mandatory orientation process students are provided with written instructions and credentials (e.g., username, password, etc.) on how to access/check out the online library resources. Students are able to access the LIRN library through the Learning Management System (LMS) twenty-four hours per day, seven days per week. The Librarian's contact information and office hours are also available via the LMS. The library also has a computer bank available to students to conduct online searches and access available media. Students are required to utilize the library for research and certain assigned coursework. In addition, each program has a resource center containing materials related to the course(s), including hard copies of the educational materials used in each program.

COPYRIGHT INFRINGEMENT POLICY

POLICY STATEMENT

CBD College requires that all copyrighted materials be used in conformance with applicable copyright and other laws. Unauthorized downloading or distributing copyrighted materials (e.g., documents, books, programs, music, movies, television programs, videos, text, etc.), including peer to-peer file sharing, may subject a student and/or

staff network user to civil and criminal liabilities as well as institutional sanctions. Further, the copying of digital copyrighted materials, such as third-party software without the express written permission of the owner of the proper license, is illegal. CBD College's Wi-Fi network is configured to block the use of peer-to-peer file sharing programs that are used to share copyrighted materials. Students and staff are prohibited from using filesharing on any CBD College provided network, including the Wi-Fi network.

LEGAL ALTERNATIVES TO ILLEGAL FILE SHARING

CBD College periodically reviews and provides access to the College's community to legal options, whether through downloads or streaming, free or fee-based, etc., for obtaining copyrighted content, including movies and music. EDUCAUSE (a community of IT leaders and professionals committed to advancing higher education) has identified an extensive list of legal entertainment alternatives, cataloged at Legal Sources of Online Content. (https://www.educause.edu/legalcontent)

INSTITUTIONAL DISCIPLINARY SANCTIONS

CBD College's network and/or information technology system users who engage in illegal downloading or unauthorized distribution of copyrighted materials risk losing network access; repeated violations will result in disciplinary action. CBD College reserves the right to choose how to respond to any allegation of copyright infringement received.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the filesharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, at its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

INTERNET ACCESS POLICY

All internet usage is restricted to school use only. Accessing or disseminating sexually explicit graphics or otherwise offensive or discriminatory material and downloading software from the internet is strictly prohibited. Anyone found in violation of this policy may be subject to termination.

NON-DISCRIMINATION STATEMENT

Non-Discrimination Notice
CBD College does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, age, religion, pregnancy or parental status, or any other classification protected by applicable local, state or federal laws, in its programs and activities. The following person has been designated to handle inquiries regarding the College's non-discrimination policies: Gabriela Bray, Director of Compliance/Title IX Coordinator, TitleIX@cbd.edu, gabriela@cbd.edu or call (213) 427-2200.

For further information on notice of non-discrimination, visit:
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm
for the address and phone number of the office that serves your area,
or call 1-800-421-3481.

Retaliation
Threats, other form of intimidation, and retaliation against a student or employee for bringing a complaint of harassment or discrimination or for assisting another in bringing a complaint are prohibited. Retaliation is itself a violation of CBD College policy and applicable law and is a serious offense. Acts of retaliation may result in discipline up to and including termination.

DISABILITY ACCOMMODATIONS

CBD College complies with ADA Standards to provide overall program accessibility throughout its campus for persons with disabilities. If a student is aware of or suspects there is a reason that may interfere with his/her ability to complete program requirements, for which the student requires an accommodation from the school, he/she should contact the Dean of Education or email ADA@cbd.edu, and must provide appropriate documentation (e.g., a note from a licensed healthcare provider or IEP). Accommodations are not provided retroactively. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate accommodations in the didactic/theory portion of the program will be attempted and all requests will be held in confidence. CBD College is unable to provide accommodations that would result in a fundamental alteration of the school's program.

CBD College is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs and activities in compliance with the Americans with Disabilities Act and Section 504 of the rehabilitation act of 1973.

TITLE IX

CBD College adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. CBD College does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, CBD College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

CBD College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CBD College policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the CBD College community on the basis of sex is in violation of the Equal Opportunity, Harassment and Nondiscrimination Policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by email.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy and applicable resolution procedures or for more information, please review the policy (Equal Opportunity, Harassment and Nondiscrimination Policy and applicable resolution procedures on the website, the LMS or the employee ADP portal or contact the Title IX Coordinator.

CONTACT INFORMATION FOR THE TITLE IX COORDINATOR

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of CBD College's policy should contact the following:

Gabriela Bray, M.P.P.
Title IX Coordinator
3699 Wilshire Blvd., Fourth Floor, Los Angeles, CA 90010
(213) 427-2200 | Email: TitleIX@cbd.edu

Additionally, complaints and inquiries concerning the application and implementation of Title IX regulations also may be directed to:

OFFICE OF CIVIL RIGHTS
U.S. Department of Education
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW   Washington, DC 20202-1100
Telephone: 800-421-3481; Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

RECORD RETENTION

Enrollees are advised and cautioned that state law requires this educational institution to maintain school and student records for a five-year period and transcripts, permanently. Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This policy ensures that only authorized individuals have access to specific information requested.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA was designed to protect the privacy of student education records. Only CBD College officials with legitimate educational interest have access to student records without student consent. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for CBD College (e.g., Chief Operating Officer, Dean of Education, Educational Coordinator, Admissions Officer, Financial Aid Officer, instructors and/or Administrative Assistant).

It is CBD's College policy to release the following directory information to third parties: student's name; telephone listing; electronic mail address; photograph; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees; honors and awards received. The primary purpose of directory information release is to allow CBD College to include this type of information in certain school publications (e.g., honor and award recognition lists). Students have the right to request that their directory information not be released. Such requests must be submitted in writing to the Director of Admissions on or before the first day of class or within two business days of receiving notification of this policy. This request remains in place until rescinded in writing by the student.

Students have the right to inspect and review educational records within 45 days of request. In order to review educational records, the records officer should be contacted, and an appointment should be made.

Students have the right to amend records they believe are inaccurate or misleading. In order to amend records, a student must submit a written request to the Dean of Education explaining the changes the student would like to make along with supporting documentation. If CBD College decides not to amend the records as requested, CBD College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to or withhold disclosure of personally identifiable information, except to the extent that FERPA authorizes disclosure without consent.

CBD College may disclose personally identifiable information without obtaining prior written student consent to the following parties, including but not limited to, if the disclosure meets certain conditions found in Sec. 99.31 of the FERPA regulations: U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education; state and local officials; authorized organizations conducting educational research; accrediting agencies; parent(s) of an eligible student if the student is a dependent for IRS tax purposes; to appropriate officials in connection with a health or safety emergency; and to other specific parties under limited number of circumstances outlined in the FERPA regulations. CBD College maintains a record of each request (who and why) for access to and disclosure of personally identifiable information without written consent from the student.

CBD College maintains a record of each request (who and why) for access to and disclosure of personally identifiable information without written consent from student.

Students have the right to file a complaint with the U.S. Department of Education.

FERPA Contact Information:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W., Washington, DC 20202-8520
Phone – 1-800-USA-LEARN (1-800-872-5327)

SAFETY PROCEDURES

FIRST AID AND MEDICAL ATTENTION

Proper treatment must be obtained for all injuries, no matter how slight:

1. Basic first aid is ordinarily adequate treatment for minor cuts, abrasions, and similar injuries; more comprehensive emergency medical attention must be obtained in the case of more serious injuries or illness. The following action should be taken as required by the extent of the injury:

   ▪ First aid should be administered if needed to control bleeding or prevent further injury. Persons who have broken bones should not be moved unless absolutely necessary. If an injured person is in contact with a live electric current, the electricity should be turned off before rescue contact is made.

   ▪ The appropriate emergency response personnel (fire department, ambulance, etc.) must be notified immediately if on-site medical attention and/or transport to an emergency hospital is required due to the seriousness of the injury.

   ▪ If due to the lesser degree of injury emergency response personnel are not needed for transportation, the injured should be transported for treatment to an approved licensed medical professional and/or facility approved by management.

2. If a toxic hazardous material makes bodily contact, the applicable treatment must be administered in accordance with the product label or Material Safety Data Sheet (MSDS) for that substance. While injury to the eyes or skin caused by chemical contact normally is best treated by flushing with water, there may be exceptions. MSDS instruction and professional medical advice must be followed.

Reporting Injuries and Illnesses
All injuries and illnesses, regardless of their type or seriousness,
must be reported to the supervisor *IMMEDIATELY.*

HAZARDOUS MATERIALS

Students must follow any hazardous materials procedures developed by their clinical sites; plans may vary from site to site—it is the student's responsibility to be aware of them.

This description of the hazards communications standards is provided as a summary only. If any hazardous materials are known to be used in this organization, detail will be given to students by their supervisor.

Government regulations require that you have one easy reference for important information regarding hazardous substances.

This information is contained on labels and in a Material Safety Data Sheet (MSDS) for each substance, kept in the labs. It includes:

1. The name of the substance and name, address, and emergency telephone number of its manufacturer.
2. The substance's hazardous components, chemical ID and common names, worker exposure limits, and other recommended safe exposure limits.
3. A description of the substance's boiling point and melting point; vapor pressure, vapor density, and evaporation rate; solubility in water and specific gravity; and normal appearance and odor.
4. The flash point, flammability levels, type of equipment needed to put out a fire, and special firefighting procedures to follow.
5. What happens if the substance is combined with other chemicals, air, or water, and what conditions to avoid.
6. Possible health hazards, sign and symptoms of exposure, medical conditions generally aggravated by exposure, and emergency and first aid procedures.
7. What to do in case of a spill, leak, or any accidental release; waste disposal method; and precautions to be taken in handling and storing.
8. Type of protective equipment and safe work practices to be used and followed when working with the substance.

You must receive the MSDS before starting any job using hazardous material about which you are not familiar. Read labels and the MSDS carefully, follow warnings and instructions, use the correct protective clothing and equipment when directed, learn emergency procedures, and practice safe working habits. If you have questions about a hazardous material, ask your

supervisor for a complete explanation. Failure to comply with requirements of an MSDS will violate the organization's safety policies.

FIRE PREVENTION

NO SMOKING is allowed in areas involving the storage and/or use of hazardous, flammable or combustible materials.

Fire exits must be unobstructed at all times.

Combustible scrap, debris, and waste must be stored safely and removed from the work site promptly. Covered waste cans must be used for oily waste such as cleaning rags, etc.

Flammable liquids such as alcohol must be kept in closed containers. All spills of flammable or combustible liquids must be cleaned up promptly.

A fire drill is performed by the safety staff of the building once a year.

ELECTRICAL

All students are required to report as soon as practical any obvious hazard to life or property observed in connection with electrical equipment or lines. Preliminary inspections and/or appropriate tests must be made to determine what conditions exist before starting work on electrical equipment or lines.

All machines, equipment, portable electrical tools, and extension cords must be grounded or have a grounding conductor as applicable. Multiple plug adapters are prohibited.

<u>**DO NOT**</u> use electrical tools or equipment in wet or damp locations.

Program Directors are responsible for a yearly check of all equipment that uses electricity and comes into contact with the student or mock patient. A log will be kept in their offices.

USING GOOD BODY MECHANICS
- **When standing:**
  - Wear shoes. They protect your feet from injury, give you a firm foundation, and keep you from slipping.
  - Keep your feet flat on the floor separated about 12 inches (30 cm).
  - Keep your back straight and your head up.

- **When walking/Gait Training:**
  - Keep your back straight as you walk.
  - If helping a person to walk, you may need one arm around the back of the person. Put the other arm at the side or keep ready to help the person if needed.

- **When lifting an object/person:**
  - Your feet should be apart, in a standing position.
  - Keep your back straight.
  - Lower your body to get close to the object.
  - Bend from your hips and knees. **DO NOT** bend at the waist.
  - When turning, rotate your whole body, not just your back.
  - Hold the object/person by putting your hands around it.
  - Keeping your knees bent and your back straight, lift the object using your arm and leg muscles. Do not use your back muscles.
  - If the object/person is too heavy, ask another person to help you.

INFECTION CONTROL
Hands must be properly washed before and after physical contact with patients. When washing, wet the hands and apply ample amounts of soap; rub the soap into a lather and scrub thoroughly, clean your nails and wash hands to above wrist; rinse thoroughly and dry with a paper towel; turn off the faucet with paper towel; and dispose

of paper towels properly. When soap and water is not immediately available, moist antimicrobial towelettes and/or sanitizer must be used following the above instructions.

Clothing and protective items (rubber gloves) must be worn as applicable to the task. Such items must be disposed of properly in order to eliminate exposure to self and others. Gloves and other disposable items must be placed in closed containers marked for appropriate disposal.

Where there is possible contact with body fluids, follow universal/standard procedures developed by the Center for Disease Control. To the degree possible, avoid contact with body fluids and wear gloves when such contact is made. Place any materials touched by body fluids in leak proof bags for disposal. Clean up spills promptly with an approved disinfectant. Wash immediately and thoroughly after any such contact. Avoid patient contact if you have cuts, lesions, or dermatitis.

Protect yourself against cuts from needles, lancets, and other sharp instruments by using proper procedures and concentrating on your task. Dispose of needles and other sharp objects promptly and properly in puncture proof containers (red sharp containers).

UNIVERSAL INFECTION CONTROL PRECAUTIONS

Standard (previously known as universal) precautions are the practices adopted by all healthcare workers when potentially coming into contact with any patient's blood or body fluids. They are a set of principles designed to minimize exposure to and transmission of a wide variety of microorganisms.

It is not always possible to tell who has an infection, so BLOOD and BODY FLUIDS from ALL PATIENTS should be treated as INFECTED.

Key Points:
- Treat all blood and body fluids as infected.
- Use good hand hygiene.
- Cover any broken skin.
- Disinfect body fluid spillages correctly. Dispose of waste and excreta carefully.
- Wear protective clothing when dealing with body fluids.
- Use and dispose of sharps appropriately.

Some patients may require specific precautions because of their condition, i.e., isolation nursing (transmission-based precautions).

BLOODBORNE PATHOGENS POLICY

Definitions and Scope

"Bloodborne pathogens" means pathogenic microorganisms that are present in human blood and can cause disease in humans including hepatitis B virus (HBV) hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

"Occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or potential contact with blood or other potentially infectious materials that may result from the performance of duties.

This policy applies to members of the CBD College community who may reasonably anticipate occupational exposure to bloodborne pathogens (BBP). CBD College's faculty, staff and students will comply with the school's Exposure Control Plan when working in the college laboratory and at the clinical facilities. Faculty and students will comply with additional directives of each facility. Students are informed about the potential exposure to blood or other infectious materials as a student enrolled in certain healthcare programs. Completion of immunizations and a physical examination are required prior to clinical externship. Universal Precautions are reinforced throughout the curriculum of each program. Methods of instruction include, but are not limited to: lecture, discussion, audio-visual, return demonstration, quizzes, and implementation at clinical setting. These policies are regularly updated with the dissemination of new related health and safety information.

Written Plan
CBD College maintains a written Exposure Control Plan, which describes the program in detail. The plan is updated in cooperation with academic departments and institutional stakeholders.

Exposure Control Plan
A variety of controls are in place to effectively eliminate or minimize the risks of infection, including universal precautions, engineering controls and work practices, personal protective equipment, sanitary conditions, waste regulation, labels and signs, etc. These controls are detailed in the written plans and summarized in trainings.

Training
Training is provided for staff and students that are affected by the BBP standard.

Hepatitis B Vaccination
Proof of Hepatitis B vaccination or declination is required of those identified in the Exposure Control Plan to have occupational exposure to bloodborne pathogen.

Bloodborne Pathogen Incidents
All exposure incidents need to be treated as soon as possible. Any exposure to employees or students must immediately be reported by completing the appropriate incident report form and submitting it to the College. This will initiate the appropriate medical evaluation.

Record Keeping
Medical and training records are kept in accordance with the applicable regulatory requirements.

LABORATORY PROCEDURES

The faculty and staff will comply with CBD College's Exposure Control Plan (EP). Universal Precautions Guidelines will be implemented when working in the college laboratory and at the clinical facilities. Faculty and students will comply with additional directives of each facility.

Students admitted into the program shall be informed about the potential exposure to blood or other infectious materials. Completion of the Health Questionnaire, immunizations, and a physical examination are required prior to clinical/externship.

COLLEGE LABORATORY PROCEDURES
1. The following will be available:
   a. Appropriate sharps containers that are disposed of by the College Policy/Safety Services.
   b. Bleach and appropriate containers to mix 1:10 parts water to disinfect spilled blood or body fluids. Mixed solutions will be labeled with type of solution and date prepared. Solution will be discharged after 30 days since strength decreases. Body fluid spills on solid surfaces require soaking for ten minutes with the bleach solution prior to wiping off.
   c. Clean gloves.
2. Faculty and staff will:
   d. Wear gloves handling body fluids.
   e. Monitor sharps container to assure safe level of contents.
3. Faculty will:
   f. Supervise students to assure maintenance of OSHA Standards and Guidelines.

Universal Precautions are reinforced throughout the curriculum of each program. Methods of Instruction will include, but are not limited to: lecture, discussion, audio-visual, return demonstration, quizzes, and implementation at clinical setting. These policies will be updated with the dissemination of new related health and safety information.

CAMPUS SECURITY

It is the intent of CBD College to provide a safe educational environment for both students and staff. Students should immediately report campus crimes or emergencies to a school employee or via security@cbd.edu. The school employee will take appropriate action to promptly and accurately report the crime to the institution's administrative staff. The administrative staff will report such incidents to the proper authorities.

CBD College complies with the Campus Crime Statistics internet-reporting requirements set forth by the U.S. Department of Education. Campus Crime Statistics may be viewed at:
http://nces.ed.gov/collegenavigator/?q=CBD+College&s=all&id=439367

CRIME AWARENESS
The College's annual security report is available to any current or prospective student and employees of the college, and may be obtained from the Admissions Department upon request and can be found on the website: https://www.cbd.edu/asr. The security report details any crimes that have occurred on or adjacent to the campus over the past 3 years.

Students and employees are encouraged to report any criminal activity or other emergency situations to the onsite Campus Security Authorities. Reports can be written or verbal, depending on the severity of the situation. Crimes may be reported confidentially. The onsite administrator is responsible for investigating all crimes reported and for taking appropriate action. The College will cooperate with local, State and Federal law enforcement agencies as needed.

HOURS OF OPERATION

Administrative office	Monday through Friday 10:00 a.m. – 4:00 p.m.

CLASS SCHEDULE

DMS AAS	MRI AAS	ST AAS
07/13/20 – 04/29/22 day	11/16/20 – 04/01/22	08/31/20 – 08/24/22 day & evening
09/14/20 – 07/12/22 evening	04/05/21 – 07/29/22	11/09/20 – 11/07/22 day
10/12/20 – 08/05/22 day	08/02/21 – 11/23/22	01/25/21 – 05/27/22 day & evening
01/19/21 – 11/01/22 day	11/29/21 – 03/31/23	04/05/21 – 01/10/23 day
03/29/21 – 01/17/23 evening	01/03/22 – 07/04/23	07/05/21 – 04/04/23 day & evening
04/19/21 – 02/07/23 day	04/04/22 – 10/03/23	10/04/21 – 06/18/23 day
07/19/21 – 05/09/23 day	07/04/22 – 01/10-24	01/03/22 – 10/03/23 day & evening
09/27/21 – 07/11/23 evening	10/03/22 – 04/12/24	04/04/22 – 01/02/24 day
10/18/21 – 8/11/23 day		07/04/22 – 04/02/24 day & evening
1/24/22 – 11/7/23 day	**OTA AAS**	10/03/22 – 07/02/24 day
04/04/22 – 01/09/24 evening	10/12/20 – 07/05/22	
04/25/22 – 02/13/24 day	02/22/21 – 11/01/22	**BSHS**
07/25/22 – 05/14/24 day	06/21/21 – 03/07/23	10/05/20 – 06/19/22
10/03/22 – 07/09/24 evening	10/18/21 – 07/04/23	01/04/21 – 09/18/22
10/24/22 – 08/13/24 day	02/28/22 – 11/07/23	04/04/22 – 01/02/24
	06/27/22 – 03/19/24	07/04/22 – 04/02/24
HIT AS	10/24/22 – 07/02/24	10/03/22 – 07/02/24
10/05/20 – 07/05/22		
01/04/21 – 10/04/22	**PTA AAS**	
04/05/21 – 01/10/23	11/16/20 – 08/09/22	
07/05/21 – 04/04/23	04/05/21 – 12/06/22	
10/04/21 – 07/04/23	08/02/21 – 04/11/23	
01/03/22 – 10/03/23	11/22/21 – 08/08/23	
04/04/22 – 01/02/24	07/04/22 – 04/02/24	
07/04/22 – 04/02/24		
10/03/22 – 07/02/24		
For projected Start Dates, please contact the Admissions Office		

CBD COLLEGE HOLIDAYS

January - December 2022

In observance of the following holidays,
CBD College does not hold classes or will be closed on:

January 1	Saturday	**New Year's Day**
January 17	Monday	**Martin Luther King, Jr.**
February 21	Monday	**President's Day**
April 17	Sunday	**Easter**
May 8	Sunday	**Mother's Day**
May 30	Monday	**Memorial Day**
June 19	Sunday	**Father's Day**
July 4	Monday	**Independence Day**
September 5	Monday	**Labor Day**
October 4	Tuesday	**Yom Kippur/**No eve. Classes
October 5	Wednesday	**Yom Kippur**
November 24	Thursday	**Thanksgiving**
November 25	Friday	**Thanksgiving**
December 25-31		**Winter Break**

Constitution Day is September 17. In observance of Constitution Day CBD holds school-wide sessions in which the ratification of the United States Constitution, amendments, and a brief overview of the Founding Fathers are discussed.

