

STANBRIDGE UNIVERSITY STUDENT CATALOG



JANUARY - DECEMBER 2021

Published: 8/16/2021

Please visit <https://catalog.stanbridge.edu> for the most current version of the enclosed information.

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STANBRIDGE UNIVERSITY

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LETTER FROM THE PRESIDENT

For over two decades, we at Stanbridge University have been working to provide quality education that bridges the gap between where people are and where they dream to be. As we rise to meet new challenges, we are reminded that it is our student body, beautifully diverse and unflinchingly bold, that makes our institution strong. Their stories, strengths and tenacity breathe life into our philosophy: that every person has the potential to soar, and when given the right tools, can learn to believe not only in themselves, but in others. This personal metamorphosis is what changes the world for the better, and we as educators are thrilled and honored to be a part of it.

A handwritten signature in black ink, appearing to read 'Yasith Weerasuriya'. The signature is written in a cursive style with a prominent vertical line on the left side and a series of loops and peaks across the top.

Yasith Weerasuriya | President and CEO

ABOUT STANBRIDGE

HISTORY

Stanbridge University was founded in June of 1996 as Executive 2000. Our organization officially changed its name from Executive 2000, Inc. to Stanbridge College in August of 2004, then to Stanbridge University in January of 2017. We have operated from our present location since September 1997. Our curriculum began in 1996 with certificate programs in Information Technology and has since expanded to include programs in Nursing, Occupational Therapy Assistant, Physical Therapist Assistant as well as associate and baccalaureate degrees in Information Technology and Nursing and master's degrees in Nursing and Occupational Therapy.

MISSION STATEMENT

Stanbridge University asserts that a high quality, accessible, and relevant education is the right of every individual. The central purpose of all programs and services offered by Stanbridge University is to prepare people for occupations and professions. As such, we are dedicated to meeting the learning needs of our students. To these ends, we offer and commit to the allocation of resources in support of a variety of programs. These programs are offered in ways that recognize the needs of a diverse, changing population. Stanbridge University's programs provide an educational environment that allows students to meet their long-term learning needs. In a time of dynamic technological change, students are encouraged to address the impact of information systems on their academic and occupational planning.

INSTITUTIONAL LEARNING OUTCOMES

- ILO1. Apply critical thinking skills to investigate issues or problems and use relevant and adequate support to reach conclusions.
- ILO2. Demonstrate mastery in written communication skills by producing fluent, clear, and accurate writing assignments.
- ILO3. Construct presentations that orally communicate a variety of messages using compelling language and support.
- ILO4. Demonstrate information literacy and be able to apply information accurately and ethically to accomplish a specific purpose.
- ILO5. Apply appropriate conclusions based on the quantitative analysis of data.
- ILO6. Recognize, respect, and articulate the complexities of human diversity through professional, safe, and ethical professional practice.
- ILO7. Value education, advocacy, and collaboration through leadership and a commitment to the public good.

DIVERSITY STATEMENT

Stanbridge University takes great pride in its recognition as an institution of higher learning, and is dedicated to maintaining a campus which honors and values diversity. As evidenced by our motto, "Strength through Diversity," Stanbridge University encourages and celebrates the diverse nature of our faculty, staff, students, and the communities we all serve in a variety of ways.

The University recognition of diversity is evident in the following Diversity Statement, which can be found in the University Catalog:

DIVERSITY OF STUDENTS, ADMINISTRATION, FACULTY AND STAFF

The University strives to support and celebrate diversity with recognition of the rights and abilities of all members of the University community, to include religion or philosophical thought, age, ethnicity, sexual orientation, and gender. Our institutional mission, values, and commitments are best evidenced through the diverse nature of the populations of which we are constituted.

DIVERSITY IN TEACHING, PROMOTION OF STUDENT CULTURAL AWARENESS, AND SCHOLARLY EFFORTS

The University values the academic, intellectual, and experiential background of our administration and instructional faculty, and encourages the ways in which they lend this expertise to the benefit of cultural and intellectual awareness to our student population. This is accomplished through our curriculum, in which we expand students' conceptual framework as they research and acquire the skills and competencies in the subject areas for the programs to which they have committed, with a focus on the importance of viewing their work through a lens which acknowledges and honors diversity.

DIVERSITY IN STYLES OF LEADERSHIP, MENTORING, AND STRATEGIC DEVELOPMENT

The University benefits from the variety of cultural and philosophical differences that constitute the wide range of governance, leadership, and management that makes up this higher education environment. The strength and direction provided by leadership at all levels is dependent on the organizational contributions of each member.

LEGAL DISCLOSURES

Stanbridge University reserves the right to make changes at any time to any provision of this catalog, including academic programs and courses, course and program schedules, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions. Stanbridge University will notify students of any of the foregoing changes via email at the time the changes are made and in accordance with the requirements of accrediting and governmental regulatory agencies. The catalog will be provided either in writing or electronically to a prospective student or to any person upon request. Any program specific brochures shall also be disclosed to any interested person upon request.

Stanbridge University is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Located at 2101 Wilson Boulevard / Suite 302, Arlington, VA 22201, ACCSC can be reached at 703-247-4212. Their website is www.accsc.org.

Stanbridge University Los Angeles is a branch campus of Stanbridge University Irvine, California. Stanbridge University Los Angeles is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), an accrediting agency recognized by the U.S. Department of Education.

Stanbridge University Riverside is a satellite campus of Stanbridge University Irvine, California. Stanbridge University's Riverside Satellite Campus is included within Stanbridge University, Irvine, California's accreditation by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized accrediting agency by the U.S. Department of Education.

The Stanbridge University Irvine Campus, Los Angeles, Alhambra Branch Campus and Riverside Satellite Campus are private institutions that are approved to operate by the California Bureau for Private Postsecondary Education. The approval to operate demonstrates compliance with the California Private Postsecondary Education Act of 2009 and Division 7.5 of Title 5 of the California Code of Regulations. For more information, contact the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Suite 225 Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

The entry-level occupational therapy master's degree program at the Orange County Campus is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The entry-level occupational therapy master's degree program at Riverside has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The baccalaureate degree program in nursing (RN to BSN Degree Completion) at Stanbridge University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Stanbridge University Bachelor of Science in Nursing degree is approved by the California Board of Registered Nurses at the Orange County, Los Angeles and Riverside campuses. Their website is <http://www.rn.ca.gov/education/rnprograms.shtml>.

The Bachelor of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Associate of Science in Veterinary Technology degree program is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) (1931 North Meacham Road, Suite 100, Schaumburg, IL 60173-4360; phone; [800.248.2862](tel:800.248.2862); www.avma.org). The Associate of Science in Veterinary Technology degree has been approved by the Accrediting Commission of Career Schools and Colleges, ACCSC.

The Physical Therapist Assistant Program (Orange County and Los Angeles campuses) at Stanbridge University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 949-794-9090 or email pta.admin@stanbridge.edu.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) through 2028/2029 in Orange County and Los Angeles. AOTA is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-49299. ACOTE's telephone number, c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The Stanbridge University Vocational Nursing Program is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in Orange County and Los Angeles. The Stanbridge University Vocational Nursing program at the Riverside Satellite Campus is pending approval. The BVNPT is located at 2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833 and can be reached at (916) 263-7800. Their website is www.bvnpt.ca.gov.

Stanbridge University is approved for veterans education benefits under Title 38 of the GI Bill® in addition to WIOA training benefits from various Workforce Investment Boards including those in Irvine, Westminster, Santa Ana, Anaheim, South Bay and Riverside.