SURGICAL TECHNOLOGY (ST)

Disclaimer: **This program is not offered to new students. The Surgical Technology Diploma Program is discontinued, and only existing students will continue their enrollment in this program. New students are offered enrollment in the Surgical Technology AAS Program.**

1520 clock hours/61 weeks (Total time to complete the program may vary based on school holidays and breaks)
46 weeks Theory/Lab (20 hours per week) + 15 weeks externship (maximum of 40 hours per week)

Program Objective

The Surgical Technology program is a 1520-hour Diploma comprehensive course of study that combines theory and clinical practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes and skills that will enable them to become safe and competent practitioners of Surgical Technology.

The program prepares students for entry-level positions in a number of health care facilities including hospitals, medical centers, and public and private surgical centers. The program includes a mandatory 540-hour Surgical Technology Externship and 80 hours of test preparation that must be completed prior to graduation.

It is a mandatory requirement of the program that students take the Certified Surgical Technology (CST) Examination given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) prior to completion of the ST program. The curriculum incorporates the CST Examination topics and is designed to prepare students to pass the examination.

Certification is voluntary in the state of California. However, the choice to become certified exhibits pride in the profession, the desire to be recognized for mastery of scientific principles, as well as an ongoing commitment to quality patient care. Certification is a means for upward mobility, a condition for employment, a route to higher pay, and a source of recognition nationwide. Approved candidates who take and pass the CST examination are authorized to use the initials CST as long as they maintain certification currency.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for CST certification is available through the National Board of Surgical Technology and Surgical Assisting (https://www.nbstsa.org/cst-certification).

This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Surgical Technologist (CIP # 51.0909; O-NET # 29-2055.00)

ST Program Curriculum

Module #	Course #	Course Title	Lecture	Lab	Extern-ship	Weeks	Total Hours
I	ST 001	Anatomy & Physiology I & Medical Terminology	90	0	0	9	90
		Anatomy & Physiology II & Medical Terminology	90	0	0		90
II	ST 002	Introduction to Surgical Technology	10	10	0	9	20
		Medical Law and Ethics/Patient Psychology	20	10	0		30
		The Physical Environment and Safety	15	10	0		25
		Biomedical Science	15	10	0		25
		Microbiology	20	20	0		40
		Surgical Pharmacology and Anesthesia	20	20	0		40
III	ST 003	Asepsis, Sterilization and Disinfection	15	10	0	9	25
		Surgical Instrumentation	15	20	0		35
		Patient Transport/Positioning/Skin Prep/Draping	15	15	0		30
		Case Management	15	20	0		35
		Sutures/Staples/Wound Management/Drains/Catheters	20	15	0		35
		Diagnostic Procedures	10	10	0		20
IV	ST 004	MIS/Robotic/General Surgeries	20	15	0	9	35
		OB/GYN and Urological Surgeries	20	15	0		35
		Ophthalmic and ENT Surgeries	20	10	0		30
		Plastic/Reconstructive/Oral Maxillofacial Surgeries	10	5	0		15
		Vascular/Cardio/Thoracic Surgeries	20	10	0		30
		Pediatric, Orthopedic and Neurology Surgeries	20	15	0		35
V	ST 005	Mock Surgery I	5	45	0	9	50
		CPR	5	0	0		5
		Mock Surgery II	5	35	0		40
		Mock Surgery III	5	45	0		50
		Career Development	5	0	0		5
		Mock Clearance (Mock CST/BV CST Quiz)	5	25	0		30
VI	ST 006	Externship	0	0	540	6	540
		CST Exam Preparation	80	0	0		80
		TOTAL	**590**	**390**	**540**	**61**	**1520**

Note: one clock hour is defined as a 60-minute span of time in which 50 minutes is devoted to actual class instruction, with the remaining portion designated as a break.

ST Course Descriptions:

MODULE I   ST 001 – ANATOMY AND PHYSIOLOGY & MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Total clock hours: 180*

This module is a study of the following topics and human systems: definition of anatomy and physiology, biochemistry, the Cell, Tissues and membranes, Integumentary system, Skeletal System, Muscular System, Central Nervous system, Peripheral and Autonomic Nervous System, Sensory System, Endocrine System, Heart, Lymphatic and Immune System, Respiratory System, Digestive System, Urinary System and the Reproductive System. The functions and interrelationships of these systems are studied. The Module emphasizes the homeostatic nature of these systems with reference to human disease states and includes an introduction to Medical Terminology based on anatomy and physiology. Emphasis is placed on medical word roots, combining forms, prefixes and suffixes and body structure.

MODULE II   ST 002 – BASIC SCIENCE

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Total clock hours: 180*

This module is designed to orient the student to surgical technology and provide comprehensive knowledge of patient care concepts, as well personal and professional relationships in surgical technology. Designed to analyze the legal and psychological concepts that pertain to surgical technology. Introduces the principles and concepts of basic science, microbiology and surgical pharmacology with anesthesia. Through this Module students have the opportunity to practice their skills in Surgical Technology Labs.

MODULE III   ST 003 – SURGICAL TECHNOLOGY

Prerequisites: Module I-II
Co-requisite: Concurrent Module III Courses   *Total clock hours: 180*

This Module is designed to introduce knowledge and basic skills in the following subjects: Asepsis and Aseptic technique, sterilization and disinfection. Surgical Patient care and Case management with basic surgical instrumentation and surgical supplies. During this module students will have the opportunity to learn about diagnostic procedures performed in a surgical field. Through this Module students have the opportunity to practice their skills in Surgical Technology Labs.

MODULE IV   ST 004 – SURGICAL PROCEDURES

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Total clock hours: 180*

Throughout this Module students will apply the knowledge and understanding of previous Modules to learn different surgical techniques used in specialties such as General, OB/GYN and Urology, ENT and Ophthalmology, Plastic and Reconstructive, Cardiothoracic and Vascular, Orthopedic, Neurosurgery and Pediatric. Throughout the Module students have the opportunity to practice their skills and surgical set ups in Surgical Technology Labs.

MODULE V   ST 005 – MOCK SURGERY

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Total clock hours: 180*

Throughout this Module that was designed to provide comprehensive knowledge and skills for specific surgical specialties such as General, OB/GYN and Urology, ENT and Ophthalmology, Plastic and Reconstructive, Cardiothoracic and Vascular, Orthopedic, Neurosurgery and Pediatric, students will be preparing themselves for clinical rotation. A Surgical Lab Instructor will help to improve skills acquired in previous modules and familiarize the students with surgical set ups. A CPR BLS certification Course is incorporated into this Module. As one of the final modules of the program, students will receive career assistance through resume building and mock interviews, performed by Career Services Officers at CBD College.

Prerequisites: Module I-V Courses
Co-requisite: None   *Total clock hours: 620*

During this Module students complete required clinical rotation hours and surgical cases in available teaching surgical facilities to acquire "real life" surgical experiences. During the externship, student performs duties of the surgical technologist.

During Clinical rotation and on completion of the Clinical rotation requirements, students attend the CST Exam Preparation classes on campus. These classes are designed to review the material presented during the Program and to reinforce the student's confidence. On successful completion of the CST Exam Preparation Class, students sit for the National Board Examination to pursue Surgical Technologist Certification.

ST EVALUATION/PROGRESSION POLICY

The CBD ST program is a modular program. All students are admitted as a cohort and the curriculum is designed so that students will complete all of the required courses within 6 Modules. A student must pass all courses in Module I to progress to Module II, must pass all courses in Module II to progress to Module III, etc. A student must pass all Modules to be able to graduate. Each didactic course for all Modules must be passed with a 75% grade point average or higher in lab and theory, and clinical courses with a Pass **score**. In order to successfully complete Module V students need to pass the Final Lab Practicum and a written Final exam. If a student fails a course at some point in the sequence, they will have a chance to repeat a Module.

ST SKILLS LABORATORY

The campus skills laboratory is designed to provide students with assignments to learn the skills necessary for hospital work. Skills should be practiced in the skills laboratory prior to providing skills in the hospital settings.

All surgical technology students are permitted to use the skills lab with their assigned instructors. Food and drinks are not allowed inside the skills laboratory.

All supplies should be handled with care and replaced in their storage areas after use. Items requiring replacement or reordering should be reported to the instructor daily or as needed. Mannequins should be handled with care and not have any tape applied directly.

All students are to participate in the maintenance of the campus skills lab.

Students are to wear their clinical uniforms while working in the skills lab. Shoes should be closed toe, low-heeled and clothing should be safe without strings or ties that may become tangled and cause harm to the student or to others.

Always be considerate of others when working in the skills lab.

ST CLINICAL EVALUATION METHOD

Clinical performance is evaluated on a "pass/fail" designation, based upon successful completion of the clinical objectives.
Students with a "fail'" grade in any of the skills will meet with the Clinical Coordinator and/or Program Director and receive a plan for improvement, which may include but is not limited to Individual/group tutorial in the campus skills lab.

Completion of the clinical module
Successful completion of the clinical module requires:
- completion of all required 580 hours
- completion of at least 120 cases.
- a pass grade on the final evaluation.
- 40 hours of Board Exam Preparation and a pass grade on the mock exam.

ST EQUIPMENT AND MATERIALS

● AESOP 1000 Robot	Books:

● ALM Surgical Light	● *Essentials of Medical Language*
● AMSCO 1040 Surgical Table	● *Hole's Human Anatomy & Physiology*
● AMSCO Surgical Table	● *Surgical Technology: Principles and Practice – Textbook and Workbook*
● Anesthesia Machine	● *Surgical Equipment and Supplies*
● Basic Eye Set	● *Differentiating Surgical Instruments*
● Basic Major Set	● *Surgical Notes: A Pocket Survival Guide for the Operating Room*
● Basic Minor Set	● *Pearson's Surgical Technology Exam Review*
● Birtcher ABC Electrosurgical Generator	
● Candy Cane Stirrups with 4 Clamps	
● Carr X-Ray Viewing Box	
● Castle Surgical Light	
● Cataract Set	
● D&C Tray	
● DVD Player (2)	
● Emergency Eyewash Station	
● Gallbladder Set	
● H&N Tray	
● Hand Surgery Board	
● Hysterectomy Tray	
● Laminectomy Set	
● Laparoscopy Instruments	
● Laparoscopic Tray	
● Leibinger Mandible Fracture Combo Set	
● Major bone Set	
● Manikin	
● McKesson IV Pole	
● Minor Bone Set	
● Multinex Plus Datascope	
● Ohmeda 5500 Airway Pressure Monitor	
● Ohmeda 7000 Ventilator	
● Oxygen Monitor	
● Pedigo Back Table	
● Pedigo Kick Bucket	
● Pedigo Mayo Stand	
● Pedigo Ring Stand-Single, Double	
● Pedigo Step Stool	
● Quantum 3000 Endoscopy Light Source	
● Steris Scrub Sink	
● Storz Endoscope Tricam SL NTSC	
● Suctioning Unit	
● Televisions (2)	
● Thoracic Set	
● Tonsillectomy and Adenoidectomy Set	
● Tracheostomy Tray	
● Vascular Set	
● White Board	

APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY (DMS AAS)

141 quarter credits / 84 weeks (Total time to complete the program may vary based on school holidays and breaks)

Program Objective

The Associate of Applied Science in Diagnostic Medical Sonography (DMS AAS) Program is designed to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and effective (behavior) learning domains. This preparation is accomplished through didactic, laboratory, and clinical instruction in the theoretical knowledge, skills, and responsibilities of a diagnostic medical sonographer. The successful program graduate will be able to perform appropriate ultrasound scanning examinations and procedures, and record anatomic, pathologic, and/or physiologic data for interpretation by a physician. The graduate will also be able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results. In addition, the graduate will be prepared to exercise discretion and judgment in the performance of sonographic diagnostic services, provide appropriate and compassionate patient care for patients undergoing ultrasound examinations, demonstrate excellent communication skills with patients and other healthcare professionals, and act in an ethical and professional manner.

Completion of the General Education requirements for the AAS Degree program may be transferable if the student wishes to pursue a Bachelor's Degree in Diagnostic Medical Sonography. The award of transfer credit is at the discretion of other institutions and is not guaranteed.

A graduate of the DMS Program will be qualified to work as an entry-level sonographer in a hospital or medical center, a medical clinic, a radiology imaging center, a physician's office, or a mobile ultrasound service, as a freelance sonographer, or as a traveling sonographer.

It is not currently mandatory that graduates take any licensing or credentialing examination upon successful program completion. However, many employers prefer or require that DMS graduates be credentialed by the American Registry of Diagnostic Medical Sonographers (ARDMS) or Cardiovascular Credentialing (CCI). Depending upon the graduate's prior education, he or she may be eligible to sit for EITHER the CCI examination OR the ARDMS examination upon graduation, as prerequisites for these examinations are currently written.

This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

Students of the DMS AAS program must pass all General Education courses, core theory and laboratory courses, and clinical externship courses with a grade of 75% or better. Also, students are expected to sit for the SPI examination at the completion of the second Module in order to be eligible for graduation.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of delivery: blended.

Upon successful completion of the program, graduates may obtain employment as:

- Diagnostic Medical Sonographer/Ultrasound Technician
  (CIP # 51.0910; O-NET # 29-2032.00)

DMS AAS Program Curriculum

Module #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Clock Hours	Weeks	Quarter Credits
I	MTH 100	College Math	48	0	0	48	12	4.5
	ENG 100	Written and Oral Communication	48	0	0	48		4.5
	PHY 100	General Physics	48	0	0	48		4.5
	BIO 100	Human Anatomy & Physiology	108	0	0	108		10.5
	MT 100	Medical Terminology	12	0	0	12		1.0
II	DMS 200	Physical Principles & Instrumentation of Ultrasound	192	0	0	192	12	19.0
	DMS 215	Fundamentals of Sonography	24	24	0	48		3.5
III	DMS 300	Abdominal & Small Parts Ultrasound Imaging	108	108	0	216	12	16.0
	DMS 315	Professional Aspects of Sonography	48	0	0	48		4.5
IV	DMS 400	Obstetrics & Gynecology Ultrasound Imaging	96	96	0	192	12	14.0
	DMS 415	Patient Care for Sonographers	48	0	0	48		4.5
V	DMS 500	Vascular Ultrasound Imaging	96	96	0	192	12	14.0
	DMS 515	Patient/Sonographer Interaction	48	0	0	48		4.5
VI	DMS 600	Clinical Practicum I	0	0	480	480	12	16.0
	DMS 615	Test Preparation	42	0	0	42		4.0
VII	DMS 700	Clinical Practicum II	0	0	480	480	12	16.0
		TOTAL	**966**	**324**	**960**	**2250**	**84**	**141.0**

DMS AAS Course Descriptions:

MODULE I   MTH 100 – COLLEGE MATH

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.5*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations. Upon course completion, the student will be able to solve mathematical problems applicable to theory and practice of diagnostic medical sonography.

MODULE I   ENG 100 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.5*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   PHY 100 – GENERAL PHYSICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.5*

This is an introductory course of physics that surveys basic concepts, principles and laws of physics that includes the topics of mechanics, thermodynamics, heats, fluids, sound, waves and vibrations, electricity, magnetism, and optics. It is specifically designed for students with no previous experience with physics. Emphasis will be placed on the study of waves and sound with applications to the study and practice of diagnostic medical sonography.

MODULE I   BIO 100 – HUMAN ANATOMY & PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 10.5*

This course emphasizes the principles of human anatomy and includes an overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I   MT 100 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 1.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II   DMS 200 – PHYSICAL PRINCIPLES AND INSTRUMENTATION OF ULTRASOUND

Prerequisites: Module I Courses
Co-requisite: DMS 215   *Quarter Credits: 19.0*

Introduction to basic acoustic physical principles, and the manner in which ultrasound waves react in human tissue. Emphasis is on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission and reflection, and resolution of sound beams. Introduction to various types of instrumentation, equipment design and applications. The mechanics of ultrasound image production and display, various transducer designs and construction, quality assurance, bioeffects and safety, imaging artifacts and Doppler flow analysis.

MODULE II   DMS 215 – FUNDAMENTALS OF SONOGRAPHY

Prerequisites: Module I Courses
Co-requisite: DMS 200   *Quarter Credits: 3.5*

This course provides a broad overview of the field of diagnostic medical sonography. It covers the history and evolution of ultrasound as an imaging modality, the sonographer's role and scope of practice, required skills and abilities, and effective learning technique.

MODULE III   DMS 300 – ABDOMINAL AND SMALL PARTS ULTRASOUND IMAGING

Prerequisites: Modules I & II Courses
Co-requisite: DMS 315   *Quarter Credits: 16.0*

Interpretation of normal anatomy, sonographic and gross anatomy demonstrating scanning techniques and identifying normal sonographic protocols for abdomen and small parts. Interpretation of abnormal anatomy, identification and interpretation of pathological conditions affecting the abdominal organs and small parts. Includes role of differential diagnoses in ultrasound examinations.

MODULE III   DMS 315 – PROFESSIONAL ASPECTS OF SONOGRAPHY

Prerequisites: Modules I & II Courses
Co-requisite: DMS 300   *Quarter Credits: 4.5*

The aspects of sonography as a career choice will be examined in this course. Topics of discussion include sonography career ladder opportunities, benefits of professional organizations, certification and registration advantages, sonographer safety, medical ethics and legal aspects of sonography, professional behavior, sonography employment venues, resume writing and interview techniques.

MODULE IV   DMS 400 – OBSTETRICS AND GYNECOLOGY ULTRASOUND IMAGING

Prerequisites: Modules I – III Courses
Co-requisite: DMS 415   *Quarter Credits: 14.0*

Interpretation of normal anatomy, sonographic and gross anatomy demonstrating scanning techniques and identifying normal sonographic protocols for gynecologic and obstetric ultrasound examinations. Interpretation of abnormal anatomy and identification and interpretation of pathological conditions affecting the female pelvic organs, the neonate, and the developing fetus. Includes role of differential diagnoses in ultrasound examinations.

MODULE IV   DMS 415 – PATIENT CARE FOR SONOGRAPHERS

Prerequisites: Modules I – III Courses
Co-requisite: DMS 400   *Quarter Credits: 4.5*

This course presents the student with various aspects of patient care that are relevant to the sonographer. Students will learn patient care skills that apply to practice as a sonographer. Emphasis is placed on vital signs, body mechanics for patient transfer, care techniques for patients with tubing, standard precautions for infection control, aseptic / sterile techniques, isolation techniques, and emergency medical situations.

MODULE V   DMS 500 – VASCULAR ULTRASOUND IMAGING

Prerequisites: Modules I – IV Courses
Co-requisite: DMS 515   *Quarter Credits: 14.0*

This course covers the basics of Vascular Ultrasound Imaging. Overview of normal and pathological sonographic data, arterial and venous peripheral vascular, abdominal vasculature and extracranial carotid.

MODULE V   DMS 515 – PATIENT / SONOGRAPHER INTERACTION

Prerequisites: Modules I – IV Courses
Co-requisite: DMS 500   *Quarter Credits: 4.5*

Students will learn how to communicate with patients and other health care professionals, care for those patients with special needs, prepare patients for different types of ultrasound examinations, learn about laboratory values, and their relationship to the ultrasound examination ordered, and examine the role of different imaging modalities in patient diagnosis.

MODULE VI   DMS 600 – CLINICAL PRACTICUM I

Prerequisites: Modules I – V Courses
Co-requisite: DMS 615   *Quarter Credits: 16.0*

During this course, the student will be assigned, and directly supervised in a Diagnostic Medical Ultrasound imaging facility such as a hospital, clinic or imaging center. The student will be introduced to the clinical setting and departmental organization. Under direct supervision by a supervising sonographer or supervising physician, and the school's Clinical Coordinator, the student will begin to acquire the hands-on skills necessary for the sonographer in a clinical site. This is accomplished through observation and participation in clinical cases studies of patients undergoing ultrasound examinations.

MODULE VI   DMS 615 – TEST PREPARATION

Prerequisites: Modules I – V Courses
Co-requisite: DMS 600   *Quarter Credits: 4.0*

This course prepares students to apply and prepare for the American Registry for Diagnostic Medical Sonography (ARDMS) exam. Students will learn test-taking strategies, apply clinical and didactic knowledge to case study exam questions and take practice exams.

MODULE VII   DMS 700 – CLINICAL PRACTICUM II

Prerequisites: Modules I – VI Courses
Co-requisite: None   *Quarter Credits: 16.0*

 This course is designed as a more advanced continuation of Clinical Practicum I. The student will continue to perfect his/her skills in the clinical environment and learn more advanced imaging techniques required of the sonographer. The student will gain more experience in performing ultrasound imaging of the patient undergoing abdominal, small parts, gynecologic, obstetric, or vascular ultrasound examinations.

PARTICIPATION & USE OF SCANNERS/ULTRASOUND

You agree to participate in guided scanning sessions that will be supervised by a member of the Sonography Program faculty. If any injury or medical condition prevents me from safely participating in laboratory/practicum activities, you will inform the faculty and the Program Director.

You acknowledge and understand that Laboratory activities require students to work closely with lab partners of the same or opposite gender. Close contact between students will be required in the practice of imaging techniques during supervised lab sessions in preparation for clinical practice.

You understand and agree to use ALARA principles when participating.

You hereby consent to allow your fellow students as well as CBD faculty to provide appropriate physical touch during my participation in lab activities. You promise to uphold strong moral and ethical behaviors during my interactions with other members of my class, health care professionals and patients/caregivers. You understand that lab activities are aimed to enhance my didactic education and you are aware that appropriate physical touch will be an integral part of my practical curriculum. If you experience any pain or discomfort during any of the lab activities, you will immediately communicate your concerns to faculty members of CBD College.

You acknowledge and understand that you will be working with faculty, classmates and patients in the classroom and clinical environment. You understand that you may be exposed to various infectious agents such as, but not limited to, open wounds, bleeding emergencies, viruses and bacteria. You understand that you must utilize infection control procedures, as established by the specific institution/facility, at all times, otherwise you will be removed from that setting.

You acknowledge and understand that there may be certain risks while being a student in DMS Program at CBD College. You agree to adhere to the safety regulations of the program to which you have been admitted. You also understand that safety precautions have been incorporated into the laboratory sessions and clinical experiences. You also agree that in the event of an accident or injury, you will in no way hold CBD College, its affiliates or the training facilities liable.

You understand that you can decline an ultrasound to be performed on your body (scanned) at any time by notifying any member of the faculty and that grades and evaluations will not be affected by participation or non-participation. You acknowledge that declination of such will result in the requirement to complete additional competencies/proficiencies at the clinical externship site.

You understand and agree that you are not to use the scanners/ultrasound equipment for any purposes other than that directed or supervised by the program faculty and that such use will result in disciplinary action.

You will be responsible for the proper care of the school owned equipment. You are aware that you will be responsible for any repair or replacement costs for damaged equipment.

DMS EQUIPMENT AND MATERIALS

● SonoSim Ultrasound Simulator ● Blood Pressure Cuffs ● Bottles of Transducer Disinfectant Spray ● Boxes of Medical Examination Latex Gloves ● Cases of Patient Drape Sheets ● DVD Player ● Five Liter Containers of Ultrasound Coupling Gel ● Laptop Computer ● Overhead Projector ● Patient Examination Tables ● Pull Down Screen ● Rolls of Examination Table Paper ● Rolls of Thermal Ultrasound Film ● Sphygmomanometers ● Stethoscopes ● Storage Cabinet for Storage of Expendable Supplies ● Table Pillows ● Table Wedges ● Thermal Printers ● Ultrasound Transducers ● Wheelchair ● Blue Phantom TransVaginal Phantom with Pathology ● Blue Phantom (Baby Phantom) ● 18 Electric Jell warmers ● 18 Medical beds (6 beds in each Ultrasound Lab)	Books: ● *Sonography Principles and Instruments (Diagnostic Ultrasound: Principles & Instruments)* ● *Understanding Ultrasound Physics* ● *Sonography Scanning: Principles and Protocols* ● *Essentials of Sonography and Patient Care* ● *Abdomen and Superficial Structures* ● *Workbook for Diagnostic Medical Sonography: A Guide to Clinical Practice, Abdomen and Superficial Structures* ● *Obstetrics and Gynecology* ● *Workbook for Diagnostic Medical Sonography: A Guide to Clinical Practice Obstetrics and Gynecology* ● *Techniques in Noninvasive Vascular Diagnosis* ● *Ultrasound Registry Review* Software: ● *Abdomen or OB/GYN ExamSim Program* General Education: ● *Hole's Anatomy & Physiology* ● *Essentials of Medical Language* ● *Basic College Mathematics – ALEKS 360* ● *Conceptual Physics* ● *College English and Business Communication*

ASSOCIATE OF SCIENCE IN HEALTH INFORMATION TECHNOLOGY PROGRAM (HIT AS)

91 quarter credits / 77 weeks (Total time to complete the program may vary based on school holidays and breaks).

Program Objective

The Associate of Science in Health Information Technology program prepares students for a career working with health information in a variety of healthcare settings in diverse roles. Health Information Technology professionals perform the essential functions of acquiring, analyzing, maintaining, and securing health information vital to providing quality patient care. Health Information Technology graduates are employed in hospitals, clinics, physician's offices, ambulatory care facilities, long term care facilities, home health agencies, consulting firms, and any organization that uses patient data or health information, such as pharmaceutical companies, law and insurance firms, and health product vendors.

CBD College is committed to strengthening its course offerings of the Health Information Technology Program by successfully obtaining full accreditation through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program has applied for Candidacy Status with CAHIIM in 2021 and will followed AHIMA 2018 Curriculum Standards in all courses to achieve initial accreditation. The program is currently in Candidacy Status, pending accreditation review by CAHIIM. Once accreditation has been achieved, students will be eligible to sit for the Registered Health Information Technician (RHIT) credential exam. Until CAHIIM programmatic accreditation is achieved, the program does not meet the requirements for voluntary credentialing in all fifty states. The RHIT credential is a nationally recognized credential and, although not required for employment in Health Information Management, it is highly preferred/recommended in the workforce.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Health Information Analyst
- Release of Information Consultant
- Medical Staff Coordinator
- Quality Improvement Coordinator
- Coder
- Revenue Cycle Analyst
- Revenue Cycle Manager
- Clinical Documentation Improvement Specialist
- Patient or Cancer Registrar
- Health Information Management Supervisor/Manager/Director
- Data Integrity Analyst
- Project Manager
- Compliance Auditor
- Privacy Officer

(CIP # 51.0707; O-NET # 29-2071.00)

HIT AS Program Curriculum

Mod #	Course #	Course Title	In-Class Clock Hours	Recognized Outside Hours	Total Clock Hours	Weeks	Quarter Credits
I	ENG 101	Introduction to Oral & Written Communication	12	28	40		4
	CIS 100	Computer Applications	12	28	40	11	4
	BIO 110	Introduction to Anatomy and Physiology	12	28	40		4
	MTH 111	Introduction to Statistics	12	28	40		4
II	MT 101	Medical Terminology	12	28	40		4
	PSY 101	Introduction to Psychology	12	28	40	11	4
	HIT 200	Intro to Health Information Technology	12	28	40		4
III	ACC 100	Accounting Fundamentals	12	28	40		4
	PHM 100	Pharmacology	12	28	40	11	4
	BIO 120	Human Disease	12	28	40		4
IV	HIT 400	Alternative Healthcare Delivery Systems	12	28	40		4
	HIT 410	Introduction to Health Information Systems	12	28	40	11	4
	HIT 420	Basic ICD Coding	12	28	50		5
V	HIT 500	Health Statistics	12	28	40		4
	HIT 510	Continuous Quality Improvement	12	28	40	11	4
	HIT 520	Advanced ICD Coding	12	38	50		5
VI	HIT 600	Medical Law & Ethics for Health Information Management	12	28	40		4
	HIT 610	Current Procedural Term (CPT) Coding	12	28	40	11	4
	HIT 620	Healthcare Data	12	28	40		4
VII	HIT 700	Management for the Health Information Professional	12	28	40		4
	HIT 710	Healthcare Reimbursement	12	28	40	11	4
	HIT 720	Health Information Technology Practicum	45	10	55		1.5
	HIT 730	RHIT Exam Preparation	12	24	36		3.5
		TOTAL	**309**	**632**	**951**	**77**	**91**

Associate of Science in Health Information Technology Course Descriptions:

MODULE I   ENG 101 – INTRODUCTION TO ORAL & WRITTEN COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   CIS 100 – COMPUTER APPLICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course emphasizes the complex applications in the Microsoft Office Suite®. Students explore the common features of Microsoft Office and Windows. They practice with the advanced features of Word, Excel, PowerPoint, and cloud-based applications. Students gain confidence and achieve mastery by implementing solutions to real-world business problems.

MODULE I   BIO 110 – INTRODUCTION TO ANATOMY AND PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topic dealing with the nature of science, human genetics and development are included.

MODULE I   MTH 111 – INTRODUCTION TO STATISTICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This is an introductory course in statistics designed to provide students with the basic concepts of data analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.

MODULE II   MT 101 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II   PSY 101 – INTRODUCTION TO PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE II   HIT 200 – INTRO TO HEALTH INFORMATION TECHNOLOGY

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course is an introduction to the Health Information Technology profession. It includes an overview of the American healthcare delivery system, health information functions and responsibilities, health services organization and delivery methods, health data, structure and use, regulatory standards and requirements, information systems, and health information privacy and security.

MODULE III ACC 100 – ACCOUNTING FUNDAMENTALS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course introduces the core principles of accounting. Students apply tools and concepts to record and adjust business transactions. They move on to use these tools to complete the accounting cycle. Major topics include inventories, internal controls, accounts receivable, current liabilities, and payroll. Students analyze business transactions and financial information to make data-driven decisions.

MODULE III PHM 100 – PHARMACOLOGY

Prerequisites: None
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course introduces pharmacology, the knowledge of basic pharmacological terminology and concepts, administration, common generic and trade name medications, and to provide basic factual information about the development and progress of disease with a basic understanding of the concepts of pharmacology as they relate to those diseases.

MODULE III BIO 120 – HUMAN DISEASE

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course provides an overview to the anatomical structures and physiology of the human body. Each body system is discussed in terms of the major anatomical structures and function including how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including diseases' definition and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan.

MODULE IV HIT 400 – ALTERNATIVE HEALTHCARE DELIVERY SYSTEMS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course is an introduction to health information management practice in alternative healthcare settings including long-term care, mental health, ambulatory care, hospice, home health, and rehabilitation medicine. Focus is on the role of the health information practitioner, regulatory issues, accreditation and licensing requirements, documentation, funding and reimbursement, and electronic information systems.

MODULE IV HIT 410 – INTRODUCTION TO HEALTH INFORMATION SYSTEMS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course is an introduction to computer systems used in healthcare and health information management (HIM). Emphasis is placed on computer systems used across the healthcare industry as well as electronic health record (EHR) applications. This course is designed for students interested in enhancing their knowledge of computers in the health information technology field.

MODULE IV HIT 420 – BASIC ICD CODING

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 5.0*

This course covers diagnostic coding utilizing the International Classification of Diseases-Clinical Modification (ICD-10-CM) classification system. Students will learn how to accurately assign diagnosis codes utilizing both manual and computerized applications. Students will learn to apply ICD-10-CM coding guidelines appropriate to the coding situation and learn diagnostic coding of all body systems and introduced to industry-accepted sources for coding guidance.

MODULE V HIT 500 – HEALTH STATISTICS

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 4.0*

This course provides instruction for the health information technology student in the basic principles of data collection and calculation of hospital and non-acute facility health statistics. Calculation of Health Information Management department statistics is included. In addition, the course covers the calculation of specific vital statistics as well as discharge analysis reporting.

MODULE VI HIT 510 – CONTINUOUS QUALITY IMPROVEMENT

Prerequisites: None
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 4.0*

This course for Health Information Technology students is an introduction to quality and performance management and improvement, utilization review, and risk management. The course includes the purpose, principles, historical development, assessment and analysis techniques, and application and program development strategies used in quality management and improvement, utilization review and risk management activities. Also included is the integration of performance improvement activities with the medical staff appointment and reappointment process. Regulatory and privacy requirements will also be addressed. The key concepts, background and statistical tools used in the continuous quality improvement process (CQI) are also provided.

MODULE V HIT 520 – ADVANCED ICD CODING

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 5.0*

This course covers procedure coding utilizing the International Classification of Diseases-Procedure Coding System (ICD-10-PCS) classification system. Students will learn how to accurately assign procedure codes utilizing both manual and computerized applications. Students will learn to apply ICD-10-PCS coding guidelines appropriate to the coding situation and learn procedural coding of all body systems and be introduced to industry-accepted sources for coding guidance.

MODULE VI HIT 600 – MEDICAL LAW & ETHICS FOR HEALTH INFORMATION MANAGEMENT

Prerequisites: None
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 4.0*

This course covers the legal aspects of health information management including legal procedures, evidence, tort law, corporate and contract law. Other topics include consent to treatment, the legal health record, HIPAA privacy and security rules, patient rights and responsibilities, release of information, required reporting, risk management, healthcare fraud and abuse, medical staff, and workplace law.

MODULE VI HIT 610 – CURRENT PROCEDURAL TERM (CPT) CODING

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This introductory course for Health Information Technology students includes the use of Current Procedural Terminology (CPT) coding. The course covers the purpose of CPT, CPT Manual format, code format, and coding steps used to code from the six divisions of CPT: Evaluation & Management, Anesthesia, Surgery, Radiology, Pathology & Laboratory, and Medicine. In addition, the course includes national and category III codes. It also includes an overview of reimbursement issues involving physician and hospital payment for outpatient services.

MODULE VI HIT 620 – HEALTHCARE DATA

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course will explore healthcare data analytics. Application of data analytic methodologies to improve decision making, performance, healthcare quality and strategic planning will be presented and practiced. Students will become familiar with internal and external data sources in healthcare, including data abstraction, qualitative data analysis, interpretation and basic data analytics.

MODULE VII HIT 700 – MANAGEMENT FOR THE HEALTH INFORMATION PROFESSIONAL

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 4.0*

This course studies classic and current management principles in the healthcare setting. Students will be introduced to leadership styles, motivation principles, ethical standards, communication principles, and strategies for dealing with difficult behavior in the workplace.

MODULE VII HIT 710 – HEALTHCARE REIMBURSEMENT

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 4.0*

This course integrates information about all US healthcare payment systems. The topics covered include reimbursement methodologies, clinical coding and coding compliance, voluntary and government sponsored insurance plans, managed care plans, revenue cycle management and value-based purchasing. Medicare and Medicaid prospective payment systems are also addressed in acute, post-acute, ambulatory, physician fee schedule, hospice, and long term care settings.

MODULE VII HIT 720 – HEALTH INFORMATION TECHNOLOGY PRACTICUM

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 1.5*

This course provides supervised onsite professional practice experience in an assigned affiliate site for students enrolled in the Health Information Technology program. It is designed to help students assimilate theory with practical application in order to work toward achievement of American Health Information Management Association (AHIMA) entry-level competencies in a real-world environment.

MODULE VII HIT 730 – RHIT EXAM PREPARATION

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 3.5*

The RHIT certification exam is based on an explicit set of competencies. These competencies have been determined through a practitioners' job analysis study. The competencies are subdivided into domains and tasks, as listed ere. The exam tests only content pertaining to these competencies. Each domain is allocated a predefined number of questions to make up the exam.

Upon completion of this course, students should be able to successfully answer questions on the RHIT credential examination and achieve a passing score. The questions for this course as well as the RHIT credential exam cover:
- Domain 1: Data Content, Structure, and Information Governance (24–28% of exam)
- Domain 2: Access, Disclosure, Privacy, and Security (12–16% of exam)
- Domain 3: Data Analytics and Use (14–18% of exam)
- Domain 4: Revenue Cycle Management (14–18% of exam)
- Domain 5: Compliance (13–17% of exam)
- Domain 6: Leadership (11–15% of exam)

HIT MATERIALS

Books:
- *College English and Business Communication*
- *Microsoft Office 365: In Practice*
- *Essentials of Hole's Anatomy and Physiology*
- *Elementary Statistics + ALEKS*
- *Essentials of Medical Language*
- *Psychology and Your Life with P.O.W.E.R Learning*
- *Health Information Management Technology: An Applied Approach*
- *Fundamental Accounting Principles*
- *Understanding Pharmacology for Health Professionals*
- *Human Disease*
- *Comparative Health Information Management*
- *Introduction to Information Systems for Health Information Technology*
- *ICD-10-CM Expert for Hospitals*
- *Understanding ICD-10 Cm & ICD-10-PCS Coding*
- *AHIMA Virtual Lab*
- *Calculating and Reporting Healthcare Statistics*
- *Quality and Performance Improvement in Healthcare*
- *ICD-10-PCS Expert 2021*
- *Fundamentals of Law for Health Informatics and Information Management*
- *CPT Professional Edition 2021*
- *Understanding Current Procedural Terminology and HCPCS Coding Systems*
- *Health IT and EHRs: Principles and Practice*
- *Management for the Health Information Professional*
- *Principles of Healthcare Reimbursement*
- *Registered Health Information Technician (RHIT) Exam Preparation Bundle 2021*

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI AAS)

90 quarter credits / 66 weeks (Total time to complete the program may vary based on school holidays and breaks).

Program Objective

The Associate of Applied Science in Magnetic Resonance Imaging (MRI AAS) Program is designed to prepare entry-level MRI technologists competent in the cognitive (knowledge), psychomotor (skills), and effective (behavior) learning domains. This preparation is accomplished through didactic, laboratory, and clinical instruction in the theoretical knowledge, skills, and responsibilities of an MRI technologist. The successful program graduate will be able to perform appropriate MRI scanning examinations and procedures, record anatomic, pathologic, and/or physiologic data for interpretation by a physician. The graduate will also be able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results. In addition, the graduate will be prepared to exercise discretion and judgment in the performance of MRI diagnostic services, provide appropriate and compassionate patient care and safety for patients undergoing MRI examinations, demonstrate excellent communication skills with patients and other health care professionals, and act in an ethical and professional manner.

Completion of the General Education requirements for the AAS Degree program may be transferable if the student wishes to pursue a Bachelor's Degree in Radiologic Sciences. The award of transfer credit is at the discretion of other institutions and is not guaranteed.

A graduate of the MRI Program will be qualified to work as an entry-level MRI technologist in a hospital or medical center, a medical clinic, a radiology imaging center, a physician's office, or a mobile MRI service; as a freelance MRI technologist; or as a traveling MRI technologist.

It is strongly recommended that upon successful program completion, graduates take as soon as reasonably possible the ARRT MRI Primary Pathway credentialing examination. The great majority of employers require the MRI graduates to be credentialed by the nationally recognized American Registry of Radiologic Technologists (ARRT). The ARRT MRI Primary Pathway credentialing eligibility requirements include:

- Education requirement
  - Earned an Associate's degree or higher
  - Completed an ARRT-approved educational program in the same discipline as the credential you're pursuing
- Ethics - in order to become a candidate for certification and registration, you must demonstrate good moral character. Review the ARRT website to learn more about the ethics requirements and how you can request an ethics review preapplication
- Examination - after you meet the education and ethics requirements, you'll need to pass an exam before earning ARRT credentials.