INSTRUCTIONAL FACILITIES

Orange County, Irvine Campus Address:

2041 Business Center Drive, Suite 107, Irvine, CA 92612

Tel: 888-789-6208

Fax: 949-794-9094

<http://www.stanbridge.edu>

Los Angeles, Alhambra Branch Campus Address:

2215 W. Mission Road, Alhambra, CA 91803

Tel: 888-742-1130

Fax: 626-283-5787

<http://www.stanbridge.edu>

Riverside, Satellite Campus Address:

1325 Spruce Street, Ste 500, Riverside, CA 92507

Tel: 866-931-1078

<http://www.stanbridge.edu>

ADDRESSES WHERE INSTRUCTION IS OFFERED

Stanbridge University provides instruction for its Orange County, Irvine, on-campus courses at 2021, 2041 and 2061 Business Center Drive, Irvine, CA 92612. The Los Angeles, Alhambra Branch Campus provides instruction for on-campus courses at 2215 W. Mission Road, Alhambra, CA 91803. The Riverside Satellite Campus provides instruction for on-campus courses at 1325 Spruce Street, Ste 500, Riverside, CA 92507.

The university provides instruction for clinical and fieldwork courses in off-campus facilities that are contracted by the university for this purpose.

Stanbridge University also offers online education not offered in real time. Coursework is completed at a location determined by the student.

Stanbridge University delivers some courses in an online format with the first class session only held on campus and/or a clinical component.

PROGRAMS OFFERED

IRVINE MAIN CAMPUS	
Program	Credit-Hour
Diploma in Vocational Nurse	105
Associate of Science in Nursing	119.5
Associate of Occupational Science in Occupational Therapy Assistant	112

Associate of Science in Physical Therapist Assistant	122
Associate of Science in Veterinary Technology	112.5
Bachelor of Science in Nursing (Degree Completion)	180
Bachelor of Science in Healthcare Administration	180
Master of Science in Healthcare Administration	45
Master of Science in Nursing	46
Master of Science in Occupational Therapy	121.5
LOS ANGELES, ALHAMBRA BRANCH CAMPUS	
Program	Credit-Hour
Diploma in Vocational Nurse*	105
Associate of Science in Nursing	119.5
Associate of Occupational Science in Occupational Therapy Assistant*	112
Associate of Science in Physical Therapy Assistant	122
RIVERSIDE SATELLITE CAMPUS	
Program	Credit-Hour
Diploma in Vocational Nurse*	105
*Pending approval from programmatic approval agency	

MAXIMUM NUMBER OF STUDENTS IN A TYPICAL CLASSROOM OR LABORATORY

- The maximum number of students and instructors assigned to any given lecture classroom or laboratory may be determined by the applicable programmatic accrediting or approval body requirements; and
- typical classroom lecture settings range from approximately 25 to 64 students. Typical laboratory settings range from approximately 8 to 16 students

WORKSHOPS

Workshops are prefixed with the acronym EXT and currently include the following:

EXT 1005 Introduction to Wound Care: 1 Day, 6:00 - 10:00 p.m.

Each year, millions of people suffer from acute and chronic non-healing wounds. Because non-healing wounds are one of the most significant complications of disease, healthcare organizations seek professionals skilled in proper wound care. Workshop topics include: wound assessment guidelines; wound care procedures; stages of wounds and ulcers; infections and treatments; and skin integrity.

EXT 1006 Infection Prevention and Control: 1 Day, 6:00 - 10:00 p.m.

According to the Department of Health and Human Services, 1 in every 20 hospitalized patients will develop a healthcare-associated infection (HAI), making HAIs one of the leading causes of death and illness in the U.S. In your professional career, you will need to know how to safely handle and help prevent the spread of HAIs. Course topics include: identify infection prevention

programs; identify hospital-acquired infections “HAI’s”; identify the HAI’s and organisms most common in hospitals, chain of infection and mode of transmission; identify portals of entry and exit of infection; promoting a culture of safety and making a difference; standard precautions and hand hygiene; demonstrate proper use of personal protective equipment; describe transmission-based precautions and reasons for their use; and post-exposure procedures.

EXT 1007 Hospice Care: 1 Day, 6:00 - 9:00 p.m.

As the demand for skilled hospice care professionals grows, many home care and senior living facilities will be looking for candidates with requisite experience. As a healthcare professional, this workshop can help increase your visibility as a potential hospice and healthcare employee. Course topics include: types of comfort care including pain management; communication between patient, family, and medical team; and how to assist family with mental and spiritual needs.

EXT 1009 Dementia Care: 1 Day, 6:00 - 9:00 p.m.

“My Patient Has Dementia: How to Prevent/Deescalate Challenging Behaviors in a Hospital Setting”. Learn how changes in the brain map to changes in your patient’s personality and behavior; learn how to adjust your approach so that you don’t contribute to their anxiety/agitation; and gain tips and tools that can help you reduce and even prevent agitation and challenging behavior.

ADMISSIONS POLICIES

HIGH SCHOOL DIPLOMA REQUIREMENT[†]

All applicants must hold a diploma from an accredited high school or the recognized equivalent, e.g., General Education Development (GED) certificate.

Provision of any one of the following documents will satisfy the high school diploma requirement:

- A copy of an accredited high school diploma;
- A copy of the final official accredited high school transcript that shows the date when the diploma was awarded;
- A copy of the GED certificate or GED transcript that indicates passage of the exam, or a state-authorized high school equivalent certificate;
- A copy of an academic transcript that indicates successful completion of an associate's degree or higher from an institution accredited by an accrediting agency recognized by the United States Department of Education;
- A copy of a credential for completion of a homeschool secondary school program equivalent to a high school diploma per state law; OR
- A copy of Form DD214 that indicates the holder is a high school graduate.

High school diplomas must be granted by (1) an institution (or program in the case of a homeschooled applicant) recognized by the Department of Education in the state in which the applicant acquired the diploma, or (2) an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education.

Transcripts for degrees and diplomas awarded by foreign schools must be translated and evaluated for U.S. high school education equivalency (at applicant expense) before being accepted.

If you are interested in attending the university but need reasonable accommodations, please visit ada.stanbridge.edu for further assistance. Stanbridge University complies with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. ADA policies are addressed in this catalog under the institutional policies section.

ENGLISH LANGUAGE REQUIREMENT

All classes at Stanbridge University are taught in English. Stanbridge University does not provide courses in ESL (English as a Second Language). To be admitted to a program offered by the university, all students must provide proof of graduation from a secondary school or higher in which English is the language of instruction or give proof of obtaining the required minimum score on the Reading Comprehension part of the Accuplacer, as stated for each program, or on the Test of English as a Foreign Language (TOEFL): 470 paper-based format, 150 computer-based format, 52 internet-based format.

ADMISSIONS PROCEDURES

Applicants seeking admission to programs delivered on-campus must meet with an admissions representative to receive an overview of their desired program and information on the minimum requirements for admission to the program, including, if applicable, the assessment exam score requirement. Applicants seeking admission to programs delivered online must fill out an application and speak to an admissions representative (before or after filling out the application) in order to have any questions answered about the overview of their desired program and information on the minimum requirements for admission to the program.

During the in-person meetings on campus or telephone conversations for online programs:

- Applicants are given an overview of the programs and courses of interest to them, including the length, cost, policies, student and career services and fields of employment relevant to the program.
- Applicants must submit an online application. The application fee for the Bachelor of Science in Nursing is \$50, for the Master of Science in Occupational Therapy is \$150.
- Applicants are asked to schedule a time to take the assessment exam in the Test Center for those programs requiring an assessment exam and if the exam is applicable to the student. **N.B.:** Please see program-specific requirements for admission under each program.
- Applicants are required to submit a copy of a high school diploma or the equivalent or an official transcript of record from an accredited postsecondary institution showing completion of the required postsecondary degree or credits and coursework, according to the requirements of the program. Applicants seeking admission to the Bachelor of Science in Nursing (Degree Completion) and Master of Science in Nursing programs will also have to show proof of unencumbered RN licensure.
- Students are required to provide an email address upon registration. This address will be used to send information to students, including schedule confirmations, changes and reminders, notices of deficiency, reports of progress, administrative action, probation, and other official communications. Students must review daily the messages to the email address provided to the university and update the email address on file when it changes. If a student does not have an email address at enrollment, assistance will be provided for the student to establish a no-charge email account and access the new account from the Learning Resource Center.
- Applicants to an online program or program with online courses must complete an online readiness assessment prior to enrollment in the program. Applicants to an online program must also complete the Orientation to Online Learning course prior to participation in the program in order to address the skills, competencies, and access to technology necessary to succeed in a distance education environment.

Minimum Computer Technical Requirements for Distance Education Courses

Applicants to an online program or program with online course(s) must have access to the following computer hardware and software.

BROWSER

Google Chrome (version 38+) Firefox (version 31+)

Safari (version 9+)

Microsoft Edge (version 25.10586+) Internet Explorer 10 (not preferred)

INTERNET

High-speed Internet connection

At least 20mbps is recommended

OPERATING SYSTEM

MAC

Mac OS X 10.10 or later

WINDOWS

Windows 7 SP1/8/8.1/10 (32/64 bit) Microsoft .Net 4.5

DirectX 10 compatible graphics card

Microsoft Visual C++ 2015 Redistributable Update 3

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Stanbridge University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate, diploma, or degree you earn in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Master of Science in Nursing, or Associate of Science in Veterinary Technology program is also at the complete discretion of the institution to which you may seek to

transfer. If the credits or certificate, diploma, or degree in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Master of Science in Nursing, or Associate of Science in Veterinary Technology program 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 Stanbridge University to determine if your credits or certificate, diploma, or degree will transfer.

Articulation Agreements

This institution has not entered into any transfer or articulation agreements with any other school for the currently offered programs.

Arbitration and Class Action Waiver Disclosure

Arbitration and Class Action Waiver Disclosure: Stanbridge University requires each student to agree to a predispute arbitration agreement and a class action waiver as a condition of enrollment ("Arbitration Agreement").

The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Financial Aid Department, 2041 Business Center Drive, Irvine, CA 92612, or by email at fa@stanbridge.edu.

†All ADMISSION POLICIES and PROCEDURES, TUITION AND FINANCIAL AID, STUDENT SERVICES, CAREER SERVICES, and other policies, procedures, and services in this catalog that are offered to academic programs at the Irvine Campus are offered to the OTA, ADN, and VN programs at the Los Angeles, Alhambra Branch Campus, unless otherwise noted.

TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit.

Transfer credit may be awarded credit if the course:

- includes the same or similar content;
- requires the same or similar prerequisite course work;
- is equivalent in learning and hour components;
- is offered at the same level of instruction;
- has been completed with a grade of C (or better);
- has a P/Pass grade and the minimum required grade to earn a pass is equivalent to a C (or better);
- has been completed within ten (10) years of enrollment; and
- meets any program-specific transfer credit requirements.

To receive an evaluation for transfer credit, students must:

- Provide the university's registrar with all official transcripts, course descriptions, and/or course syllabi (if requested) prior to enrollment. Failure to do so results in a forfeiting of any and all future transfer credit requests.
- Official transcripts can be mailed directly from a school or delivered in person by the student. Seals must be unbroken, and the transcript must bear the official seal and/or signature of the registrar of the school sending the transcript.
- For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces.
- Students seeking re-enrollment may request an evaluation of transfer credit for courses taken preceding dismissal or withdrawal and prior to re-enrollment.
- Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

If a student chooses to decline credit for any course for which the student is eligible to receive transfer credit, the student will document the declination of credit on the Transfer of Credit Acknowledgement form to be filed in the student's record. The student must accept or decline transfer credit prior to enrollment in the program for which transfer credit was requested.

U.S. Military Service Courses

Students may be awarded transfer credit for DANTES education courses that have been completed if the courses are consistent with the university's policy on awarding credit.

Advanced Placement Credit

Advanced Placement (AP) credit may be awarded for select General Education (GE) courses with an examination grade of 3 or better. Official test results are required to award transfer credit.

The following AP exams may be used for credit transfer for specific courses as indicated in the table below:

AP Exam	Course Satisfied
AP English Language and Composition or AP English Literature and Composition	ENG 1005, ENG 1015 or ENG 1060
AP Psychology	PSY 1010
AP Calculus AB or AP Calculus BC	MATH 1010 or MATH 1014
AP Statistics	MATH 1040 or MATH 2020

AP Exam	Course Satisfied
AP Biology	BIO 1010
AP Chemistry	CHEM 1010

Competency-Based Testing

Stanbridge University will award credit based on competency-based testing in the ADN, BSN and VN programs.

Stanbridge Courses

Courses from a previous Stanbridge enrollment, or enrollment at one of its campuses, are transferrable if the courses are consistent with the university's policy on awarding credit.

Limitations on Transfer Credits

- Students will be awarded up to 25% of credit for lower-division coursework completed at any institution or any combination of institutions.
- Credit for previous life experience is not awarded in any program.
- Stanbridge credit calculation is based on quarter hours. Transfer credits based on other credit systems will have credits converted to quarter values upon transfer.

Transfer Credit Appeal Process

All students have the right to appeal a transfer credit decision. An appeal must be filed within fifteen (15) calendar days after receiving a transcript evaluation and should be sent in writing to: appeal.instruction@stanbridge.edu.

FINANCIAL AID OVERVIEW

General Information

Stanbridge University is an eligible institution participating in federal and state financial aid programs and private educational lending programs. Financial aid is available to those who qualify.

Title IV Federal Funds

The university complies with Title IV of the federal Higher Education Act of 1965.

Student Loan Information

If the 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 is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- (2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Financial Aid Procedures

The process of determining eligibility for financial aid uses standard formulas and standard student budgets. The Financial Aid Office recognizes that some students have unusual or special circumstances that may not be reflected in the standard process of determining eligibility. While funds are limited and it is not always possible to fund students to their maximum eligibility for financial aid, students with special circumstances are encouraged to contact the Financial Aid Office for review of these special circumstances. Assistance in filing private loan applications is available from the Financial Aid office.

Each student is processed for financial aid based on the standard enrollment status, as defined by Stanbridge University for each program. Eligibility and disbursements of financial aid may change based on enrollment status. Because of federal financial aid regulations (excluding Pell), students whose enrollment status is less than half-time will have zero financial aid eligibility for that period. A change from full-time enrollment status could cause a loss of financial aid and create a cash pay situation for some students.

Please consult the Financial Aid Office with any questions regarding enrollment status and financial aid eligibility.