Detailed information regarding credentialing requirements is available through the American Registry of Radiologic Technologist: https://www.arrt.org/earn-arrt-credentials/requirements/primary-requirements

This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

To successfully complete the program, the students of the MRI AAS must pass all General Education courses, the core theory and laboratory courses with a grade of 75% or better and must pass the clinical externship courses with a grade of 80% or better.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Magnetic Resonance Imaging (MRI) Technologist/Technician
       (CIP # 51.0920; O-NET # 29-2035.00)

MRI AAS Program Curriculum

Mod #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Clock Hours	Weeks	Quarter Credits
I	BIO 102	Anatomy & Physiology	96	0	0	96	11	9.5
	MT 101	Medical Terminology	40	0	0	40		4.0
	PHY 101	Physics I	40	0	0	40		4.0
	MTH 101	College Math	40	0	0	40		4.0
II	AMRI 200	MRI Safety and Patient Care I	32	0	0	32	11	3.0
	AMRI 210	Cross Sectional Anatomy I	48	0	0	48		4.5
	ENG 101	Written and Oral Communication	40	0	0	40		4.0
	PHY 102	Physics II	40	0	0	40		4.0
III	AMRI 300	Sequence Parameters, Options, Data Acquisition and Processing I	48	0	0	48	11	4.5
	AMRI 310	Physical Principles of Image Formation	48	0	0	48		4.5
	AMRI 320	Introduction to Clinical MRI (Lab)	0	48	0	48		2.0
	AMRI 330	MRI Safety and Patient Care II	32	0	0	32		3.0
IV	AMRI 400	Sequence Parameters, Options, Data Acquisition and Processing II	48	0	0	48	11	4.5
	AMRI 410	Clinical I	0	0	264	264		8.5
V	AMRI 500	Cross Sectional Anatomy II	48	0	0	48	11	4.5
	AMRI 510	Clinical II	0	0	264	264		8.5
VI	AMRI 600	Registry Review	48	0	0	48	11	4.5
	AMRI 610	Clinical III	0	0	264	264		8.5
		TOTAL	**648**	**48**	**792**	**1488**	**66**	**90.0**

MRI AAS Course Descriptions:

MODULE I <u>BIO 102 – ANATOMY & PHYSIOLOGY</u>

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I <u>MT 101 – MEDICAL TERMINOLOGY</u>

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE I <u>PHY 101 – PHYSICS I</u>

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This is Part 1 of an introductory course of physics that surveys basic concepts, principles and laws of physics that includes the topics of mechanics, thermodynamics, heats, fluids, sound, waves and vibrations, electricity, magnetism, and optics. It is specifically designed for students with no previous experience with physics. Emphasis will be placed on the laws of motion, energy, vibration, and sound.

MODULE I <u>MTH 101 – COLLEGE MATH</u>

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE II <u>AMRI 200 – MRI SAFETY AND PATIENT CARE I</u>

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 3.0*

This course is designed to introduce and familiarize students with vital subjects related to MRI Clinical Practice. Safety Issues related to the Scanner are considered; including Bo, B1, and Gradient Magnetic Fields. MRI Contrast Safety and Medical Implant Considerations in the MRI Environment are also discussed. This course also covers clinical concepts such as HIPAA, OSHA, Vital Signs, Monitoring Patients, Emergency Response, Communications, Charting, and Coding.

MODULE II <u>AMRI 210 – CROSS SECTIONAL ANATOMY I</u>

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.5*

The part I of this course is a study of human anatomy and physiology, and of the related main common pathologies as seen in multi-planar sectional planes (axial, sagittal, coronal and orthogonal), and of the MRI imaging procedures more suitable to image and show them (type of sequences, type of contrast agent, patient set up). Bones, tendons, muscles, nerves, vascular structures, organs and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head/face, soft tissue neck, and musculoskeletal system.

Moreover, this course provides the student with imaging techniques related to the central nervous system (CNS – brain and spine), head/face, neck, and musculoskeletal system. The content covers specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics and appearance of normal and abnormal structures and how to distinguish and identify them.

MODULE II   ENG 101 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   PHY 102 – PHYSICS II

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This is Part 2 of an introductory course of physics that surveys basic concepts, principles and laws of physics that includes the topics of mechanics, thermodynamics, heats, fluids, sound, waves and vibrations, electricity, magnetism, and optics. It is specifically designed for students with no previous experience with physics. Emphasis will be placed on electrostatics, light, and quantum physics.

MODULE III   AMRI 300 – SEQUENCE PARAMETERS, OPTIONS, DATA ACQUISITION AND PROCESSING I

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.5*

 The part I of this course is designed to initiate the student to a comprehensive overview of MR imaging parameters, imaging options, pulse sequences, data manipulation, image formation and image contrast. Pulse sequences include spin echo, fast spin echo, gradient echo, and inversion recovery. It also provides the student with knowledge of the parameters and imaging options used to create MR images. In addition, the content introduces quality assurance measures used in maintaining image quality. Finally, this introduces knowledge in computing and information processing. It presents computer applications in the radiologic sciences related to image capture, display, storage and distribution. Additional content is designed to provide the basic concepts of patient information management. Medical records management, including privacy and regulatory issues, are examined. The role of the technologist is identified and discussed. In addition, this content conveys an understanding of the components, principles and operation of digital imaging systems found in MR, image data management, storage and data manipulation (post-processing). Factors that can impact image acquisition, display, archiving and retrieval are discussed.

MODULE III   AMRI 310 – PHYSICAL PRINCIPLES OF IMAGE FORMATION

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.5*

This course provides the student with a comprehensive overview of MR imaging principles. Topics include the history of MR, nuclear MR (NMR) signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation. Moreover, it provides a comprehensive overview of the instrumentation associated with MR imaging. Topics include: magnetism, properties of magnetism, MR system components, MR magnets (permanent, resistive, superconducting, hybrid), radiofrequency (RF) systems, gradient systems, shim systems and system shielding. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired.

MODULE III AMRI 320 – INTRODUCTION TO CLINICAL MRI (LAB)

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 2.0*

This course provides an overview of the foundations in radiologic science and the practitioner's role in the healthcare delivery system. The principles, practices and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the MR technologist.   Moreover, this course is mainly meant to prepare the student to enter, act and interact with the clinical diagnostic MRI imaging environment specifically and with the Radiologic Health Science world in general. An on-campus lab and/or a clinical facility will be used as lab.

MODULE III AMRI 330 – MRI SAFETY AND PATIENT CARE II

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 3.0*

This course expands on the student's growing knowledge of MRI Clinical Practice and goes into greater detail on related concepts such as Infection Control, Medical Devices, Pharmacology, Ethics, Legal Issues, and Computer Software in the Diagnostic Imaging setting. This base of knowledge helps prepare the student for placement at their subsequent Clinical Externship.

MODULE IV AMRI 400 – SEQUENCE PARAMETERS, OPTIONS, DATA ACQUISITION AND PROCESSING II

Prerequisites: Module III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.5*

The part II of this course is designed to complete the student comprehensive overview of MR imaging parameters, imaging options, pulse sequences, data manipulation, image formation and image contrast. Pulse sequences include more advanced spin echo, fast spin echo, gradient echo, and inversion recovery sequences. It also provides the student with knowledge of the parameters and imaging options used to create MR images. In addition, the content introduces quality assurance measures used in maintaining image quality. Finally, this introduces knowledge in computers in imaging and medical informatics, computing and information processing. It presents computer applications in the radiologic sciences related to image capture, display, storage and distribution. Additional content is designed to provide the basic concepts of patient information, management, and confidentiality. Medical records management, including privacy and regulatory issues, are examined. The role of the technologist is identified and discussed. In addition, this content conveys an understanding of the components, principles and operation of digital imaging systems found in MR, image data management, storage and data manipulation (post-processing). Factors that can impact image acquisition, display, archiving and retrieval are discussed. Some optional content will also be covered, such as basics of Spectroscopy and Cardiac MRI.

MODULE IV AMRI 410 – CLINICAL I

Prerequisites: Module III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 8.5*

This course is the first clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MODULE V AMRI 500 – CROSS SECTIONAL ANATOMY II

Prerequisites: Module IV Courses
Co-requisite: Concurrent Module V courses   *Quarter Credits: 4.5*

The part II of this course is a study of human anatomy and the related main pathologies as seen in multiple sectional planes and of the MRI imaging procedures more suitable to image and show them. Bones, tendons, muscles, nerves, vascular structures, organs and soft tissues of the following anatomical regions are studied: cardiovascular, thorax,

breast, abdomen and male and female pelvis. Moreover, this course provides the student with imaging techniques related to the thorax, breast, cardiovascular system, and abdominopelvic regions. The content covers specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics of normal and abnormal structures and how to distinguish and identify them.

MODULE V   AMRI 510 – CLINICAL II

Prerequisites: Module IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 8.5*

This course is the second clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MODULE VI   AMRI 600 – REGISTRY REVIEW

Prerequisites: Module V Courses
Co-requisite: AMRI 610   *Quarter Credits: 4.5*

This course is designed to refresh students on important didactic topics to be covered prior to the ARRT Primary Pathway MRI Registry exam, as set forth by the ARRT. Students will review, consolidate, and apply their knowledge on topics covered in the previous modules, particularly those that deal with Cross Sectional Anatomy, Imaging Procedures, Pathology, Ethical and Legal Principles, Professionalism, Communication, Pharmacology, MRI Safety, Screening, Monitoring, Pharmacology, and Intravenous Lines, Basic MRI Principles, Parameters, Imaging Options, Pulse Sequences, Data Processing and K-Space, Advanced Pulse Sequences, Electromagnetism, MRI Hardware, Imaging Coils, Artifacts, Quality Control, and Important MRI Formulas and Calculations.

MODULE VI   AMRI 610 – CLINICAL III

Prerequisites: Module V Courses
Co-requisite: AMRI 600   *Quarter Credits: 8.5*

This course is the third clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MRI EQUIPMENT AND MATERIALS

● DVD Player
● Computer
● Two Gurneys/Wheeled Stretchers with brakes
● One patient examination table
● Patient transfer/slide board
● Four Phlebotomy/Venipuncture practice dummy arms
● 1" Surgical tape rolls
● Rolls of Examination Table Paper
● Storage Cabinet for Storage of Expendable Supplies
● Examination Table Pillows
● Disposable pillow covers
● Wheelchair with brakes
● Basic laser alignment tool
● Two Strong N52 Neodymium Magnet 1 inch Cubes
● Iron filings
● Disposable nitrile gloves (S, M, L size)
	Books:
	   ● *Patient Care in Radiography: With an Introduction to Medical Imaging*
	   ● *Rad Tech's Guide to MRI: Imaging Procedures, Patient Care, and Safety*
	   ● *Sectional Anatomy for Imaging Professionals*
	   ● *CT & MRI Pathology: A Pocket Atlas*
	   ● *MRI in Practice*
	   ● *Rad Tech's Guide to MRI: Basic Physics, Instrumentation, and Quality Control*
	   ● *Handbook of MRI Scanning*
	   ● *Review Questions for MRI*
	Software:
	● Snagit
	● Adobe Acrobat X Pro, or PhantomPDF – multi-feature PDF editor
	General Education:
	   ● *Hole's Human Anatomy and Physiology*
	   ● *Essentials of Medical Language Basic College Mathematics – ALEKS 360*
	   ● *Conceptual Physics*
	   ● *College English and Business Communication*
	   ● *Psychology and Your Life with P.O.W.E.R Learning*

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT (OTA AAS)

<u>122.5 quarter credits / 80 weeks</u> (Total time to complete the program may vary based on school holidays and breaks)

The Mission of CBD College's OTA Program is to provide an open and supportive learning environment that inspires and challenges students to become competent and ethical professionals. OTA graduates will use clinical reasoning based on evidence to provide client-centered, occupation-based interventions resulting in enhanced occupational performance for the consumer. OTA graduates will be inspired to use their skills to give back to the community and be lifelong learners.

The ultimate goal of CBD College's OTA Program is to graduate professional, entry-level practitioners prepared to secure positions as occupational therapy assistants and who can practice in a competent and ethical manner, under the supervision of occupational therapists as defined by the American Occupational Therapy Association, Inc. and the laws of the state of California.

The Occupational Therapy Assistant Program is a comprehensive course of study that combines theory and fieldwork practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes and skills which will enable them to become safe and competent practitioners as Occupational Therapy Assistants. Upon successful completion of the program, the graduate is eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Once the candidate receives notice from NBCOT that they passed the exam, the next step is to obtain licensure, which is required to practice as an Occupational Therapy Assistant in the state of California. In order to practice in the state of California, the candidate must complete an application for licensure with the California Board of Occupational Therapy.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for OTA license is available through the California Board of Occupational Therapy (CBOT):
(http://www.bot.ca.gov/applicants/application.shtml).

APPLICATION FOR INITIAL LICENSE CHECKLIST:
1. Submit application for an initial license and pay application fee
2. Live Scan your fingerprints for a background check (out-of-state applicants must submit fingerprint cards)
3. Submit verification of passing the national examination*
4. Request Official Transcript be sent to CBOT
5. Obtain Verification of Licensure or Letter of Good Standing (if applicable)
6. ONLY FOR APPLICANTS WITH DISCIPLINE AGAINST LICENSE ISSUED BY ANOTHER STATE AGENCY: Provide certified copy of decision/order and explanation of the events and circumstances of the events leading to discipline.
7. ONLY FOR APPLICANTS WITH A CRIMINAL HISTORY Provide supporting documents (e.g., certified court documents, certified arrest reports, and explanation of the events and circumstances of the conviction(s)).

Note: The first three steps do not need to be completed in the order identified.

*CBOT recommends submitting the application to NBCOT to take the national certification examination at the same time the application for an initial license is submitted to CBOT. CBOT and NBCOT have varying processing times and applications are processed in date-order received. Submitting applications to CBOT and NBCOT at the same time avoids unnecessary delays in issuance of the license once the examination is passed.

The program prepares students for entry-level positions in a number of health care facilities including hospitals, medical centers, schools, skilled nursing facilities, outpatient clinics and private practices. The program includes 720-hours of fieldwork experiences that must be completed prior to graduation.

Graduates of the Occupational Therapy Assistant Program should meet the following program objectives as outlined by The Accreditation Council for Occupational Therapy Education:
1. Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.

2. Be educated as generalists with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Have achieved entry-level competence through a combination of academic and fieldwork education.
4. Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to the occupation.
5. Be prepared to be lifelong learners and keep current with best practices.
6. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
7. Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
8. Be prepared to advocate as professionals for the occupational therapy services offered, and for the recipients of those services.

This program meets the state educational requirements for licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

Program Objective:

The Associate of Applied Science Occupational Therapy Assistant degree is designed to prepare the student to work in the allied health field as an entry-level occupational therapy assistant under the supervision of and in partnership with the occupational therapist. This preparation is accomplished through didactic, laboratory, and fieldwork instruction in the knowledge, skills, and professional responsibilities of an occupational therapist assistant. The successful program graduate will be able to help patients with mental, emotional, physical or developmental impairments that impede them from accomplishing everyday activities. An occupational therapist assistant will implement rehabilitative interventions outlined by an occupational therapist treatment plan or contribute to the modification of the treatment plan by exchanging information about the patient's response to the occupational therapist. In addition, the graduate will be prepared to exercise discretion and judgment in the delivery of appropriate and compassionate occupational therapy services in accordance with AOTA standards, federal and state laws, and other regulatory requirements.

Graduates of the OTA Program will be able to sit for the national certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). The California Board of Occupational Therapy, through the Department of Consumer Affairs, licenses OTAs to practice within the State of California. A certified and licensed occupational therapy assistant will be qualified to work as an entry-level occupational therapy assistant in a hospital or medical center, assistive living centers, nursing homes, outpatient clinics, school settings or in patients' homes.

A student of the CBD OTA program must pass all general education courses, core theory and laboratory courses, and fieldwork courses with a grade of 75% or better to complete the program.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:
● Occupational Therapy Assistants (CIP # 51.0803; O-NET # 31-2011.00)

OTA AAS Program Curriculum

Mod #	Course #	Course Title	Lecture	Lab	Externship	Total Hours	Weeks	Quarter Credits
I	ENG 100	Written and Oral Communication	48	0	0	48		4.5
	BIO 100	Anatomy and Physiology	144	0	0	144		14.0
	MTH 100	College Math	48	0	0	48	16	4.5
	PSY 100	Introduction to Psychology	32	0	0	32		3.0
	MT 100	Medical Terminology	24	0	0	24		2.0
II	OTA 200	Concepts in Rehabilitation	52	0	0	52		5.0
	OTA 210	Clinical Conditions and Applications	52	0	0	52		5.0
	OTA 220	Analysis of Creative Occupations	52	0	0	52	16	5.0
	OTA 230	Kinesiology	52	0	0	52		5.0
	OTA 299	OTA Lab Procedures I	0	80	0	80		4.0
III	OTA 300	Fundamentals of OT	52	0	0	52		5.0
	OTA 310	Psychosocial Theory and Group Process	42	0	0	42		4.0
	OTA 320	Occupational Performance in Adults to Geriatrics	42	0	0	42		4.0
	OTA 330	Occupational Performance in Pediatrics	52	0	0	52	16	5.0
	OTA 340	Introduction to Neurology	52	0	0	52		5.0
	OTA 399	OTA Lab Procedures II	0	80	0	80		4.0
IV	OTA 400	Fieldwork I	0	0	80	80		2.5
	OTA 410	Rehabilitation/Neuro Disorders	52	0	0	52		5.0
	OTA 420	Therapeutic Adaptations	42	0	0	42	16	4.0
	OTA 430	Professional Practice	36	0	0	36		3.0
	OTA 499	OTA Lab Procedures III	0	80	0	80		4.0
V	OTA 500	Fieldwork II	0	0	640	640	16	21
	OTA 520	NBCOT Preparation	40	0	0	40		4.0
		TOTAL	**914**	**240**	**720**	**1874**	**80**	**122.5**

OTA AAS Course Descriptions:

MODULE I   ENG 100 – WRITTEN AND ORAL COMMUNICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.5*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   BIO 100 – ANATOMY AND PHYSIOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 14.0*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I   MTH 100 – COLLEGE MATH

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.5*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE I   PSY 100 – INTRODUCTION TO PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 3.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE I   MT 100 – MEDICAL TERMINOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 2.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II   OTA 200 – CONCEPTS IN REHABILITATION

Prerequisite: Module I
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 5.0*

This course offers a comprehensive overview of the meaningful role of occupation in the lives of persons, groups, and populations across the lifespan. The students, through class discussions, self-study, reflective writing and participation in group projects, develop a foundational under- standing of the framework of occupational therapy practice and its relevance in the health care world.

MODULE II   OTA 210 – CLINICAL CONDITIONS AND APPLICATIONS

Prerequisite: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 5.0*

This course is an overview of systemic disorders and clinical conditions that are pertinent to the practice of occupational therapy across the lifespan. Students will learn about conditions in detail as well as functional deficits resulting from impairments. This course also serves as an introduction to the clinical environment and includes instruction and application of basic patient care skills such as proper positioning and draping, hand washing, universal precautions, use and application of personal protective equipment, sterile technique, body mechanics, and range of motion, transfers, ambulation, and bed/wheelchair mobility. Students also receive instruction in vital signs, CPR for healthcare providers, and other emergency procedures and responses.

MODULE II   OTA 220 – ANALYSIS OF CREATIVE OCCUPATIONS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 5.0*

 This course will teach the theory and practice of activity analysis through engagement in creative occupations in order to promote wellness and improve function across the life span. Instruction includes task analysis, grading, adaptation and modification of activities. Selection, application, and documentation of media use in a variety of settings whilst applying the OT Practice Framework be emphasized. This course will address content relating to the occupational therapy domain and process.

MODULE II   OTA 230 – KINESIOLOGY

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 5.0*

This course introduces the student to the science of human movement and its relevance within the context of engagement in occupation. The students evaluate biomechanical forces on the body; concepts of locomotion, forces and levers. Topics include origins, insertions, innervations and actions of prime movers of the musculoskeletal system.

MODULE II   OTA 299 – OTA LAB PROCEDURES I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

An interactive lab course designed to introduce the foundations of clinical practice, application of basic clinical skills, introduction to the basic science of human movement and the biomechanical effects on functional activities. Emphasis will be placed on proper positioning, use of personal protective equipment, body mechanics, range of motion, transfers, and concepts of muscular and articular structures on human movement and occupational performance.