To be eligible for federal and state student financial aid programs, students must:

- be U.S. Citizens or eligible Non-Citizens;
- be admitted to the university;
- be enrolled at least half-time (6 units) in a program leading to a degree or certificate;
- be making satisfactory academic progress toward their educational objectives;
- be registered with the Selective Service, if required;
- not be in default on a Title IV student loan or owe a refund on a Title IV student grant;
- demonstrate financial need for need based programs through the defined application process of the university; and
- attend an Entrance Interview if applying for student loans.

Students (and parents of dependent students) will be asked to fill out a FAFSA form to establish eligibility for federal financial aid.

Tuition Guidelines

- Applicants in the ADN and MSOT programs are charged an application fee.
- Tuition changes do not affect currently enrolled students.
- Replacement books, eBooks, and supplies for lost or stolen ones, or for retaken courses, will not be provided without cost to students. Students will be charged for all replacement items.
- Make-up and review sessions, Student Central access, Learning Resource Center usage, and Career Placement Services are provided to all students.

Tuition

- Students may pay tuition via personal or bank check or through private loans or federal aid (for those programs which qualify).
- The lending companies are not affiliated with the school and award loans to those who qualify.
- Those paying with a loan must have signed loan paperwork submitted before attending the program.
- Students whose entire tuition and fees are paid by a third-party organization are not entitled to receive a refund for the tuition and fees; the organization providing the funding receives any refund.

FEDERAL FINANCIAL AID PROGRAMS

The following is a description of the financial aid programs available at Stanbridge University. Additional information can be obtained through the Financial Aid Office.

FEDERAL PELL GRANT

The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back.

FEDERAL DIRECT LOAN PROGRAM

Federal Direct Loan Programs are administered by the Department of Education. Qualified students and their parents can borrow money for school through federally subsidized, low interest loans. The Federal Direct Stafford, Federal Direct Unsubsidized Stafford, and Federal Direct PLUS loans are available through this program.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Federal Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to \$3,500 for their first academic year at a fixed interest rate of 4.53 percent, which is established annually by the Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to \$6,000 for their first academic year as a combined total with the Federal Direct Subsidized Stafford Loan, at a fixed interest rate of 4.53 percent. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Direct Federal Stafford Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers On or After July 1, 2013

There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the program. This is called the "maximum eligibility period." The published length of any program of study is found in the Stanbridge University student catalog.

The maximum eligibility period is based on the published length of the current program in which a student is enrolled. As a result, a change in program may affect maximum eligibility. If Direct Subsidized Loans were received for one program and then a program change occurs, the Direct Subsidized Loans received for the earlier program will generally count against the new maximum eligibility period.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) provide additional funds for creditworthy parents to help pay for

students' educational expenses. The interest rate for these loans is 7.08 percent and the repayment schedule differs.

Federal Direct Student Loans 2019-2020 Interest Rates Effective for Loans First Disbursed on or after July 1, 2019 and prior to July 1, 2020				
Loan Type	Borrower Type	Index 10-Year Treasury Note	Add-On	Fixed Interest Rate
Direct Subsidized Loans	Undergraduate Students	2.479%	2.05%	4.53%
Direct Unsubsidized Loans	Undergraduate Students	2.479%	2.05%	4.53%
Direct Unsubsidized Loans	Graduate/Professional Students	2.479%	3.60%	6.08%
Direct PLUS Loans	Parents of Dependent Undergraduate Students and Graduate/Professional Students	2.479%	4.60%	7.08%

CALCULATING PELL GRANT LIFETIME ELIGIBILITY USED

The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

How is my Pell Grant Lifetime Eligibility Used calculated?

Scheduled Award: The maximum amount of Pell Grant funding you can receive is calculated for an "award year." An award year is a period from July 1 of one calendar year to June 30 of the next calendar year. Your "scheduled award" is partially determined by using your expected family contribution (EFC) that is calculated from the information you (and your family) provided when you filed your FAFSA. Your scheduled award is the maximum amount you would be able to receive for the award year if you were enrolled full-time for the full school year. Your scheduled award represents 100% of your Pell Grant eligibility for that award year.

Percent Used: To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the Department compares the actual amount you received for the award year with your scheduled award amount for that award year. If you receive the full amount of your scheduled award, you will have used 100%. Some students do not receive their entire scheduled award for an award year. There are a number of reasons for this, the most common of which are that the student was not enrolled for the full year or that the student was not enrolled full-time, or both.

If you did not receive the full amount of your scheduled award, we calculate the percentage of the scheduled award that you did receive. For example, if your scheduled award for an award year is \$5,000, but because you were enrolled for only one semester you received only \$2,500, you would have received 50% of the scheduled award for that award year. Or if you received only \$3,750 for the award year because you were enrolled three-quarter-time and not full-time, you would have received 75% for that year.

Lifetime Eligibility Used (LEU): The Federal Department of Education keeps track of your LEU by adding together the percentages of your Pell Grant scheduled awards that you received for each award year. You can determine how much Pell you have used and what you have remaining at <http://www.studentaid.ed.gov/>

Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant is one of the Campus Based Programs. Stanbridge University determines which students receive this grant based on students with the lowest Expected Family Contribution (EFC), starting with students with a "\$0" EFC.

The maximum award for a full academic year in the SEOG program is \$4000. The minimum amount is \$200. The amount of awards that Stanbridge may give depends in large part on the amount of money we receive from the Federal Government for this program. For the 2018-2019 Award Year, Stanbridge University has determined that it will award each student in the amount of \$200 per Academic Year. The SEOG award is given in two disbursements per Academic Year, and Stanbridge University is required to provide a 25% non-federal share as a method to match each SEOG award.

Loss of Eligibility for Federal Financial Aid if Convicted of a Controlled Substance Offense

Students are advised that if they are convicted under federal or state law of an offense involving the possession or sale of a controlled substance while they are enrolled in an institution of higher education and while they are receiving federal financial aid, they may lose eligibility for such federal assistance.

FEDERAL WORK STUDY

The Federal Work Study Program is a financial aid program funded by the Federal Government and is intended to provide part-time employment opportunities for eligible students who need additional financial resources to pursue a college education.

ISIR: The Institutional Student Information Report is an electronic record received by Stanbridge University from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

EFC: The Expected Family Contribution is the eligibility value delivered on the ISIR. Financial Need equals the cost of attendance minus the federal Expected Family Contribution.

Unmet need: The amount remaining after the total financial aid resources and awards have been awarded to the student to meet financial need. The formula for calculating FWS is as follows: $COA - EFC - PELL - SUB - UNSUB - PLUS - SEOG = \text{Remaining unmet need}$.

Eligibility

A student must apply for financial aid each year with the Free Application for Federal Student Aid (FAFSA) to become eligible. Students who have applied for financial aid through the FAFSA application process and have been awarded Federal Work Study funds may participate. To be eligible, a student must demonstrate need that meets or exceeds the award amount authorized by the Financial Aid office. Students may reduce their student loan eligibility to be eligible for FWS. Students must be currently enrolled at least half time (9 units) to be eligible to participate.

FWS employment must be suspended or terminated in all cases where a student no longer meets federal requirements for financial aid or campus requirements for employment. A student's FWS employment must be terminated by the last day of the pay period in which his/her award expires. If a student becomes ineligible to participate in the Federal Work Study Program, the employer immediately becomes responsible to pay the full earnings of the student. The employer is also responsible for paying student earnings once the full federal work study award has been earned.

Awarding

Funds are limited and not all eligible students will be able to participate in the program. Employment and funding are awarded on a first-come, first-served basis. Priority is given to students who demonstrate the highest need and who applied for financial aid on or before the priority deadline of March 2nd. Federal Work Study award amounts will be determined by the Financial Aid Office to maximize program effectiveness. Awards will continue to be awarded until all funds have been exhausted. FWS awards may be withdrawn or reduced according to fund availability. Students should plan on working their scheduled hours and cannot earn more than their allocated FWS award.

Job Placement

Students are responsible for finding employment on campus through Career Services or in Federal Work Study approved off-campus positions. Job placement is not guaranteed.

Employment Guidelines

The wages for the student will meet the minimum wage guidelines for the state of California, i.e. \$13/hr. Eligible Federal Work Study (FWS) students earn money by working a limited number of hours per week. During non-enrollment periods, such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment (34 CFR 375.25b).

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid Office.

The FWS program will be administered in accordance with all Stanbridge University Human Resources (HR) policies and procedures. All standards of employment will be met including, but not limited to, job descriptions, pay rates, hours of employment, payroll certification, and other HR requirements.

Stanbridge University will offer employment both on and off campus. In accordance with federal regulations, Stanbridge University establishes contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency, including any administrative fees that may be applicable as well as the employer's share of student payroll.

CAL GRANTS

Cal Grants are awarded by the California Student Aid Commission (CSAC). There are three different Cal Grants. Each category of Cal Grants may be renewed, but each has a different renewable policy. Cal Grants are no longer automatically renewed. Students must be eligible based on the established income and asset eligibility requirement and information based on the results of a current Free Application for Federal Student Aid.

To apply for a Cal Grant, students must complete the Free Application for Federal Student Aid (FAFSA) and turn in any additional documentation needed to complete the file. In addition, students must submit a Grade Point Average Verification form, as follows:

- Stanbridge University will submit GPAs for current students to CSAC who completed at least 36 quarter credits or 900 clock hours at Stanbridge University by March. The Financial Aid Office will electronically submit GPA by March 2nd.
- Students who have not yet completed 36 quarter credits or 900 clock hours of college coursework, at Stanbridge University must have the GPA Verification form completed accordingly.
 - If the student never attended college prior to enrolling at Stanbridge University, the form must be completed by their high school.
 - If the student attended and earned at least 36 quarter credits, 900 clock hours, or equivalent of college coursework at other colleges prior to enrolling at Stanbridge University, the form must be completed by college where credits/clock hours were earned.
 - If the student attended other colleges prior to enrolling at Stanbridge University but did not earn the equivalent of 36 quarter credits or 900 clock hours, the form must be completed by their high school.

Both the FAFSA and GPA Verification form must be mailed by March 2nd, to meet the Cal Grant deadline.

CAL GRANT A

Cal Grant A is awarded to students based on financial need and GPA.

Cal Grant A is for students enrolled in a program of instruction of not less than two academic years that leads to an associate or baccalaureate degree requiring 48 semester units or that results in eligibility for transfer from a community college to a baccalaureate degree program.

There are three Cal Grant A awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant A Entitlement Award
 - Graduating high school senior who has at least a 3.0 high school GPA
 - California resident at the time of graduation
 - Meets the March 2 deadline
- Cal Grant A Transfer Entitlement Award
 - High school seniors who graduate after June 30, 2000
 - Attend a California Community College, and then transfer to a qualifying baccalaureate degree-granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant A
 - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit)
 - Meet the financial and eligibility requirements
 - Are no more than 27 years of age during the time of transfer
 - Meets the March 2 deadline
- Cal Grant A Competitive Award
 - Other students who meet all the Cal Grant eligibility requirements and who have at least a 3.0 GPA may compete for a Cal Grant A Competitive award. Selection is based on a composite score that takes into consideration of family

income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT B

Cal Grant B is for students from disadvantaged or low-income families. The award for most first-year students covers living expenses, books, supplies and transportation, but not tuition and fees. When renewed or awarded beyond the freshman year, the grant covers tuition and fees. The tuition and fee award amounts are the same as those for Cal Grant A. Award amounts are determined through the state budget process and may change annually. Coursework must be for at least one academic year, and students must be enrolled at least half time.

There are three Cal Grant B awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant B Entitlement Award
 - Every graduating high school senior who has at least a 2.0 high school GPA
 - California resident at the time of graduation
 - Meets the March 2 deadline
- Cal Grant B California Community College Transfer Entitlement Award
 - High school seniors who graduate after June 30, 2000
 - Attend a California Community College and then transfer to a qualifying baccalaureate-degree granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant B
 - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit), meet the financial and eligibility requirements
 - Are no more than 27 years of age during the time of transfer
 - Meets the March 2 deadline
- Cal Grant B Competitive Award
 - Other students who meet all the Cal Grant eligibility requirements and who have at least a 2.0 GPA may compete for a Cal Grant B Competitive award. Selection is based on a composite score that takes into consideration family income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT C

Cal Grant C helps vocationally oriented students acquire marketable job skills within a short time. Training must lead to a recognized occupational goal—diploma, associate degree, license qualification or certificate, which indicates at least an entry-level job skill. Students must be enrolled at least half-time in a course of study at least four months in length. Funding is available for up to two years, depending on the length of the program, as long as academic progress is satisfactory. Cal Grant C recipients may attend occupational, career, or technical training courses at any California Community College. In addition, the awards may be used for nursing and allied health programs at a hospital school, selected courses at several independent colleges and specialized courses at eligible proprietary colleges. Cal Grant C is not for students seeking a broad general education background and may not be used for a four-year degree program, graduate study, course prerequisites, or general education. All applicants who did not receive a Cal Grant A or B award and who are eligible at the first Cal Grant C-eligible school listed in their FAFSA will be sent a Cal Grant C Supplement form as part of the competition. The Supplement must be completed by the student, endorsed by the appropriate school representative or the student's employer, and returned to the Commission by the May 15 deadline if the student wishes to remain in the competition. Supplements are scored with an emphasis on educational background, vocational or occupational experience and aptitude. Additional points come from vocational or educational endorsements and grades. A counselor's review of the completed Supplement is recommended.

CERTIFYING CAL GRANT

Cal Grant Term	Stanbridge Terms	FT Enrollment	1/2 terms Date
Fall	September 1st - November 30th	1/2 terms completed	10/16
Winter	December 1st - February 28th or 29th	1/2 terms completed	1/14
Spring	March 1st - May 31st	1/2 terms completed	4/15
Summer	June 1st - August 31st	1/2 terms completed	7/16

Cal Grant awards will be certified only if the student has reached full-time enrollment, which is the midpoint of Stanbridge terms and meet the following criteria:

- State resident - California Resident only
- Award Year FAFSA
 - All verifications and C-codes have been completed/cleared
 - Income Ceiling
 - Asset Ceiling
- Transcripts
 - Verify GPA
 - Minimum 2.0 GPA
 - 4 Community College GPA for Transfer Entitlement (E2)
 - Education Level Verification (if required): EL verification only required if students are selected for verification by Cal Grants Commission and only for students that are getting Cal Grant B.