MODULE III   OTA 300 – FUNDAMENTALS OF OT

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 5.0*

This course through study and application covers the fundamentals of occupational therapy practice including the OT framework, OT process, family, multicultural issues and factors, written and verbal communication skills, self-awareness, the AOTA's stated core values, professional ethics, professional development and documentation.

MODULE III   OTA 310 – PSYCHOSOCIAL THEORY AND GROUP PROCESS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III courses   *Quarter Credits: 4.0*

Theory and application of occupational therapy services to identify psychosocial aspects of human functioning and occupational implications of clinical condition. The course addresses the themes of knowledge, values, ethics, and

professionalism; and competencies through content including mental health conditions across the lifespan, and environments for intervention.

MODULE III OTA 320 – OCCUPATIONAL PERFORMANCE IN ADULTS TO GERIATRICS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course introduces and focuses on theory and practice of occupational therapy with the older adult. Emphasis is on interventions and activity programming to address the effects of the aging process and pathology on the occupational role performance of older adults in a variety of settings. General topics include adult development, aging, and activity programming. Community applied clinical practice is included.

MODULE III OTA 330 – OCCUPATIONAL PERFORMANCE IN PEDIATRICS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 5.0*

This course emphasis will be on occupational therapy services provided from birth through school age and young adulthood. Frames of Reference such as developmental, sensory integration, and motor learning theory will be introduced and practiced. Students will learn to give population specific standardized assessments. Students will learn to incorporate the Person-Environment-Occupational Model and evidence-based practice into treatment.

MODULE III OTA 340 – INTRODUCTION TO NEUROLOGY

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 5.0*

An introduction to the anatomy and organization of the nervous system with emphasis on the function of nerve cells, sensory systems, control of movement, learning, memory and human behavior.

MODULE III OTA 399 – OTA LAB PROCEDURES II

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

An interactive lab course designed to provide the fundamental knowledge of practice skills, application of the occupational therapy practice framework in the evaluation and treatment of psychosocial dysfunction, as well as application of occupational therapy frames of references and theories in the evaluation and treatment of individuals from birth to older adult. Emphasis will be placed on the occupational therapy process, communication skills, documentation, assessment, and intervention strategies.

MODULE IV OTA 400 – FIELDWORK I

Prerequisites: Module I–III Courses
Co-requisite: None   *Quarter Credits: 2.5*

During this course, students will have a supervised clinical experience; two concurrent weeks of full time clinical education exposure including observations and applications. This fieldwork experience assists the student in developing a basic comfort level with, and understanding of, the needs of occupational therapy service recipients and allows direct observation and participation in selected aspects of the occupational therapy process.
Offered at the beginning of the fourth module, Level I fieldwork provides students with the opportunity to apply elements of Psychosocial Theory and Group process, to explore the interaction of these elements in various occupational therapy practice settings, and to integrate knowledge learned in previous semesters. Through the Level I fieldwork experience, the student is expected to observe, analyze, and plan treatment based on the individual client's occupational performance and environmental contexts and on the student's knowledge of occupation, occupational analysis and influential psychosocial factors. The student will use him or herself therapeutically to gather client information and subsequently create occupation based psychosocial intervention to achieve therapeutic outcomes within the fieldwork environment. This fieldwork experience provides a major component of the role modeling, significant role taking, and integration of knowledge of which are vital to our

program's philosophy and curriculum design. Level I fieldwork provides students with opportunities to integrate theory and practice, to begin developing technical skills and to explore the balance between these technical skills, their theoretical knowledge base and their commitment to service and scientific inquiry through psychomotor, cognitive, and affective learning experiences.

MODULE IV   OTA 410 – REHABILITATION/ NEUROLOGICAL DISORDERS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 5.0*

A comprehensive emphasis on the functional relationship between the nervous system and the musculoskeletal system as it relates to the rehabilitation techniques and procedures that occupational therapy professionals use in treating patients with neurological, orthopedic, medical and/or spinal cord diseases or injuries. The course emphasizes the neuro-rehabilitation concepts for these patient populations.

MODULE IV   OTA 420 – THERAPEUTIC ADAPTATIONS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course builds on the theory and practice of therapeutic adaptations and includes ergonomics, basic environmental modification and practical alterations to equipment, including adapted mobility, orthotics, and very basic electronics. The OT Framework is implemented throughout the course.

MODULE IV   OTA 430 – PROFESSIONAL PRACTICE

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 3.0*

This course is designed to help students expand their knowledge in practical problem-solving skills essential for fieldwork and clinical practice. Focus will center on professionalism, roles and responsibilities of the OTA, ethics, safety, effective communication and documentation. Students will demonstrate competence in theories and concepts learned in prior OTA core courses to better prepare them for OTA 500 Fieldwork II.

MODULE IV   OTA 499 – OTA LAB PROCEDURES III

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

An interactive lab course designed to provide a foundation in applying the functional relationship between the musculoskeletal system and the nervous system, creation and implementation of therapeutic adaptations for client and environment, and development of problem-solving skills necessary for occupational therapy practice. Emphasis will be placed on evaluation and treatment of neurological and orthopedic conditions, application of therapeutic modifications and ergonomics in the environment, and development of professional skills necessary for Fieldwork and clinical practice.

MODULE V   OTA 500 – FIELDWORK IIA

Prerequisites: Module I-IV Courses
Co-requisite: None   *Quarter Credits: 21.0*

During this course students will have a supervised application of occupational therapy procedures in the treatment of patients at a selected fieldwork site. This 8-week course 320 clinical hours is designed for students to begin integrating all the concepts they have learned in the occupational therapy curriculum. If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of the OTA coursework – Module IV - to complete fieldwork hours.

MODULE V   OTA 520 – NBCOT PREPARATION

Prerequisites: Module I-IV Courses
OTA 500, OTA 510, ***Co-requisite:*** None   *Quarter Credits: 4.0*

This course is designed to assist the OTA student in preparing for the National Board for Certification in Occupational Therapy (NBCOT) examination for certified occupational therapists.

BASIS FOR FIELDWORK GRADING

All grades assigned to students for Fieldwork Education courses are the sole responsibility of the Academic Fieldwork Coordinator (AFWC).

Level I.   Successful completion of the Level I fieldwork placement includes:
- Completion of 80 hours of participation, as confirmed by the Level I Fieldwork Educator on the CBD provided time card
- Satisfactorily meet Level I fieldwork performance objectives, as documented by the Fieldwork Educator on the Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation (2nd ed.)
- Completion of the fieldwork assignments, as documented within the associated Level I Fieldwork syllabus

Level II (A and B).   Successful completion of a Level II fieldwork placement includes:
- Completion of 640 hours of full time fieldwork, as confirmed by the Level II Fieldwork Educator on the CBD provided time card
- Passing the AOTA Level II Fieldwork Performance Evaluation (FWPE) for the OTA
- Completion of the fieldwork assignments, as documented within the associated Level II Fieldwork syllabi
- Overall grade of "PASS"

The AOTA Fieldwork Performance Evaluation will be used to assess the OTA student's Level II (A and B) Fieldwork performance at the halfway point and upon completion of the fieldworks. Fieldwork educators will be provided written materials and structure to guide suggested routine formative assessment during Level II (A and B) fieldworks. Evaluation materials must be returned to the AFWC by the student or Fieldwork Educator via mail within a week after the completion of a fieldwork rotation, or sooner. All course related assignments and materials must be submitted by the student within a week after the completion of a rotation. Please see the syllabi for instruction regarding these courses.

These evaluation forms are a means of recording a student's fieldwork performance and professional development. They also assist the student in recognition of their growth as an OTA, and assist in planning future fieldwork experiences. It assists the fieldwork supervisor in determining strengths and weaknesses of the student's fieldwork performance while planning new learning experiences; it assists the AFWC in determining strengths and weaknesses in the overall academic curriculum, and in determining ways in which the individual student may be assisted in achieving individual fieldwork objectives.

If a student is having difficulty with the fieldwork requirements, it is best to discuss this with his/her fieldwork educator and AFWC at CBD College as soon as possible. Appropriate action steps include tutoring, guidance, and collaborative student success plans.

If a student fails a Level I or Level II (A and B) Fieldwork course, they may be unable to continue with the program, depending on the circumstances. Continuation will be determined on a case by case basis with the AFWC, Program Director and FW Educator.

If it is determined through consultation with the fieldwork educator that performance is unsatisfactory, and the student can verify that there were extenuating circumstances to their inability to be successful within the allotted time, the AFWC may offer the student an incomplete grade with terms for removal established by the AFWC. A student success plan will be constructed by the AFWC with input from the student to address the terms for removal of the incomplete. The AFWC may seek input from academic faculty and the fieldwork educator when constructing remedial action plans. Incomplete fieldwork coursework may interrupt the student's ability to proceed with subsequently scheduled didactic or fieldwork courses. Before remediation of a failed fieldwork, a conference must

be held with the fieldwork coordinator and the program director to develop a remedial plan. If a make-up affiliation is recommended, a one-time only make-up affiliation is allowed for Level I, and Level II (A and B) experiences.

If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of their OTA coursework – Module V to complete their fieldwork.

OTA EQUIPMENT AND MATERIALS

● Theraband –Yellow, Red, Green, Blue, Black ● Dumbbell Weight Set with Rack ● Exercise Ball–Orange, Green, Red, Blue ● Two Way Air Pump ● Therapy Rehab Weighted Bar–1, 2, 3, 5 lbs. ● Therapy Putty–Soft, Medium Soft, Firm ● Therapy Putty Hand Exercise Book ● Putty Containers ● Graded Pinch Exerciser ● 2-Handle Mug ● Abduction Pillow ● Adhesive Prisms ● Adjustable Drop Arm Commode ● Adjustable Suction Cup Grab bar ● Alcohol Prep Pads ● Arm Air Pressure Splint-Half, Long Arm ● ATD Mirror Box OR Folding Mirror Therapy Box ● Automatic Card Shuffler ● Bath Towels ● Bed Pan ● Bendable Diabetic Inspection Mirror ● Bilateral Sander ● Blood Pressure Cuffs ● Bosu Pro Balance Trainer ● Bumbo Seat and Tray ● Button Hook ● Child Feeding Spoons ● Clear Flip Away Half Tray ● Crutches ● Cylindrical Tubing Brown, Blue, Red ● Desensitization Kit ● Digital Thermometer ● Dressing Stick ● Dycem Roll Bulk ● Easy Cut Plate ● Easy Glide Writer ● Economy Arm Skate ● Economy Strapping Material ● Elastic Shoe Laces ● Equipment Sani Wipes ● First Aid Kit ● Flexi Cups ● Flexible Inspection Mirror ● Flexible Tape measure ● Flexible Utensils Spoon ● Flexible Utensils Fork	OTA books: ● *Introduction to Occupational Therapy* ● *Occupational Therapy Practice Framework: Domain and Process AOTA* ● *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* ● *Occupation-Based Activity Analysis* ● *Clinical Kinesiology and Anatomy* ● *Trail Guide to the Body* ● *Trail Guide to the Body Digital Student Workbook* ● *The OTA's Guide to Documentation: Writing SOAP Notes* ● *Group Dynamics in OT: The Theoretical Basis and Practice Application of Group Treatment* ● *Mental Health Concepts and Techniques for Occupational Therapy Assistant* ● *Occupational Therapy with Elders: Strategies for the COTA* ● *Occupational Therapy Practice Framework: Domain and Process* ● *Pediatric Skills for Occupational Therapy Assistants* ● *Neuroscience* ● *Developmental Milestones Guide: A Quick Screening, and Goal Writing Reference of Developmental Milestones* ● *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction* ● *Spinal Cord Injuries: Management and Rehabilitation* ● *Stroke Rehabilitation: A Function-Based Approach* ● *Vision, Perception, and Cognition: A Manual for the Evaluation and Treatment of the Adult with Acquired Brain Injury* ● *Professionalism in Health Care: A Primer for Career Success* ● *Occupational Therapy Knowledge Exam (OTKE), 2 exams* ● *NBCOT COTA Exam Prep* ● *AOTA's NBCOT Exam Prep* Online Subscription: ● *www.simucase.com (1 year)* ● *www.physiou.health (1 year)* General Education: ● *Psychology and Your Life with P.O.W.E.R. Learning*

● Folding 3x Magnifier	● *College English and Business Communication*
● Foot Brush	● *Essentials of Medical Language*
● Foot Funnel	● *Basic College Mathematics – ALEKS 360*
● Forearm Crutches	● *Hole's Human Anatomy and Physiology*
● Full Page Rigid Magnifier	
● Furniture Risers	
● Gait belts	
● Glove Box Holder	
● Goniometers-S, L	
● Hand Keyper	
● Hand Towels	
● Hand Volumeter	
● Hatch Edema Gloves - full finger: XS, S, M, L	
● Head Pointer	
● Heat Gun	
● Height Adjustable Tub Grab Bar	
● Hemi sling	
● Hemi Walker	
● Hospital Bed	
● IV Pole	
● Jobst Stocking Donner	
● Kinesiotape	
● L Grab Bar for Shower	
● Lifestyle Long Handle Comb & Brush	
● Long handle Back Scrubber with Curved Handle	
● Long Handled Broom	
● Long Handled Dishpan	
● Long Handled Shoe Horn	
● Long Handled Sponge	
● Long Reacher	
● Magnetic Picture Maker	
● Male Urinal	
● Medium Pillows	
● Medium Size Pillow Cases	
● Mobile Arm Support	
● Moleskin	
● Nasal cannula	
● No Tip Weighted Base Cup	
● Nosey Cutout Tumblers	
● Nylon Turner	
● One Handled Nail Care	
● Oven & Water Heater for Splints	
● Overbed/Hospital Bedside Table	
● Plastic Card Holder	
● Plastic Plate Guard	
● Plastisol Coated Spoons	
● Pocket Magnifier	
● Polypropylene Stockinette	
● Prism Glasses	
● Pulse Oximeter	
● Quadriplegic Palmar Clip with Pocket	
● Rainbow Foldable Mat Large	
● Regular Bed	
● Retractable Utility Knife	

- Reusable Heat Pan Liner
- Rigid Leg Lifter
- Rocker Knife
- Rolling Walkers
- Rolyan Hook & Loop: Self Adhesive
- Rolyan Small Clinic Pack A
- Rubber Massage Brushes
- Scissors
- Scooperbowl with Suction Cup
- Scooter Board
- See Me Tunnel
- Self Adhesive Cohesive Wrap
- Self-Wipe Toilet Aid
- Sensory Brushes
- Sheets & Bedding
- Shower Chair
- Single Mobile Mirror
- Single Serve Salt and Sugar Packets
- Slip on Typing/Keyboard Aid
- Slip On Writing Aid
- Small Dixie Cups
- Small Test Tubes
- Sock/Stocking Aid-Terry Cloth & Hard Plastic
- Sock-Eez
- Soft Flexible Leg Lifter
- Soft Grip Curved Utensils
- Speech Therapy Dual Mirror
- Standard Reacher
- Standing Page Magnifier
- Step Stool
- Stethoscope
- Suction Brush
- Sure Lock Reacher with Rubber Tips
- Tabletop Easel
- Tall Stacking Pegs Building Set
- TENS AND NMES units
- Tensogrip Stockinette 2.5, 2.75, 3, 3.5, 4"
- Three Compartment Scoop Dish
- Tonic Water
- Toothettes
- Toss and Catch
- Transfer Board
- Transfer Tub Bench
- Triangular Suction Plate
- Tumbleforms Wedge
- Two Headed Stethoscope
- Two-Tiered Horizontal Bolt Board
- Universal Cuff-S, L
- Value Space Saver Mat Platform
- Valu-Form Roll
- Valu-Form Wedge
- Versa Form Pillows
- Versa Form Pump
- Walker Basket

● Wanchik's Writer ● Wanshik's Writer #2 ● Weighted & Bendable Utensils ● Weighted Blanket ● Weighted Button Aid ● Weighted Critter ● Weighted Mug w/Lid ● Weighted Vest ● Wheelchairs w/Footrests ● Wrist Support Orthosis ● Yes U Can Fine Motor Exercise Kit ● Zipper Pull	

ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA AAS)

101.5 quarter credits/77 weeks (Total time to complete the program may vary based on school holidays and breaks)

Program Objective

The Physical Therapist Assistant Program provides students with the theory, laboratory and clinical experiences that will prepare them to assume the role of competent and safe entry-level physical therapist assistants, to work under the supervision of a licensed physical therapist, providing services to patients and clients of all ages who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. Physical Therapy treatments are rendered in a variety of healthcare settings, including hospitals, skilled nursing facilities, school systems, outpatient clinics, and private practices.

Upon successful completion of the program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) and apply for licensure or registration in any state or jurisdiction. Passing the NPTE and the California Law Exam (CLE) are both required to become licensed and to work as a physical therapist assistant in the state of California.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for a PTA license in any state or jurisdiction is available through the Federation of State Board of Physical Therapy (FSBPT) at https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/Applying-for-State-License.

The qualifications and requirements for licensure in the state of California are reprinted here, and available through the Physical Therapy Board of California (http://www.ptbc.ca.gov/applicants/how_to_apply.shtml).

Every applicant for a PTA license, at the time of application, must be a person over 18 years of age, not addicted to alcohol or any controlled substance, have successfully completed the education and training required under applicable law, and not have committed acts or crimes constituting grounds for denial of licensure under applicable law. Additionally, no person shall receive a license under without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

(1) An examination under the direction of the board to demonstrate the applicant's knowledge of the laws and regulations related to the practice of physical therapy in California. The examination shall reasonably test the applicant's knowledge of these laws and regulations.

(2) The physical therapy examination for the applicant's licensure category. The examination for licensure as a physical therapist shall test entry-level competence to practice physical therapy. The examination for licensure as a physical therapist assistant shall test entry-level competence to practice as a physical therapist assistant in the technical application of physical therapy services.

(b) An applicant may take the examinations for licensure as a physical therapist or for licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular category of licensure.

(c) The examinations required by the board for a license may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform examination system and, for that purpose, the board may make arrangements with organizations furnishing examination materials as may, in its discretion, be desirable.

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist of physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Physical Therapist Assistants (CIP # 51.0806; O-NET # 31-2021.00)

PTA AAS Program Curriculum

Mod #	Course #	Course Title	Lecture	Lab	Externship	Total Hours	Weeks	Quarter Credits
I	ENG 101	Written and Oral Communication	40	0	0	40		4.0
	BIO 103	Anatomy and Physiology	96	0	0	96		9.5
	MTH 101	College Math	40	0	0	40	11	4.0
	PSY 101	Introduction to Psychology	40	0	0	40		4.0
	MT 101	Medical Terminology	40	0	0	40		4.0
II	PTA 200	Functional Anatomy	40	0	0	40		4.0
	PTA 210	PTA Fundamentals	30	0	0	30		3.0
	PTA 220	Physical Rehabilitation I	30	0	0	30	11	3.0
	PTA 299	PTA Lab Procedures I	0	66	0	66		3.0
III	PTA 300	Kinesiology	30	0	0	30		3.0
	PTA 310	Pathophysiology I	20	0	0	20		2.0
	PTA 320	Therapeutic Exercise I	30	0	0	30	11	3.0
	PTA 330	Physical Interventions	20	0	0	20		2.0
	PTA 399	PTA Lab Procedures II	0	66	0	66		3.0
IV	PTA 400	Physical Therapist Assistant Practice I	20	0	0	20		2.0
	PTA 410	Pathophysiology II	20	0	0	20		3.0
	PTA 420	Therapeutic Exercise II	40	0	0	40	11	4.0
	PTA 499	PTA Lab Procedures III	0	66	0	66		3.0
V	PTA 500	Clinical Experience I	0	0	200	200		6.5
	PTA 510	Clinical Integration	55	0	0	55	11	5.5
VI	PTA 600	Physical Therapist Assistant Practice II	20	0	0	20		2.0
	PTA 610	Pathophysiology III	30	0	0	30		3.0
	PTA 620	Physical Rehabilitation II	40	0	0	40	11	4.0
	PTA 699	PTA Lab Procedures IV	0	66	0	66		3.0
VII	PTA 700	Clinical Experience II	0	0	360	360		12.0
	PTA 710	NPTE Exam and Licensure Preparation	20	0	0	20	11	2.0
		TOTAL	**701**	**264**	**560**	**1525**	**77**	**101.5**

PTA AAS Course Descriptions:

MODULE I   ENG 101 – WRITTEN AND ORAL COMMUNICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   BIO 103 – ANATOMY AND PHYSIOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I   MTH 101 – COLLEGE MATH

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE I   PSY 101 – INTRODUCTION TO PSYCHOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE I   MT 101 – MEDICAL TERMINOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II   PTA 200 – FUNCTIONAL ANATOMY

Prerequisite: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

The course explores the relationship of the musculoskeletal and neuromuscular systems to normal human movement. Students will develop a working knowledge of the human musculoskeletal and neuromuscular systems and an understanding of how these systems interact to produce efficient movement.