LEVEL	LVN		AOSOTA		ASPTA		ASVT		ADN		RNBSN	
	Credit	Clock Hrs.	Credit	Clock Hrs.	Credit	Clock Hrs.	Credit	Clock Hrs.	Credit	Clock Hrs.	Credit	Clock Hrs.
Freshman	1	0 - 27	Credit Program	0 - 18	Credit Program	0 - 18	Credit Program	0 - 18	Credit Program	0 - 18	Credit Program	0 - 18
		23 - 52		19 - 36		19 - 36		19 - 36		19 - 36		19 - 36
Sophomore	2	53 - 78	Credit Program	37 - 54	Credit Program	37 - 54	Credit Program	37 - 54	Credit Program	37 - 54	Credit Program	37 - 54
		79 - 105		55 - 72		55 - 72		55 - 72		55 - 72		55 - 72
Junior	3		Credit Program	73 - 90	Credit Program	73 - 90	Credit Program	73 - 90	Credit Program	73 - 90	Credit Program	73 - 90
				91 - 108		91 - 108		91 - 108		91 - 108		91 - 108
Senior	4			108 - 126		108 - 126		108 - 126		108 - 126		108 - 126

CAL GRANTS AND ELIGIBILITY

*For WebGrants System EL verification purposes, if a student has completed the required number of credits they will be certified for the next grade level (36 credits completed will be certified as Level 2 Sophomore)

- Cal Grant Award
 - Correct Award Type
 - Cal Grant A- AA, BA
 - Cal Grant B- Certificate (at least 1 year in length), AA, BA
 - Cal Grant C- Certificate (at least 4 months length), AA
 - Minimum Need
 - Cal Grant A: Maximum program award amount plus \$1,500
 - Cal Grant B: \$700
 - Cal Grant C: Maximum program award amount plus \$1,500

CAL GRANT REFUND POLICY

Cal Grant policies state that if a student is charged tuition that meets or exceeds the Cal Grant award, the Cal Grant does not need to be adjusted based on a withdrawal or leave of absence. However, Cal Grant recipients may want to rescind their Cal Grant and notify the California Student Aid Commission of their leave or withdrawal in order to preserve their eligibility for a future term. Students can process a leave of absence request with the California Student Aid Commission online at www.csac.ca.gov and click the link "WebGrants4Students." In this case, the student would be responsible for covering the tuition balance on his/her student account. If a student is dismissed or withdraws from school, all unearned Title IV funds will be refunded to the Department of Ed, and any unearned funds will be returned to Cal Grant or State Funds and lastly, to Private Loans accordingly.

PRIVATE EDUCATION LOANS

VETERANS ADMINISTRATION POLICY

Stanbridge University permits any covered individual to attend or participate in the course of education (after meeting admission requirements) during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Stanbridge University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

PRIVATE EDUCATION LOANS

Stanbridge University offers private loans to students through various lending institutions. Private loans, which are privately insured, cover educational expenses beyond what is covered by the federal direct loans. The student must be a U.S. Citizen, a U.S. National, or Permanent Resident and must be creditworthy. Students may be enrolled full- or half-time. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower.

- If Stanbridge University authorizes payments in an installment agreement, it is attached as an addendum to the enrollment agreement. If interest is charged, all terms and conditions comply with the Federal Truth In Lending Act requirements.
- After 30 days of delinquency on a student account, the student may be withdrawn from school and the refund policy will be applied. The student and/or financial sponsors agree to and are notified that the account may be turned over to a collection agency. The student and/or financial sponsors will be responsible for all costs associated with collections.
- Stanbridge University complies with the Federal Truth in Lending Act pursuant to Title 15 of the United States Code.
- (FTC) Notice: I may request that the initial disclosures prescribed in the Truth in Lending Act (15 United States Code §§ 1601 through 1666) be provided in Spanish before signing any loan documents.

TUITION SUMMARY CHARTS

PROGRAM (Irvine Campus)	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTEN- DANCE *	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN- DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF **
Vocational Nurse (Full Time)	\$350	\$0	\$2,370	\$34,256.50	\$12,818.40	\$36,976.50	\$18.50	\$36,995
Vocational Nurse (Part Time)	\$350	\$0	\$2,370	\$34,256.50	\$8,119.50	\$36,976.50	\$18.50	\$36,995
Associate of Science in Physical Therapist Assistant	\$1,721	\$0	\$989	\$57,255	\$14,200.80	\$59,965	\$30.00	\$59,995
Associate of Occupational Science in Occupational Therapy Assistant (Full Time)	\$1,005	\$0	\$1010	\$57,950	\$11,219.32	\$59,935	\$30.00	\$59,965
Associate of Occupational Science in Occupational Therapy Assistant (Part Time)	\$1,005	\$0	\$925	\$58,065	\$7,226.64	\$59,995	\$-	\$59,995
Associate of Science in Veterinary Technology	\$1,735	\$0	\$1,185	\$37,055	\$8,633.09	\$39,975	\$20	\$39,995
Associate of Science in Nursing (including Prerequisite courses)	\$1,310	\$0	\$3,230	\$80,455	\$16,098.20	\$84,995	\$-	\$84,995
Bachelor of Science in Healthcare Administration - Online	\$1,555	\$0	\$0	\$39,995.00	\$7,998.64	\$41,550	\$-	\$41,555

PROGRAM (Irvine Campus)	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTEN- DANCE *	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN- DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF **
Bachelor of Science in Nursing Degree	\$2,340	\$0	\$3,350	\$124,240	\$15,674.62	\$129,930	\$65.00	\$129,930
Bachelor of Science in Nursing (Degree Completion) - Online	\$2,220	\$0	\$100	\$19,995	\$3,673.39	\$22,315	\$-	\$22,315
Master of Science in Occupational Therapy	\$1,555	\$0	\$1,355	\$107,115	\$19,757.68	\$109,940	55.00	\$109,995
Master of Science in Nursing - Online	\$635	\$0	\$0	\$14,995	\$2,884.25	\$15,630	\$-	\$15,630

PROGRAM (Los Angeles, Alhambra Branch Capus)	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE*	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF**
Vocational Nurse (Full Time)	\$350	\$0	\$2,370	\$34,256.50	\$12,818.40	\$36,958	\$18.50	\$36,976.50
Vocational Nurse (Part Time)	\$350	\$0	\$2,370	\$34,256.50	\$7,816.34	\$36,976.50	\$18.50	\$36,995
Associate of Occupational Science in Occupational Therapy Assistant (Full time)	\$1,005	\$0	\$1,010	\$57,980	\$9,567.92	\$59,995	\$-	\$59,995

PROGRAM (Los Angeles, Alhambra Branch Capus)	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE*	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF**
Associate of Occupational Science in Occupational Therapy Assistant (Part time)	\$1,005	\$0	\$925	\$58,065	\$7,708.72	\$59,995	\$-	\$59,995
Associate of Science in Physical Therapist Assistant	\$1,721	\$0	\$989	\$57,285	\$12,559.69	\$59,995	\$-	\$59,995
Associate of Science in Nursing (including Prerequisite courses)	\$1,310	\$0	\$3,230	\$80,455	\$15,148.21	\$84,995	\$-	\$84,995
Bachelor of Science in Nursing Degree	\$2,340	\$0	\$3,350	\$124,240	\$15,674.62	\$129,930	\$65.00	\$129,995

PROGRAM (Riverside Satellite Campus)	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE*	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF**
Bachelor of Science in Nursing Degree	\$2,340	\$0	\$3,350	\$124,240	\$15,674.62	\$129,930	\$65.00	\$129,995

* The "PERIOD OF ATTENDANCE" delineated here is "THE CURRENT PERIOD OF ATTENDANCE" in the Enrollment Agreement for each program. The data in this column is only for a specific cohort in the program that enrolls on a particular start date. The data may change for other cohorts in the program that enroll on other start dates. The data in this column may also differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

** The data in this column may differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

PROGRAM SPECIFIC FINANCIAL AID INFORMATION

VN PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25, Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).