MODULE II   PTA 210 – PTA FUNDAMENTALS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 3.0*

This course serves as an introduction to the history and development of the profession of physical therapy, the role of a physical therapist assistant, as well as the legal, ethical, and behavioral expectations for a physical therapist and physical therapist assistant. The course also introduces students to the American Physical Therapy Association (APTA) and teaching and learning concepts. This course introduces data collection procedures including goniometry and manual muscle testing.

MODULE II   PTA 220 – PHYSICAL REHABILITATION I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 3.0*

This course introduces instruction in patient care procedures, including positioning and draping, hand-washing, universal precautions, infection control, use and applications of personal protective equipment, body mechanics, passive range of motion, transfers, gait training, bed mobility, and wheelchair mobility. Students also receive instruction in Basic Life Support for healthcare providers, OSHA practices, and HIPAA standards.

MODULE II   PTA 299 – PTA LAB PROCEDURES I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 3.0*

This lab course includes instruction, demonstration and practice in data collection and patient care procedures. Topics include patient positioning and draping, handwashing, universal precautions, use and applications of personal protective equipment, vital signs, sterile technique, wound care basics, body mechanics, passive range of motion, transfers, gait training, bed mobility, and wheelchair mobility.

MODULE II   PTA 300 – KINESIOLOGY

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *v   Quarter Credits: 3.0*

This course builds upon the students' understanding of human movement science. Topics include biomechanics, forces, levers, and locomotion. Students will understand biomechanical forces on the body that produce movement and introduce students to the concept of abnormal motion.

MODULE III   PTA 310 – PATHOPHYSIOLOGY I

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 2.0*

This course is an overview of the pathologies of the musculoskeletal, genitourinary, and gastrointestinal systems and their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions.

MODULE III   PTA 320 – THERAPEUTIC EXERCISE I

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 3.0*

This course introduces the concepts of therapeutic exercise and its implications across the stages of tissue healing. Students develop exercise interventions for patients with common musculoskeletal health conditions.

MODULE III PTA 330 – PHYSICAL INTERVENTIONS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 2.0*

This course focuses on the application of physical and mechanical agents that are appropriate interventions for impairments of the musculoskeletal system. Emphasis is placed on the understanding of safe use of equipment and application of physical agent modalities; patient safety with awareness of indications, contraindications, and expected patient responses with accurate documentation.

MODULE III PTA 399 – PTA LAB PROCEDURES II

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions, including therapeutic exercise and physical agents. Students apply their understanding of exercise programs and physical and mechanical agents to treat common musculoskeletal conditions. Emphasis is placed on the safe use of equipment and application of physical agent modalities; patient safety with awareness of indications, contraindications, and patient responses with accurate documentation.

MODULE IV PTA 400 – PHYSICAL THERAPIST ASSISTANT PRACTICE I

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses   *Quarter Credits: 2.0*

In this course, students will learn the essentials of safe, ethical, legal, and value-based behaviors needed to succeed as a student PTA. Emphasis is placed on teaching and learning, documentation, billing and reimbursement, evidence-based practice, and self-assessment.

MODULE IV PTA 410 – PATHOPHYSIOLOGY II

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses   *Quarter Credits: 3.0*

This course expands upon the concepts covered in Pathology I and applies them to pathologies of the cardiovascular, pulmonary, lymphatic, hematologic, integumentary, and endocrine/metabolic systems and their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions.

MODULE IV PTA 420 – THERAPEUTIC EXERCISE II

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses   *Quarter Credits: 4.0*

This course builds upon the student's knowledge of therapeutic exercise. Students develop treatment programs for common health conditions involving the cardiovascular, pulmonary, lymphatic, integumentary, and endocrine/metabolic body systems.

MODULE IV PTA 499 – PTA LAB PROCEDURES III

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses   *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions commonly used in the management of cardiovascular, pulmonary, lymphatic, integumentary, and endocrine health conditions. Emphasis is placed on appropriate clinical decision-making with the safe use of equipment and application of

interventions; patient safety with awareness of indications, contraindications, and expected patient responses with accurate documentation. Students also complete an inpatient simulation competency prior to clinical education.

MODULE V   PTA 500 – CLINICAL EXPERIENCE I

Prerequisites: Module I-IV Courses
Co-requisite: Module V Courses   *Quarter Credits: 6.5*

In this course, students are expected to apply selected skills, knowledge, and behaviors learned in the classroom at a developing level while providing direct patient care under the supervision of a licensed physical therapist and/or physical therapist assistant. This course is the first out of two clinical experiences.

MODULE V   PTA 510 – CLINICAL INTEGRATION

Prerequisites: Module I-IV Courses
Co-requisite: Module V Courses   *Quarter Credits: 5.5*

This course is designed to occur concurrently with PTA 500 Clinical Experience I. Students will discuss and share their clinical experiences with classmates and instructors. Students will also participate in simulated patient learning experiences and complete a mock NPTE examination.

MODULE VI   PTA 600 – PHYSICAL THERAPIST ASSISTANT PRACTICE II

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses   *Quarter Credits: 2.0*

This course builds upon Physical Therapist Assistant Practice I. Students will expand their knowledge, skill, and ability in providing the safe, ethical, legal, and value-based behaviors needed for effective patient care within the context of the current healthcare system. Emphasis is placed on understanding the U.S. healthcare models, government influences and jurisdiction practice acts, duty to patients, employers, and the profession, and technology in effective written, oral, and visual communication.

MODULE VI   PTA 610 – PATHOPHYSIOLOGY III

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses   *Quarter Credits: 3.0*

This course expands upon the concepts covered in Pathology I and II. It applies them to pathologies of the neurologic system and complex system interactions their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions. This course also discusses the impact on health and wellness involving multiple diagnoses and system interactions.

MODULE VI   PTA 620 – PHYSICAL REHABILITATION II

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses   *Quarter Credits: 4.0*

This course provides instruction in the techniques and procedures used in the physical rehabilitation of neurological and genetic health conditions across the lifespan. There is a focus on functional activities for adult and pediatric patient populations, emphasizing patient safety, treatment planning, clinical problem-solving, documentation, and communication as a member of the intraprofessional and interprofessional team.

MODULE VI <u>PTA 699 – PTA LAB PROCEDURES IV</u>

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses   *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions commonly used in the management of neuromuscular, pediatric, and complex health conditions. Emphasis is placed on rehabilitative strategies that incorporate functional activities for adult and pediatric populations with appropriate clinical decision-making; safe use of equipment and application of interventions; patient safety with awareness of indications, contraindications, and expected patient responses; accurate documentation and communication as a member of the intraprofessional and interprofessional team.

MODULE VII <u>PTA 700 – CLINICAL EXPERIENCE II</u>

Prerequisites: Module I-VI Courses
Co-requisite: Module VII Courses   *Quarter Credits: 12.0*

Students are expected to demonstrate competence in the skills, knowledge, and behaviors expected of an entry-level physical therapist assistant by providing physical therapy services under the supervision of a licensed physical therapist and/or physical therapist assistant. This course is the terminal clinical experience.

MODULE VII <u>PTA 710 – NPTE EXAM AND LICENSURE PREPARATION</u>

Prerequisites: Module I-VI Courses
Co-requisite: Module VII Courses   *Quarter Credits: 2.0*

This course reviews the processes of student preparation for graduation, licensure/registration, and employment as a Physical Therapist Assistant in California.

BASIS FOR CLINICAL GRADING

Grading: The Director of Clinical Education (DCE) assigns a grade of Pass or Fail for the course. The DCE, in consultation with the Program Director, Center Coordinator of Clinical Education (CCCE), and Clinical Instructor (CI), determines if the student has achieved the expected course objectives, and therefore meets the minimum academic standards to pass the course and progress in the PTA curriculum.

The DCE determines a Pass or Fail grade based on the assessment of the Clinical Performance Instrument (CPI) and the following components:

   a. Course objectives.
   b. Satisfactory clinical competency as described in the course syllabus.
   c. Clinical setting and complexity of the environment.
   d. Experience with patients in the clinical setting.
   e. Expectations of the clinic site and academic program.
   f. Progression of performance from initial to final clinical experience.
   g. Indication of "significant concerns" or "with distinction" on the clinical evaluation.
   h. Congruence between the CI's written evaluation, comments, and performance dimensions and ratings.
   i. Congruence between CI, student and DCE assessment of student performance.
   j. Completion of all clinical assignments (e.g., project, assessments, weekly journal, student evaluation of instruction, etc.).
   k. Additional verbal or written information from the CI and student.

<u>The Director of Clinical Education makes the final grade determination.</u>

Note: Clinical education experiences are based on a voluntary collaborative relationship between the student and Clinical Instructor (CI). Any student asked not to return to a clinic site, for any reason, will receive an automatic failure of the course. When a student asks not to return to a clinic site, the DCE, in consultation with the Program Director, will consider the circumstances prior to determining if the student receives a failing grade or is provided an alternate clinic site.

GENERAL CLINICAL EDUCATION POLICIES:
1. Students must be familiar with and follow the policies and procedures of the clinical site.
2. Students must be familiar with and follow the CBD College policies and rules of conduct as detailed in the College Catalog.
3. **Clinic hours** are those established by the facility. The student is not expected to work a longer day than any one staff Physical Therapist Assistant.
4. The CBD College **dress code** is to be followed unless the DCE approves facility specific requirements.
5. Students must maintain copies of their **clearance documentation** and provide it to the clinic site on or before day one. Clearance documentation must include: current background check, CPR certification, HIPAA training certification, medical clearance, and immunization records.
6. **Student supervision** by at least one licensed Physical Therapist or Physical Therapist Assistant is required during all times when the student is providing direct patient care. A supervising PT/PTA must be located in the same premises as the student at all times.
7. The clinical instructor has the authority to make **assignments** outside of patient care hours to enhance the Clinical Education Component.
8. Students must follow HIPAA guidelines and respect patient rights at all times, which includes the right to refuse treatment from a student.
9. **Consult the DCE** immediately if any problems, questions or concerns occur during the affiliation. DO NOT wait until a clinic visit, return to school, or assume things will improve.
10. CBD College students are responsible for their own health coverage and medical care throughout the program. This includes accidents, injury, or illness that may occur on-campus or off-site during field trips and clinical education experiences.
11. **A progress visit** is completed by the DCE, or another faculty member, at least once during the Clinical Education Component. These visits consist of at least one conversation with each student and clinical instructor, either in person or by phone. The purpose of the visit is to assess student performance, confirm the educational opportunities available at the clinic site, and provide guidance to enhance the student/CI relationship.

PTA EQUIPMENT AND MATERIALS

● Aesthesiometer ● Anatomy Models ● Balance Boards ● BAPS Balance Board ● Bikes ● Body Blades ● Bolsters ● BOSU Balls ● Canes ● Cervical Traction ● Cold Packs ● Compression Unit ● Crutches	Books: ● *Trail Guide to the Body* ● *The Role of the PTA: Regulations and Responsibilities* ● *Measurement of Joint Motion: A Guide to Goniometry* ● *Daniels & Worthingham's Muscle Testing: Techniques of Manual Examination* ● *Mobility in Context: Principles of Patient Care Skills* ● *Physical Rehabilitation* ● *Foundations in Kinesiology and Biomechanics with KIA*

- Dumbbells and Ankle Weights
- Electrical Stimulation Units
- EMG / Biofeedback Units
- Foam Rollers
- Foam Rolls
- Functional Grid
- Goniometers
- Grip Dynamometer
- Hi/Lo Tables
- Hot Packs
- Human Patient Simulator
- Hydrocollator
- Inclinometers
- Iontophoresis Units
- Light Therapy
- Lumbar Traction
- Mat Tables
- Orthotic Devices
- Paraffin Bath
- Parallel Bars
- Positioning Bolsters
- Positioning Wedges
- Posture Grid
- Progressive Resistive devices
- Pulley Weight Systems
- Pulse Oximeter
- Rebounder Trampoline
- Reflex Hammers
- Rolling Mirrors
- Rolling Stools
- Sensory Testing
- Skeleton Model
- Sphygmomanometers
- Stair set with Handrails
- Step Exercise Equipment
- Stethoscope
- Swiss Balls
- TENS/NMES Units
- Total Gym with Attachments
- Traction Units
- Transfer Boards
- Transfer Manikin
- Treadmills
- Treatment Tables
- Ultrasound Units
- Upper Body Ergometer
- Volumetric Gauges
- Walkers
- Weighted Balls & Bars
- Wheelchairs

- *Goodman and Fuller's Pathology: Implications for the Physical Therapist*
- *Fundamental Orthopedic Management for the Physical Therapist Assistant*
- *Biophysical Agents: Theory and Practice*
- *Recognizing and Reporting Red Flags for the Physical Therapist Assistant*
- *Cardiopulmonary Physical Therapy: Management and Case Studies*
- *Therapeutic Exercise for Children with Developmental Disabilities*
- *Neurologic Interventions for Physical Therapy*
- *Scorebuilders: PTA – The Complete Study Guide*

Software:
- *Exercise Pro Live*
- *PTA CPI Web*
- *PEAT (2 PTA Practice Examinations and Assessment Tool, fsbpt.org)*
- *Scorebuilders PTA – ACE (A Competitive Edge)*
- *Scorebuilders PTA Exam 1 & 2 Combo (Academic Version)*

Online Subscription:
- *www.physiou.health (1 year)*
- *www.simucase.com (1 year)*

General Education:
- *Psychology and Your Life with P.O.W.E.R. Learning*
- *College English and Business Communication*
- *Essentials of Medical Language*
- *Basic College Mathematics – ALEKS 360*
- *Hole's Human Anatomy & Physiology*

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY (ST AAS)

<u>91 Quarter Credits/77 weeks</u> (Total time to complete the program may vary based on school holidays and breaks)

Program Objective

The Surgical Technology program is 91 quarter credits Associate of Applied Science comprehensive course of study that combines theory and clinical practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes and skills that will enable them to become safe and competent practitioners of Surgical Technology.

The program's curriculum was designed to meet current with industry standards, and the demands of the communities of interest, and ensures that students obtain appropriate hands-on training in the cognitive, psychomotor and affective learning domains that enables them to be competent, entry-level surgical technologists and successfully obtain employment in a number of health care facilities including hospitals, medical centers, and public and private surgical centers. The program includes a mandatory 600-hour Surgical Technology Externship and 20 hours of test preparation that must be completed prior to graduation.

It is a mandatory requirement of the program that students take the Certified Surgical Technology (CST) Examination given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) prior to completion of the ST program. The curriculum incorporates the CST Examination topics and is designed to prepare students to pass the examination.

Certification is voluntary in the state of California. However, the choice to become certified exhibits pride in the profession, the desire to be recognized for mastery of scientific principles, as well as an ongoing commitment to quality patient care. Certification is a means for upward mobility, a condition for employment, a route to higher pay, and a source of recognition nationwide. Approved candidates who take and pass the CST examination are authorized to use the initials CST as long as they maintain certification currency.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for CST certification is available through the National Board of Surgical Technology and Surgical Assisting (https://www.nbstsa.org/cst-certification).

This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Surgical Technologist (CIP # 51.0909; O-NET # 29-2055.00)

ST AAS Program Curriculum

Mod #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Recognized Outside Hours	Total Clock Hours	Weeks	Quarter Credits
I	BIO 111	Anatomy and Physiology	70	3.30	0	58.3	90		8.0
	ENG 101	Introduction to Oral & Written Communication	40	0	0	33.40	40	11	4.0
	MT 101	Medical Terminology	40	0	0	33.40	40		4.0
II	ST 200	Surgical Technology Theory I	80	0	0	66.70	80		8.0
	MTH 101	College Math	40	0	0	33.40	40	11	4.0
	ST 210	Microbiology for Surgical Technologists	30	0	0	25	30		3.0
III	ST 300	Surgical Technology Theory II	80	0	0	66.70	80		8.0
	PSY 101	Introduction to Psychology	32	0	0	26.70	32	11	3.0
	ST 310	Pharmacology for Surgical Technologists	30	0	0	25	30		3.0
IV	ST 400	Surgical Procedures I	60	0	0	50	60	11	6.0
	ST 410	Surgical Lab I	0	120	0	0	120		6.0
V	ST 500	Surgical Procedures II	60	0	0	50	60	11	6.0
	ST 510	Surgical Lab II	0	120	0	0	120		6.0
VI	ST 600	Surgical Technology Clinical I	0	0	360	0	360	11	12.0
VII	ST 700	Surgical Technology Clinical II	0	0	240	0	240	11	8.0
	ST 710	CST Exam Prep	20	0	0	16.70	20		2.0
		TOTAL	**582**	**260**	**600**	**485.30**	**1442**	**77**	**91.0**

AAS in ST Course Descriptions

MODULE I   BIO 111 – ANATOMY AND PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 8.0*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I   ENG 101 – INTRODUCTION TO ORAL AND WRITTEN COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I   MT 101 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II   ST 200 – SURGICAL TECHNOLOGY THEORY I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 8.0*

This theory course offers students a survey of fundamental theory and concepts for surgical technologists. This course orients students to surgical technology and provides comprehensive knowledge of patient care concepts, as well as personal and professional relationships in surgical technology. It includes analysis of the legal concepts that pertain to surgical technology, including comparing and contrasting criminal and civil liabilities and consequences pertaining to each. Students analyze the scope of practice issues as they relate to surgical technology. Students are introduced to principles and concepts basic to understanding the surgical patient and human behavior, and learn to assess and distinguish the physical, spiritual, and psychological needs of the patient in surgery. The special population patient will be covered in this course such as, but not limited to the: Geriatric, Pediatric, Pregnant, Immunocompromised, Trauma and Diabetic Patient. Additionally, this course introduces the physical environment of the operating room as well as safety precautions. The various roles that the Surgical Technologist can fulfill during an all-hazards event will be discussed. The student is introduced to computer hardware and software programs. Emphasis is placed on the development of word processing skills, which include techniques for creating, editing, saving and printing documents. This course also introduces the student to computers, lasers, principles of electricity and surgical robotics. Additionally, students are familiarized with decontamination, disinfection and sterilization and the appropriate use of each. The course will teach the student the ability to follow the principles of asepsis and the practice of sterile technique.

MODULE II   MTH 101 – COLLEGE MATH

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations. Upon course completion, the student will be able to solve mathematical problems applicable to theory and practice of surgical technology.

MODULE II   ST 210 – MICROBIOLOGY FOR SURGICAL TECHNOLOGISTS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 3.0*

This course is a study of basic microbiology, infection control, and disease processes of the body's defense mechanism to diseases and pathogens associated with surgical site infection.

MODULE III   ST 300 – SURGICAL TECHNOLOGY THEORY II

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 8.0*

Welcome to Surgical Technology Theory II course, where "keep your hands up" and "don't touch that" has an all new meaning. This theory course is designed to provide students with the basic skills and knowledge to perform as an entry-level Surgical Technologist professional in an operating room setting. This course will discuss the importance of disinfection, decontamination, and sterilization processes within the Sterile Processing and Operating Room settings. This course will orient students to the basic skills and aseptic techniques including scrubbing, sterile field opening and setup, and identifying surgical instrumentation needed to complete surgical procedures. Students will analyze the Surgical Technologists duties during the Perioperative, Intraoperative, and Postoperative stages of a surgical procedure. Students will be oriented to proper patient positioning, transportation, skin preparation, urinary catheterization, and surgical site draping.
Additionally, students will be introduced to various types of sutures, drains, dressings, stapling devices, hemostatic agents, and wound classifications. This course prepares students for all the skills requirements in the ST 410 and ST 510 Surgical Technology Lab courses. The exciting part of being a Surgical Technologist is about to begin!

MODULE III   PSY 101 – INTRODUCTION TO PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 3.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE III   ST 310 – PHARMACOLOGY FOR SURGICAL TECHNOLOGISTS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 3.0*

Welcome to ST 310 - Pharmacology for Surgical Technologists! As part of the surgical team, Surgical Technologists are involved in the distribution of medications onto the sterile field. This course will explain the role of the Surgical Technologist including drawing up, labeling, and distribution of medications within the sterile field. This course will explain the difference between medication categories and classifications, usages, contraindications, and federal/state regulations that a Surgical Technologist should be aware of before a medication is distributed onto the sterile field. This course will also provide students with the necessary

knowledge and skills to function proficiently as an entry-level Surgical Technologist and provide proper patient care to prevent medication errors within the operating room.

MODULE IV ST 400 – SURGICAL PROCEDURES I

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 6.0*

Welcome to Surgical Procedures I! It is just the start of learning why Surgical Technologists are called the "experts" in the Operating Room. In this course, we will be discussing the importance of anatomy and physiology, medical terminology, and knowledge of surgical procedure instrumentation. This course will provide students the understanding of basic surgical procedures from various specialties including General, OB/GYN, ENT, Robotics, MIS, Ophthalmic, Genitourinary, Oral/Maxillofacial and Plastics and Reconstructive surgeries. Students will have the opportunity to demonstrate their knowledge of procedural sequencing and specific usage of instrumentation during surgical procedures.

MODULE IV ST 410 – SURGICAL LAB I

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 6.0*

Welcome to ST 410 Surgical Lab I! This course is designed to give you a hands-on introduction into the Operating Room. During this course, you will learn the basic skills that are necessary to become a proficient entry-level Surgical Technologist. You will learn how to assess patient vital signs and assist anesthesia during intubation with the Sellick's maneuver. This course is designed to explain and allow students to demonstrate perioperative duties including urinary catheterization, sterilization of instruments, opening and setting up the sterile field, and performing a surgical hand scrub. Throughout the course, Instructors will enhance the learning environment by bringing in real-world experiences to assist you in exploring a variety of aseptic techniques required for you to obtain and complete the course. Let's get to work!

MODULE V ST 500 – SURGICAL PROCEDURES II

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 6.0*

Welcome to Surgical Procedures II! This course is a continuation of ST 400 - Surgical Procedures I. During this course, we will be discussing surgical procedures from the following specialties: Orthopedics, Cardiovascular, Peripheral Vascular, Thoracic and Pulmonary, Neuro, Pediatrics, and Trauma. Students will be introduced to more complex surgical procedures and discuss the importance of anatomy and physiology, medical terminology, and knowledge of specialty specific surgical procedure instrumentation. Students will be given the opportunity to demonstrate their knowledge of preoperative diagnosis, surgical procedures, instrumentation, and surgical complications. Students are required to pass the course to be eligible for ST 600 - Surgical Technology Clinical I.

MODULE V ST 510 – SURGICAL LAB II

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 6.0*

This course provides comprehensive knowledge and skills for specific surgical procedures including General surgery, Neurosurgery, ENT surgery, Cardiothoracic surgery, Peripheral Vascular surgery, Orthopedic surgery and Pediatric surgery, surgery procedures. Additionally, students demonstrate a range of surgical procedures before entering their Clinical Externship Experience.

MODULE VI ST 600 – SURGICAL TECHNOLOGY CLINICAL I

Prerequisites: Module I-V Courses
Co-requisite: None   *Quarter Credits: 12.0*

This course is conducted in a hospital setting and provides students a clinical experience with a variety of perioperative assignments. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic care presentation for selected surgical procedures. Students will observe, take part in surgical procedures and work as a member of the surgical team.

MODULE VII ST 700 – SURGICAL TECHNOLOGY CLINICAL II

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses   *Quarter Credits: 8.0*

This course is conducted in a surgical center setting and provides students a clinical experience with a variety of perioperative assignments, applying and fine-tuning the skills learned in ST 600. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic care presentation for selected surgical procedures. Students will observe, take part in surgical procedures and work as a member of the surgical team.

MODULE VII ST 710 – CST EXAM PREP

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses   *Quarter Credits: 2.0*

The course is designed and offered for individuals preparing for the National Surgical Technology Certification Exam.

ST EVALUATION/PROGRESSION POLICY

The CBD ST program is a modular program. All students are admitted as a cohort and the curriculum is designed so that students will complete all of the required courses within 7 Modules. A student must pass all courses in Module I to progress to Module II, must pass all courses in Module II to progress to Module III, etc. A student must pass all Modules to be able to graduate. Each didactic course for all Modules must be passed with a 75% grade point average or higher in lab and theory, and clinical courses with a Pass score. In order to successfully complete Module V students need to pass the Final Lab Practicum and a written Final exam. If a student fails a course at some point in the sequence, they will have a chance to repeat a Module.

ST SKILLS LABORATORY

The campus skills laboratory is designed to provide students with assignments to learn the skills necessary for hospital work. Skills should be practiced in the skills laboratory prior to providing skills in the hospital settings.

All surgical technology students are permitted to use the skills lab with their assigned instructors. Food and drinks are not allowed inside the skills laboratory.

All supplies should be handled with care and replaced in their storage areas after use. Items requiring replacement or reordering should be reported to the instructor daily or as needed. Mannequins should be handled with care and not have any tape applied directly.

All students are to participate in the maintenance of the campus skills lab.

Students are to wear their clinical uniforms while working in the skills lab. Shoes should be closed toe, low-heeled and clothing should be safe without strings or ties that may become tangled and cause harm to the student or to others.

Always be considerate of others when working in the skills lab.

ST CLINICAL EVALUATION METHOD

Clinical performance is evaluated on a "pass/fail" designation, based upon successful completion of the clinical objectives. Students with a "fail'" grade in any of the skills will meet with the Clinical Coordinator and/or Program Director and receive a plan for improvement, which may include but is not limited to Individual/group tutorial in the campus skills lab.

Completion of the clinical module

Successful completion of the clinical module requires:
- completion of all required 600 hours (Maximum 40 hrs./week).
- completion of at least 120 cases.
- a pass grade on the final evaluation.
- 20 hours of Board Exam Preparation and a pass grade on the mock exam.

ST EQUIPMENT AND MATERIALS

● AESOP 1000 Robot ● ALM Surgical Light ● AMSCO 1040 Surgical Table ● AMSCO Surgical Table ● Anesthesia Machine ● Basic Eye Set ● Basic Major Set and Basic Minor Set ● Birtcher ABC Electrosurgical Generator ● Candy Cane Stirrups with 4 Clamps ● Carr X-Ray Viewing Box ● Castle Surgical Light ● Cataract Set ● D&C Tray ● DVD Player (2) ● Emergency Eyewash Station ● Gallbladder Set ● H&N Tray ● Hand Surgery Board ● Hysterectomy Tray ● Laminectomy Set ● Laparoscopy Instruments ● Laparoscopic Tray ● Leibinger Mandible Fracture Combo Set ● Major bone Set ● Manikin ● McKesson IV Pole ● Minor Bone Set ● Multinex Plus Datascope ● Ohmeda 5500 Airway Pressure Monitor ● Ohmeda 7000 Ventilator ● Oxygen Monitor ● Pedigo: Back Table, Kick Bucket, Mayo Stand ● Pedigo Ring Stand-Single, Double ● Pedigo Step Stool ● Quantum 3000 Endoscopy Light Source ● Steris Scrub Sink ● Storz Endoscope Tricam SL NTSC ● Suctioning Unit ● Televisions (2)	Books: ● *Essentials of Hole's Human Anatomy and Physiology* ● *College English and Business Communication* ● *Essentials of Medical Language* ● *Basic College Mathematics – ALEKS 360* ● *Psychology and Your Life with P.O.W.E.R. Learning* ● *Surgical Technology: Principles and Practice – Textbook and Workbook* ● *Microbiology for Surgical Technologists* ● *Surgical Equipment and Supplies* ● *Differentiating Surgical Instruments with Surg Tech in Practice* ● *Pharmacology for the Surgical Technologist* ● *Pearson's Surgical Technology Exam Review* ● *Surgical Notes: A Pocket Survival Guide for the Operating Room*

● Thoracic Set ● Tonsillectomy and Adenoidectomy Set ● Tracheostomy Tray ● Vascular Set ● White Board	

BACHELOR OF SCIENCE IN HEALTH SCIENCE PROGRAM (BSHS)

90 quarter credits / 77 weeks (Total time to complete the program may vary based on school holidays and breaks).

Program Objective

The Bachelor of Science in Health Science program prepares graduates of accredited healthcare associate degree programs for a variety of career opportunities within the healthcare and health-science related industries. Graduates can advance in an existing healthcare career or seek entry-level positions in a number of healthcare settings. These include hospitals, physician offices, long-term care facilities, public health agencies, community organizations, and others. With a strategically planned blend of healthcare and business coursework, students learn to apply principles of management, finance, ethics, public policy, information systems, and more. Additionally, the program provides a solid undergraduate foundation to pursue further graduate study and/or professional degrees. Students develop the critical thinking abilities, communication and cultural competencies, and leadership capabilities needed to meet the ongoing challenges of healthcare in the 21st century. At the forefront of a changing industry, graduates gain the advanced skills, knowledge, and values for impacting the healthcare organization's success, improving health services practice, and promoting community wellness.

The Bachelor of Science in Health Science is a Baccalaureate degree completion program. Applicants are required to have a healthcare related Associate degree from an accredited institution in order to enroll in the program. The entirety of the Baccalaureate completion program (90 quarter credit hours) is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Distance Education.

Upon successful completion of the program, graduates may obtain employment as:

- Medical and Health Services Managers
- Post-secondary Health Specialties Teachers
- Health Educators
- Health and Safety Specialists

(CIP # 51.0000; O-NET # 11-9111.00, 29-9012.00, 25-1071.00, 21-1091.00)

BSHS Program Curriculum

Mod #	Course #	Course Title	In-Class Clock Hours	Recognized Outside Hours	Total Clock Hours	Weeks	Quarter Credits
I	MTH 110	Introduction to Statistics	12	28	40		4
	CIS 100	Advanced Computer Applications	12	28	40	11	4
	HS 100	Foundations of Health Care Delivery in the U.S.	12	28	40		4
II	PSY 110	Organizational Psychology	12	28	40		4
	ACC 100	Accounting Fundamentals	12	28	40	11	4
	HS 200	Health Care Law and Ethics	12	28	40		4
III	PHL 100	Critical and Analytical Thinking	12	28	40		4
	HS 300	Financial Management in Healthcare	12	28	40	11	4
	HS 310	Health Care Policy	12	28	40		4
IV	COM 100	Professional Communications	12	28	40		4
	HS 400	Health Care Economics	12	28	40	11	4
	HS 410	Organization and Management in Health Care Services	12	28	40		4
V	BIO 120	Human Disease	12	28	40		4
	HS 500	Fundamentals of Health Care Reimbursement	12	28	40	11	4
	STA 100	Health Care Research Methods	12	28	40		4
VI	HS 600	Health Care Information Systems and Management	12	28	40		4
	HS 610	Epidemiology	12	28	40	11	4
	HS 620	Cultural Diversity in Health Care	12	28	40		4
	HS 630	Health Science Career Management	10	20	30		3
VII	HS 700	Health Services: Safety, Quality, and Crisis Management	12	20	40		4
	HS 710	Long-Term Care: Challenges and Opportunities	12	28	40	11	4
	HS 720	Health Care Marketing	12	28	40		4
	HS 730	Health Science Professional Capstone	10	20	30		3
		TOTAL	**272**	**620**	**900**	**77**	**90**

Bachelor of Science in Health Science Course Descriptions:

MODULE I   MTH 110 – INTRODUCTION TO STATISTICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This is an introductory course in statistics designed to provide students with the basic concepts of data analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.

MODULE I   CIS 100 – ADVANCED COMPUTER APPLICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course emphasizes the complex applications in the Microsoft Office Suite®. Students explore the common features of Microsoft Office and Windows. They practice with the advanced features of Word, Excel, PowerPoint, and cloud-based applications. Students gain confidence and achieve mastery by implementing solutions to real-world business problems.

MODULE I   HS 100 – FOUNDATIONS OF HEALTH CARE DELIVERY IN THE U.S.

Prerequisites: None
Co-requisite: Concurrent Module I Courses   *Quarter Credits: 4.0*

This course provides a wide view of the basic structures and practices of the U.S. health system. Applying a systematic approach, complex issues become accessible. Students explore the history, economics, organizational and political aspects of American healthcare. Major topics include the Affordable Care Act (ACA) and new trends in healthcare management. Students examine current challenges in costs, delivery, and quality in healthcare. They also consider the future of healthcare delivery.

MODULE II   PSY 110 – ORGANIZATIONAL PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course covers the foundations of research and applications of organizational performance and behaviors. Students will be exposed to practical applications of organizational behavior so that they are well equipped to understand and lead/manage in a healthcare organization.

MODULE II   ACC 100 – ACCOUNTING FUNDAMENTALS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course introduces the core principles of accounting. Students apply tools and concepts to record and adjust business transactions. They move on to use these tools to complete the accounting cycle. Major topics include inventories, internal controls, accounts receivable, current liabilities, and payroll. Students analyze business transactions and financial information to make data-driven decisions.

MODULE II   HS 200 – HEALTH CARE LAW AND ETHICS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses   *Quarter Credits: 4.0*

This course provides students with an overview of the legal and regulatory issues they will face in the profession. Students apply critical-thinking skills to contemporary real-world scenarios involving patients, employees, and employers. They address risks and concerns from ethical and legal perspectives.

MODULE III <u>PHL 100 – CRITICAL AND ANALYTICAL THINKING</u>

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course guides students in developing their higher-order critical and analytical thinking skills. Students examine the challenges to critical thinking and the cognitive processes of reasoning. They build the skills needed for analyzing the validity of information. Students advance from basic abilities to making complex and abstract decisions.

MODULE III <u>HS 300 – FINANCIAL MANAGEMENT IN HEALTHCARE</u>

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course introduces the essentials of financial structures and operations used throughout the healthcare industry. Students explore the current issues that are unique to the industry. The course applies financial theory to the complexities of the U.S. healthcare system. Students examine the profit and loss, balance sheet, and cash flow statements. The course emphasizes administrative decision making for budgeting and resource allocation.

MODULE III <u>HS 310 – HEALTH CARE POLICY</u>

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses   *Quarter Credits: 4.0*

This course provides students with an overview of the forces impacting changes in healthcare delivery and policy in the United States. Emphasis is placed on the policy-making process. Frameworks for analyzing policy decisions impacting individual and public health services, delivery and quality will be covered throughout the course.

MODULE III <u>COM 100 – PROFESSIONAL COMMUNICATIONS</u>

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course focuses on writing, speaking, and collaborating in a business context. The course provides a framework for effective communications. Students develop skills for responding to the social and communication challenges found in the professional environment. Relevant up-to-date communication technologies and social media are also presented throughout the course.

MODULE IV <u>HS 400 – HEALTH CARE ECONOMICS</u>

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course applies economic theory to our public healthcare system. Emphasis is placed on the economic principles used to regulate the healthcare industry, including federal and state policies. Major topics cover healthcare markets, the role of government, and demand and supply. Students apply basic economic methods for managerial decision making.

MODULE IV <u>HS 410 – ORGANIZATION AND MANAGEMENT IN HEALTH CARE SERVICES</u>

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses   *Quarter Credits: 4.0*

This course offers a systematic framework for guiding healthcare managers and supervisors. Students explore management principles presented in a variety of settings. They apply techniques in strategic planning, organizational development, and decision making. A strong focus of this course is strategically developing and managing human resources.

MODULE V <u>BIO 120 – HUMAN DISEASE</u>

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 4.0*

This course provides an overview to the anatomical structures and physiology of the human body. Each body system is discussed in terms of the major anatomical structures and function including how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including diseases' definition and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan.

MODULE V <u>HS 500 – FUNDAMENTALS OF HEALTH CARE REIMBURSEMENT</u>

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 4.0*

This course provides the foundational concepts as it relates to understanding claims processing, coding, reimbursement strategies, compliance, reporting, and auditing. Students explore the latest processes that span reimbursement to compliance. They also examine regulations related to federal and state administered payment programs and the private health sector.

MODULE V <u>STA 100 – HEALTH CARE RESEARCH METHODS</u>

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses   *Quarter Credits: 4.0*

This course demonstrates three approaches to research design: qualitative, quantitative, and mixed methods. Students apply the key principles required for analyzing research in a real-world setting. Major topics include electronic research design, literature reviews, application of theory, research questions, methodologies, and mixed methods procedures. Students gain an understanding of how concepts learned apply to their future careers.

MODULE VI <u>HS 600 – HEALTH CARE INFORMATION SYSTEMS AND MANAGEMENT</u>

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 4.0*

This course covers the latest in health information systems (HIS) applicable to the 21st century healthcare organizations. Students study topics of health information to manage patient interactions and to mitigate error. The course provides processes and tools for gathering and analyzing data. Students apply data for strategic planning, managerial decision making, and patient-care delivery. With real-world context and application, they examine the impact of emerging technologies on the healthcare industry.

MODULE VI <u>HS 610 – EPIDEMIOLOGY</u>

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 4.0*

This course will inform the student regarding epidemiology, the study of disease occurrence and determinants, which, lays the foundation for all public health practice. It is a scientific way of thinking about cause and effect. Epidemiology is used to investigate disease outbreaks, determine the natural history of disease, set resource priorities, and develop policies. Basic epidemiologic theory and techniques, applicable to public health practice will be taught.

MODULE VI <u>HS 620 – CULTURAL DIVERSITY IN HEALTH CARE</u>

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 4.0*

This course concentrates on health promotion and community health issues. Students explore cultural differences in our society and how they impact health services. Major topics include epidemiology, public health organizations, and program planning.

MODULE VI HS 630 – HEALTH SCIENCE CAREER MANAGEMENT

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses   *Quarter Credits: 3.0*

This course focuses on the theory and practice of planning and managing a career with professionalism. In this course, students develop skills to present their accomplishments and values. They prepare to market themselves to prospective employers. Major topics include career goal development, résumé writing, interviewing, and interpersonal relationship management. Students build expertise in marketing and managing their professional profiles through technology.

MODULE VII HS 700 – HEALTH SERVICES: SAFETY, QUALITY, AND CRISIS MANAGEMENT

Prerequisites: Module I-VI Courses

Co-requisite: Concurrent Module VII Courses   *Quarter Credits: 4.0*

This course addresses safety, quality management, and crisis management in any healthcare organization. Additionally, this course provides a framework for prevention, preparing for, and responding to medical errors and patient safety events. Students examine evidence-based outcomes and standards of care for a safe, secure, and healthy work environment.

MODULE VII HS 710 – LONG-TERM CARE: CHALLENGES AND OPPORTUNITIES

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses   *Quarter Credits: 4.0*

This course examines the complexities and challenges in long-term care operations and delivery. Students explore issues across a continuum of settings from short-term care to hospice. Major topics include laws, policies, and financing of long-term care facilities. Students delve into the management requirements for creating sustainable long-term care practices.

MODULE VII HS 720 – HEALTH CARE MARKETING

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses   *Quarter Credits: 4.0*

This course combines contemporary theories and practical applications of healthcare marketing strategies. Topics include strategic development based on the needs of the healthcare organization and the marketing planning process. Students examine competitive factors in the marketplace. They explore the internal and external processes involved in market research. Relevant and real-world examples of healthcare environments are used to illustrate marketing actions, strategies and tactics.

MODULE VII HS 730 – HEALTH SCIENCE PROFESSIONAL CAPSTONE

Prerequisites: Module I-VI

Co-requisite: Concurrent Module VII courses   *Quarter Credits: 3.0*

This capstone course serves as the culminating experience for the Bachelor of Science in Health Science program. The course requires project-based application of all concepts mastered throughout the curriculum. Students are assessed in the context of a healthcare organization. Professional communication skills, critical thinking, reflection, and problem-solving abilities are evaluated in the context of a healthcare organization.