Near the completion of the Vocational Nurse program, students will be expected to pay for the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Application for Vocational Nurse Licensure, Live Scan Background Check, NCLEX-PN licensing exam registration fee, and BVNPT license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BVNPT.

ADN PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Application Fee of \$50 and Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Urgent Official Transcript Fee \$25, Return Check Fee \$25, Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable). The application fee remains the same for students applying directly with Stanbridge University or through the Centralized Application Service (CAS).

Near the completion of the Associate of Science in Nursing (ADN) program, students will be expected to pay for the Board of Registered Nursing (BRN) Application for Registered Nurse Licensure, Live Scan Background Check, NCLEX-RN licensing exam registration fee, and BRN license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BRN.

OTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

After completion of the Occupational Therapy Assistant program, students will be expected to pay for the NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national certification exam and obtain certification from the California Board of Occupational Therapy.

PTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; additional pre-clinical education background check; Drug Test, Additional Immunizations and Titers, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required; and Additional Fees (if applicable).

After completion of the Physical Therapist Assistant program, students will be expected to pay for the Physical Therapy Board of California (PTBC)-required Live Scan, the PTBC application fee, National Physical Therapy Exam for Physical Therapist Assistants (NPTE for PTA) exam registration fee, and California Law Exam fee in order to apply for authorization to take the national and state licensure exam and obtain licensure from the PTBC.

BSN AND MSN - ONLINE PROGRAMS

PLEASE NOTE

THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

VET TECH PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25, Additional Immunizations and Titers, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).

Near the completion of the Veterinary Technology program, students will be expected to pay for the California Veterinary Medical Board (VMB) examination Application fee, the separate Examination fee, and the LiveScan Background Check fee in order to apply for authorization to take the Registered Veterinary Technician Examination. In addition, graduates must pay the American Association of Veterinary State Boards Examination Application fee to take the Veterinary Technician National Examination. Upon passing both examinations, the student will be required to pay a licensing fee to the California VMB in order to obtain a license.

MSOT PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Application Fee of \$150 and Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titers, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable). The application fee remains the same for students applying directly with Stanbridge University or through the Centralized Application Service (CAS).

After completion of the MSOT program, students will be expected to pay for the Live Scan, NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national and state licensure exam, and obtain certification from the California Board of Occupational Therapy.

CANCELLATION

CANCELLATION AND REFUND: ON-CAMPUS PROGRAMS

Student's Right to Cancel

- You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop your enrollment at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in your program through the last day of attendance.
- Cancellation may occur when the student at the Irvine campus provides a written notice of cancellation by mail or hand delivery at the following address: Office of the Registrar, 2041 Business Center Drive, Suite 107, Irvine, CA 92612, or by email to the Office of the Registrar at registrar@stanbridge.edu. Cancellation may occur when the student at the Alhambra campus provides a written notice of cancellation by mail or hand delivery at the following address: Student Services, 2215 W Mission Rd, Alhambra, CA 91803, or by email to the Office of the Registrar at registrar@stanbridge.edu.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
- 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.
- If the Enrollment Agreement is cancelled by the student before midnight of the date of cancellation, or the prospective student is not accepted for enrollment, the university will refund the student any money he/she paid, less an application fee and the value of supplies not returned in good condition for a total amount not to exceed \$150, within 45 days after the notice of cancellation.
- If the program is cancelled before instruction begins, the university will refund the student any money he/she paid, less any deduction for an application fee and the value of supplies not returned in good condition for a total amount not to exceed \$150, within 45 days after the notice of cancellation.

CANCELLATION AND REFUND: ONLINE (DISTANCE EDUCATION) PROGRAMS

This institution offers distance educational programs where the instruction is not offered in real time. The institution shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.

Student's Right to Cancel

The student has the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice of cancellation is sent by mail or hand delivered to: Office of the Registrar, Stanbridge University, 2041 Business Center Drive, Suite 107, Irvine, CA 92612, or by email to the Office of the Registrar at registrar@stanbridge.edu. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Cancellation must occur prior to the receipt of the first lesson and materials, which will occur within seven days after the institution accepts the student for admission.

This institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and

comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

RETURNS

Books, supplies, uniforms, supply kits, gait belts, laptops, software, and medical supplies can be returned for a refund prior to midnight of the date of cancellation, less the value of any such items in a NON-RETURNABLE condition and an application fee, for a total amount not to exceed \$150.

Should a student decide to withdraw after the date of cancellation, items which a student seeks to return will be thoroughly inspected by the university and considered for refund. If an item is deemed to be in a condition that is NON-RETURNABLE, the student is personally responsible for paying for the items if the tuition has still not been paid or if the loan tendered does not cover the cost of the items. No return of books, supplies, and uniforms will be accepted after three (3) business days from the date the items were received by the student.

If any portion of the tuition was paid from the proceeds of a loan, the refund shall be sent to the lender 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 program 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.

Of special note:

- The Shadow Health Digital Clinical Experience charge is for Bachelor of Science in Nursing students only. For the BSN and MSN programs, the cost of the books and supplies is to be borne by the student and is nonrefundable.

RETURN TO TITLE IV

RETURN TO TITLE IV FUNDS

If a recipient of an FSA grant or loan funds cancels or is dismissed from school after beginning attendance, the amount of FSA grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, s/he is eligible to receive a post dismissal/cancellation disbursement of the earned aid that was not received.

The law specifies how your school must determine the amount of Federal Student Aid (FSA) assistance that you earn if you cancel or are dismissed from school. The FSA programs that are covered by this law are: Federal Pell Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Perkins Loans and in some cases, certain state grant aid (LEAP/SLEAP).

When you cancel during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of FSA program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post dismissal/cancellation disbursement. If the disbursement includes loan funds, you may choose to decline the loan funds so that you do not incur additional debt. Your school may automatically use all or a portion of your post-dismissal/cancellation disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the post-dismissal/cancellation disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. It may be in your best interest, however, to allow the school to keep the funds to reduce your debt at the school.

There are some FSA funds that you were scheduled to receive that you cannot *earn* once you cancel because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before dismissal/cancellation, you will not earn any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day. If you receive (or your school or parent receive on your behalf) excess FSA program funds that must be returned, your school must return a portion of the excess equal to the lesser of

1. Your institutional charges multiplied by the unearned percentage of your funds; or
2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of your FSA program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an *overpayment*. The amount of a grant overpayment that you must repay is half of the unearned amount. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for FSA program funds when you cancel or are dismissed are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any FSA program funds that the school was required to return.

Cancellation and Refund Policies are also provided in the Enrollment Agreement.

Refer to the respective sections in this catalog on the policies for Withdrawal, Leave of Absence and Dismissal.