B.S. IN HEALTH SCIENCE EQUIPMENT AND MATERIALS

Books:
- *Elementary Statistics*
- *Microsoft Office 365: In Practice*
- *Essentials of the U.S. Healthcare System*
- *Organizational Behavior: Interactive eBook*
- *Fundamental Accounting Principles*
- *Law and Ethics for Health Professions*
- *Critical Thinking: A Student's Introduction*
- *Essentials of Health Care Finance*
- *Essentials of Health Policy and Law*
- *Communicating at Work*
- *Essentials of Health Economics*
- *Management Principles for Health Professionals*
- *Human Disease*
- *Medical Insurance: A revenue Cycle Process Approach*
- *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*
- *Health Information Management and Technology*
- *Epidemiology 101*
- *Cultural Diversity in Health and Illness*
- *Career Achievement: Growing Your Goals*
- *Effective Management of Longterm Care Facilities*
- *Marketing: An Introduction*
- *Essentials of Healthcare Marketing*

Software:
- Google Chrome 30, Firefox 25.0, Safari 6, or Internet Explorer 10
- Adobe Flash Player (latest version)
- Microsoft Word (or word processing software that can save files in the .doc or .docx format)
- Snagit

MANAGEMENT TEAM

Patricia Kouropova	Chief Operating Officer
Randall Sansom	Chief Technology Officer/Chief Academic Officer
Chanel Hayes	Dean of Education
Gabriela Bray	Director of Compliance/Title IX Coordinator
Jim Hayes	Director of Admissions
Ivan Reynoso	Director of Career Services/Student Affairs
Sabrina DeGain	Director of Financial Aid

STAFF

Alexander Gelfand	DMS Program Director
Allison Holman	OTA Academic Fieldwork Coordinator
Andre Holly	Admissions Officer
Angela Blocker	Executive Assistant
Ashanti Williams	Instructional Design Specialist
Anna Lapinski	PTA Associate Program Director/Director of Clinical Education
Aubrey Calderon	OTA/PTA Program Coordinator
Boruch Stroll	Bookkeeper
Burke Mills	Assistant LMS Administrator
Cara Woellhof	MRI Program Coordinator
Christian Dominguez	Admissions Officer
Connie Martinez	ST Clinical Coordinator
Cynthia Gurrola	Student Affairs Coordinator
Daniel Changelon	Business Analyst
Delia Rivas	Career Services Officer
Dora Garcia	Admissions Officer
Earl Johnson	Admissions Officer
Cory Petermann	MRI Program Director
Gerry Garcia	Employment Specialist
Inna Baboyan	Records Officer
Jeff Foster	OTA Program Director
Jennifer Germany	ST Program Director
Josefina Delgado	DMS Program Coordinator
Terry Larson	PTA Program Director
Jessica Turner	Financial Aid Officer
Kellie Herrin	BSHS Program Director
Kristen Chamberland	Director of Instructional Design/LMS Administrator/Librarian
Leonid Zolotov	Financial Aid Officer
Lily Shapiro	Records Officer
Lisa Reichstein	Business Officer
Marcy Argote	Career Services Officer
Maria Ismerio	Financial Aid Officer
Martin Maynard	Instructional Design Specialist
Melissa Cotten	HIT Program Director
Melody Lott	Career Services Officer
Jeff Foster	OTA Program Director
Nicholas Stefanski	Learning Experience Designer
Rosie Juarez	Financial Aid Officer
Shena Creamer	Career Services Officer
Sofia Agaronova	DMS Clinical Coordinator
Susan Lopez	Admissions Coordinator
Wyatt Gage	Academic Operations Manager

FACULTY

All Instructors at CBD College have extensive training and experience in teaching as well as curriculum development / assessment / revision. Our instructors utilize industry-related teaching methodologies in the field of their professional expertise.

GENERAL EDUCATION

JESSICA REARDON

Full-Time

Doctor of Physical Therapy - Shenandoah University, Winchester, VA

Bachelor of Science – Human Nutrition, Food, and Exercise; Psychology, Virginia Tech, Blacksburg, VA

KESLEY DAVIS

Full-Time

MA – English, Georgetown University, Washington, DC

BSN – Nursing, California State University Northridge, Northridge, CA

BA – English/Political Science, Purdue University, West Lafayette, IN

KRISTOPHE MALONE

Full-Time

BS – Mathematics, University of California, Riverside

LEON LUONG

Part-Time

MS – Physiological Science, University of California Los Angeles, Los Angeles, CA

BS – Psychobiology, University of California Los Angeles, Los Angeles, CA

JANA JOHNSON

Part-Time

PhD – Biology, University of California Los Angeles, Los Angeles CA

MS – Biology, Texas State University, San Marcos, TX

BA – Biology, The University of Texas at Austin, Austin, TX

AUSTIN LOMAN

Adjunct

BS – Physics, University of Maryland, College Park, MD

LAINA MOLASKI

Adjunct

MFA – Master of Creative Writing, Lindenwood University, St. Louis, MO

PhD – Business Administration, Northcentral University, Prescott, AZ

MBA – Business Administration, Indiana Wesleyan University, Indianapolis, IN

BBA – Business Administration, Rochester College, Rochester Hills, MI

ALY MULJI

Part-Time

MS – Physiological Science, University of California Los Angeles, Los Angeles, CA

BS – Neurobiology, Physiology and Behavior, University of California, Davis, Davis, CA

TAMIKA SIMPSON

Adjunct

MPH - California State University San Bernardino, San Bernardino, CA

BS - Health, California State University San Bernardino, San Bernardino, CA

DMS PROGRAM	
ALEXANDER GELFAND Full-Time *MS – Medical Science,* Odessa State Medical University, Odessa, Ukraine *MS – Physical Therapy,* Odessa State Medical University, Odessa, Ukraine *Diploma of Completion – Medical Diagnostic Sonography,* California School of Medical Sciences, Beverly Hills, CA *RDMS (AB, OB/GYN), RVT*	**KATHERINE PHAM** Full-Time *BS – Biochemistry,* California State University, Long Beach, CA *AA – Chemistry,* Orange Coast College, Costa Mesa, CA *Certificate/Diploma - Diagnostic Medical Sonography –* Casa Loma College, Anaheim, CA *RDMS (AB, OB/GYN), RVT*
WINSTON IKEDA Full-Time *BA – Business Administration,* CSU Dominguez Hills, Carson, CA *AAS - Diagnostic Medical Sonography –* Atlantis Career College, Garden Grove, CA *RDMS (AB), RVT*	**AMAL GUIRGUIS** Full-Time *BA – Interior Architecture,* University of Helwan, Cairo, Egypt *Certificate of Completion – Ultrasound Technology –* ATI College, Santa Ana, CA *RDMS (AB), RVT*
SOFIA AGARONOVA Full-Time *Doctor of Medicine - Internal Medicine,* Tbilisi State Medical School, Tbilisi, Republic of Georgia *Diploma - Diagnostic Medical Sonography -* Nova Institute of Health Technology, Los Angeles, CA *RDMS (AB), RVT (Vascular), RDCS*	**FARIDEH MOUSAVI** Full-Time *BS – Business Administration,* Azad University, Ahwaz, Iran *Diploma - Diagnostic Medical Sonography –* Newbridge College, Santa Ana, CA *RDMS (AB, OB/GYN), RVT*
FIROUZEH CHARANDABI Full-Time *Associate in Health Science,* Groningen State University, Groningen, Netherlands *Diagnostic Medical Sonography,* ARDMS *RDMS (OB/GYN)*	**FEBY IBRAHIM** Full-Time *AAS – Diagnostic Medical Sonography,* Eastern International College, Belleville, NJ *RDMS (OB/GYN)*
DALIA SALIB Full-Time *AAS - Diagnostic Medical Sonography,* CBD College, Los Angeles, CA RDMS (AB), RVT (VT)	

HIT PROGRAM	
MELISSA COTTEN Full-Time *BS – Health Informatics and Information*, University of Mississippi Medical Center, Jackson, MS *AAS – Health Information Technology*, Dakota State University, Madison, SD	**CONSTANCE ELAM** Full-Time *MS – Pharmacy*, University of Florida, Gainesville, FL *BS – Applied Science*, University of S. Florida, Tampa, FL *AS – Nursing*, Orlando Medical Institute, Orlando, FL
TERRESA ROULHAC Full-Time *MS – Health Informatics*, National University, San Diego, CA *BS – Healthcare Administration*, National University, La Jolla, CA	**AMELIA WHITE** Full-Time *BS – Health Informatics & Information Management*, Louisiana Tech University, Ruston, LA
LORI LITTLE Adjunct *Master of Social Work,* Union University, Jackson, TN *BS – Health Informatics & Information Management,* University of Mississippi Medical Center, Jackson MS *AAS – Liberal Arts,* Itawamba Community College, Tupelo, MS	**ANGELA GARRETT** Part-Time *Ed.S. – Higher Education Administration,* William Carey University, Hattiesburg, MS *MS – Instructional Technology,* University of Southern Mississippi, Hattiesburg, MS *BS – Medical Record Administration,* University of Mississippi, Jackson, MS

MRI PROGRAM	
CORY PETERMANN Full-time *BS – Radiologic Sciences*, Southern Illinois University, Carbondale, IL *R.T. (R)(CT)(MR)(ARRT)*	**DANIELA RUIZ** Full-time *AOS – Magnetic Resonance Imaging*, West Coast Ultrasound Institute, Ontario, CA *AMRIT*
JOSEPH CHIRCO Part-Time *AS – Magnetic Resonance Imaging*, Casa Loma College, Anaheim, CA R.T.(MR)(ARRT)	**MIRANDA MAYLE** Full-Time *AAS – Radiologic Technology*, Kent State University, Salem, OH *Certified Nuclear Medicine Technologist* - NMTCB R.T.(R)(N)(MR)(ARRT)

OTA PROGRAM	
JEFF FOSTER Full-Time *MS – Occupational Therapy*, University of Alabama at Birmingham, Birmingham, AL *BS – Occupational Therapy*, University of Mississippi Medical Center, Jackson, MS *MS, OTR/L*	**ALLISON HOLMAN** Full-Time *BS – Kinesiology*, Kansas State University, Manhattan, KS *AAS – Occupational Therapy Assistant*, Metropolitan Community College – Penn Valley, Kansas City, MO *COTA – Certified Occupational Therapist Assistant*
SANDY PARK Full-Time BA – *Communication*, University of California San Diego, La Jolla, CA AOS – *Occupational Therapy Assistant*, Stanbridge University, Irvine, CA *COTA – Certified Occupational Therapist Assistant*	**JENNIFER MELE** Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *BA – Integral Liberal Arts*, St. Mary's College of California, Moraga, CA *OTD, OTR/L*
LAURA FERRARI Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *OTD, OTR/L*	**FIONA PURDON** Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA – Occupational Therapy*, University of Southern California, Los Angeles, CA *BA – Comparative Literature,* Oberlin College, Oberlin, OH *OTD, OTR/L*
ERICA PUEBLOS Full-Time *MS – Occupational Therapy*, Stanbridge University, Irvine, CA *BA – Human Development*, California State University Long Beach, Long Beach, CA *OTR/L*	**PHUONG NGO-HAZELETT** Part-Time *MD – Medicine*, Oregon Health & Science University, Portland, OR *BA – Molecular and Cell Biology,* University of California Berkeley, Berkeley, CA
FRANK COLOSI Part-Time *BS - Occupational Therapy*, American International College, Springfield, MA *OTR/L*	**IVAN CALARA** Part-Time *AOS – Occupational Therapy Assistant*, Stanbridge University, Santa Ana, CA *COTA – Certified Occupational Therapist Assistant*
CAYLEE BANTA Full-Time *Doctor of Occupational Therapy* – University of St. Augustine, St. Augustine, FL *MA – Occupational Therapy,* University of St. Augustine, St. Augustine, FL *BS – Health Science,* University of Florida, St. Augustine, FL *OTR/L*	

PTA PROGRAM	
TERRY LARSON Full-Time *Doctor of Physical Therapy* - University of St. Augustine, St. Augustine, FL *MS – Physical Therapy,* University of South Florida, Tampa, FL *BA – Dance,* University of South Florida, Tampa, FL	**ANNA LAPINSKI** Full-Time *Doctor of Physical Therapy* - Northwestern University, Chicago, IL *BS – General Health Sciences,* Purdue University, West Lafayette, IN
KATHLEEN MCGUIRE Full-Time *Doctor of Physical Therapy* - University of Southern California, Los Angeles, CA *BS – Kinesiology*, University of Southern California, Los Angeles, CA	**ANTHONY FORTE** Full-Time *AS – Physical Therapy Assistant,* Concorde Career College, North Hollywood, CA *BA – General Education,* McDaniel College, Westminster, MD
MELISSA KIEFFER Full-Time *Doctor of Physical Therapy* - Daemen College, Amherst, NY *BS - Science,* Daemen College, Amherst, NY *Associates in Science and Mathematics*, Erie Community College, Orchard Park, NY	**THERESA RAGLAND** Full-Time *BS – Kinesiology*, California State University Fullerton, Fullerton, CA *AAS – Physical Therapist Assistant*, CBD College, Los Angeles, CA
MARCO TEJEDA Full-Time *AS – Physical Therapist Assistant*, Loma Linda University, Loma Linda, CA	

ST PROGRAM	
JENNIFER GERMANY Full-Time *MA – Higher Education Leadership*, Siena Heights University, Adrian, MI *BAS – Surgical Technology*, Siena Heights University, Adrian, MI *Certified Surgical Technologist* – Naval School of Health Sciences, Portsmouth, VA	**CONNIE MARTINEZ** Full-Time 21 plus years of professional experience as a Surgical Technologist *Certified Surgical Technologist* – Glendale Career College, Glendale, CA
VIKTORIA TERMAN Full-Time 15 plus years of professional experience as a Surgical Technologist *Certified Surgical Technologist* – Concorde Career College, North Hollywood, CA	**ALBERT MAGDALENO** Full-Time 29 plus years of professional experience as a Surgical Technologist *Certified Surgical Technologist* – California Paramedical and Technical College, Long Beach, CA
SHIREESE ZUNIGA Part-Time *MHSc,* Saint Francis University, Loretto, PA *BA – Biology,* California State University Northridge, CA *AS – Biological Sciences,* College of the Canyons, Valencia, CA *AA – Liberal Arts,* Los Angeles Harbor College, Wilmington, CA *Certified Surgical Technologist* – Glendale Career College, Glendale, CA	**KRISTINA HUGHES** Full-Time *MS – Healthcare Administration*, Southern New Hampshire University, Manchester, NH *Bachelor of Technical and Applied Studies* - Ohio University, Athens, OH *AAS - Surgical Technology*, Columbus State Community College, Columbus, OH *Certified Surgical Technologist* – Columbus State Community College, Columbus, OH
MELODY MONTANO Full-Time 9 plus years of professional experience as a Surgical Technologist *Certified Surgical Technologist* – Concorde Career Institute, Denver, CO	**JULIAN HORTZ** Part-Time *BS – Biology*, Cleveland College, Los Angeles, CA *AS – Biology*, Santa Monica College, Santa Monica, CA *Certified Surgical Technologist* – Glendale Career College, Glendale, CA

| BSHS PROGRAM	
KELLIE HERRIN Full-Time *EdD – Educational Leadership*, Sam Houston State University, Huntsville, TX *M.Ed. - Learning and Technology*, Western Governors University, Salt Lake City, UT *BS – Health Science*, Nova Southeastern University, Fort Lauderdale, FL *Medical Assistant Diploma*, Ultrasound Diagnostic School, Houston, TX	**RUFINA BUTLER** Part-Time *Ph.D. – Higher Education Leadership*, Northcentral University, Prescott Valley, AZ *M.A. – Liberal Studies: Language & Communication*, Regis University, Denver CO *BA – Management*, University of Phoenix, Phoenix AZ
AMY MUNOZ Adjunct *Doctor of Behavioral Health; Management* - Arizona State University, Tucson, AZ *BA – Sociology, History*, California State University Bakersfield, Bakersfield, CA	**JAY WRIGHT** Adjunct *MS – Accounting*, Liberty University, Lynchburg, VA *MBA –* Old Dominion University, Norfolk, VA *BS – Business Administration, Accounting*, Radford University, Radford, VA
DAVID ROSS Full-Time *PhD – Psychology*, Walden University, Minneapolis, MN *MA – Counseling*, Montclair State University, Montclair, NJ *BA – Latin*, Montclair State University, Montclair, NJ	**LINDSEY KOVARIK** Part-Time *Master of Health Administration*, Ohio University, Athens, OH *Bachelor of Applied Science – Health Services Administration*, St. Petersburg College, St. Petersburg, FL
LATOYA MULDREW Part-Time *Master of Health Administration*, University of Phoenix, Phoenix, AZ *BS – Speech Pathology*, University of Central Arkansas, Conway, AR	**DONNA MADISON-BELL** Part-Time *Doctor of Education in Educational Leadership/Curriculum and Instruction*, University of Phoenix, Phoenix, AZ *MS – Adult Education*, Florida International University, Miami FL *BA – Speech Communication*, San Francisco State University, San Francisco, CA
COLTER COTTEN Part-Time *MS – Computer Science - Software Engineering*, University of West Florida, Pensacola, FL *BS – Business Administration*, Mississippi University for Women, Columbus, MS *AS – Computer Information Technology*, Southwest Mississippi Community College, Summit, MS *AA – General Education*, Southwest Mississippi Community College, Summit, MS	

CBD College

(Occupies 4th floor)

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MAP TO THE MAIN CAMPUS
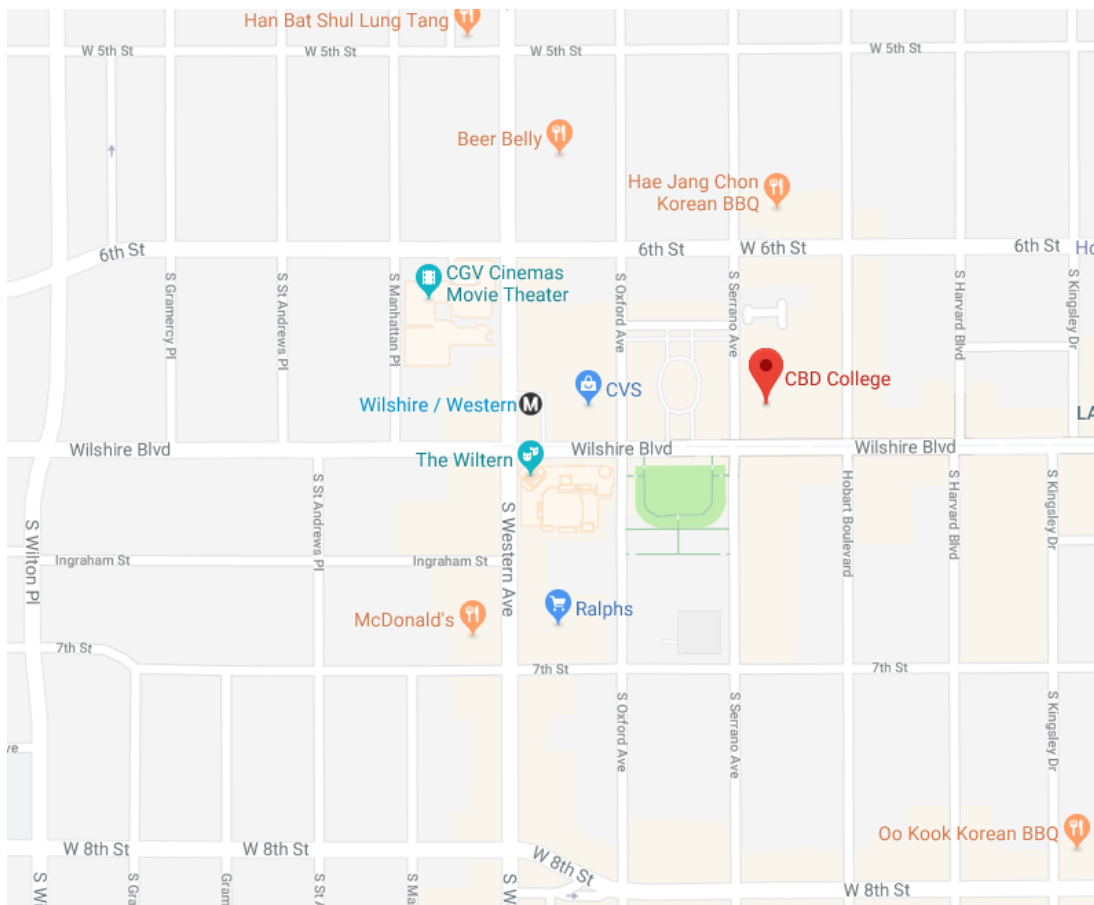
CBD College does not have branches or separate educational centers.