STRF

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

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

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

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

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

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

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

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

CLASS STARTS

ORIENTATION AND CLASS START DATES

Program - Irvine Campus	Cohort	Orientation Start Dates	Course Start Dates
Vocational Nurse - Full-Time	VNFT056	02/01/2021	02/22/2021
	VNFT057	05/10/2021	05/31/2021
	VNFT058	08/16/2021	09/06/2021
Vocational Nurse - Part-Time	VNPT054	01/18/2021	02/15/2021
	VNPT055	03/08/2021	04/19/2021
	VNPT056	06/28/2021	07/26/2021
Associate of Science in Veterinary Technology Program	VETFT022	01/11/2021	01/18/2021
	VETFT023	05/03/2021	05/10/2021
	VETFT024	08/23/2021	08/20/2021
Associate of Occupational Science in Occupational Therapy Assistant	OTAFT031	02/22/2021	03/01/2021
	OTAFT032	06/07/2021	06/14/2021
	OTAFT033	10/12/2021	10/19/2021
Associate of Science in Physical Therapist Assistant	PTAFT012	04/28/2021	05/03/2021
	PTAFT013	11/03/2021	11/08/2021
Bachelor of Science in Healthcare Administration - Online	BHA002	01/11/1900	11/08/2021
Bachelor of Science in Nursing	BSNOC001	02/15/2021	02/22/2021
	BSNOC002	05/03/2021	05/10/2021
	BSNOC003	07/19/2021	07/26/2021
Bachelor of Science in Nursing (Degree Completion) - Online	RNBSN015	online	10/04/2021
Master of Science in Healthcare Administration - Online	MHA001	online	11/08/2021
Master of Science in Nursing - Online	MSNED003	online	09/27/2021
Master of Science in Occupational Therapy	MSOT010	07/19/2021	07/26/2021

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Vocational Nurse - Full-Time	VNLAFT005	02/01/2021	02/22/2021
	VNLAFT006	05/10/2021	05/31/2021
	VNLAFT007	08/16/2021	09/06/2021
Vocational Nurse - Part-Time	VNLAPT003	01/18/2021	02/15/2021
	VNLAPT004	06/28/2021	07/26/2021

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Occupational Therapy Assistant	OTALAFT006	10/13/2021	10/19/2021
Associate of Science in Physical Therapist Assistant	PTALAFT002	08/02/2021	08/23/2021
Bachelor of Science in Nursing	BSNLA001	02/15/2021	02/22/2021
	BSNLA002	05/03/2021	05/10/2021
	BSNLA003	07/19/2021	07/26/2021
	BSNLA004	10/04/2021	11/01/2021

Program - Riverside Satellie Campus	Cohort	Orientation Start Dates	Course Start Dates
Vocational Nurse - Full-Time*	VNRSFT001	01/06/1900	01/06/1900
Bachelor of Science in Nursing	BSNRS001	07/19/2021	07/26/2021
	BSNRS002	10/04/2021	10/11/2021
	BSNRS003	10/04/2021	10/11/2021
*pending approval of the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).			

Stanbridge University reserves the right to reschedule the start of a program, when necessary or when beneficial to student success, for a period of no greater than 4 weeks. Students will receive a refund should they not wish to attend the rescheduled program.

HOLIDAYS

2021 Holidays Observed

President's Day	February 15, 2021
Memorial Day	May 31, 2021
Independence Day	July 4 - 5, 2021
Labor Day	September 6, 2021
Thanksgiving	November 25 - 26, 2021
Christmas	December 24 - 26, 2021
New Year	December 31, 2021 and January 1, 2022

Note: The Learning Resource Center lab hours may change during holiday periods. Enrolled students will be notified via email of computer lab hours during holidays.

STUDENT RECORDS

STUDENT RECORDS RETENTION

This institution permanently retains the transcripts of students as required by the Standards of Accreditation of ACCSC and section 94900(b) of the California Education Code. The school maintains a permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records and information upon which a student's enrollment is based. At a minimum, the institution maintains current records on campus for five years after a student's date of completion or withdrawal. The school also maintains student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of five years. In addition, the institution maintains records relating to federal financial aid programs as provided by federal law. All of these records (physical or electronic) are securely maintained and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanbridge University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. The university, however, may disclose appropriately designated "directory information" without written consent, unless you have advised to the contrary in accordance with the university's procedures.

The Notification of Student Rights Under FERPA is available on the Stanbridge University Website ([FERPA Link](#)).

Upon receiving academic records or personal information, Stanbridge University personnel assume the responsibility of maintaining the security and privacy of these records. To assure this security and privacy, it is the responsibility of the campus Registrar to allow only campus personnel with specific needs (determined by job function) access to this information.

In instances where an individual or organization outside Stanbridge University (other than those with specified legal permission) request access to student academic records or personal information, the campus Registrar must obtain a written authorization from the student for the release of the information.

Please note: in the case of a student who is not above the age of eighteen, "individual" does include the student's parents, regardless of their financial relationship with the institution or student.

CLOCK AND CREDIT HOURS

CLASS HOURS

Students must refer to their schedule for their actual class dates and times. For a general overview of dates and times students can be expected to be in class please refer to your program's attendance policy.

DEFINITION OF CLOCK AND CREDIT HOURS

- A clock hour is defined as 50 minutes of instruction in a 60-minute period of time
- A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation
- One quarter credit hour equals 30 units comprised of the following academic activities:
- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

ATTENDANCE

Stanbridge University's attendance policy is as follows:

- Consistent attendance is a requirement for graduation. Absences are recorded and become part of the student's permanent record regardless of the reason for the absences.
- To graduate, students must complete all units and all courses of a program.
- Students absent from three consecutive sessions for reasons of illness must provide a physician's release to be allowed to return to classes or clinical education.
- Students dismissed from school will receive a refund as described in the Financial Aid policy section of this catalog.
- Students not returning after 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Attendance Requirement for all Online Courses

Students enrolled in online courses will have attendance monitored by participation in scheduled threaded discussions before or on the due date of the discussion. An attendance period for online classes is defined as 12:01AM PST on Monday through 11:59PM PST on the following Sunday. Those not participating for 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Additional Attendance Requirements for Degree Program General Education Courses

With the approval of the program director, students in a degree program may drop a General Education course if the dropped course is not a prerequisite to another course in the program. The student will no longer be required to attend the dropped course but will still remain in the program. In order for the student to complete the program, the dropped course must be completed. Retake tuition will be charged for the next attempt to complete the course. A grade of Incomplete will be assigned to the course and zero grade points will be assigned. In addition, the student must attend the first session of the course that follows the dropped course in order to maintain attendance and registration in the program. If a General Education course is a prerequisite to a program core course or another General Education course, failure to attend the prerequisite course will result in dismissal from the program.

GRADING

Stanbridge University's grading policy is as follows:

- Students must pass all the courses within a program in order to graduate (or complete their studies).
- Students will only be graded once for each course. A student wishing to repeat a course to improve his/her grade must submit a written request to the Dean of Instruction. The original grade will be marked as "Retake," and the new grade will be reflected on the student's transcript, regardless of which is higher. Only one course may be repeated for grade improvement.
- Students who withdraw will receive a grade of "Incomplete" for courses in progress. Enrolled students who do not complete a course on time will receive a grade of "F" twenty-one (21) days after the conclusion of the course, if not remediated/completed by then.
- Transfer students will receive a notation of "TR" for courses granted transfer credit.
- Diploma, associate, and bachelor's degree students must have a cumulative grade point average of C (2.0) or above in order to graduate. Master's degree students must have a GPA of 3.0 in order to graduate.
- Late submission of assignments, projects and papers will result in grade reductions.
- Students may check exam grades for on-campus courses by logging in to Student Central and clicking on the "Exam Scores" link and for online courses by logging into their course to view the course grade book.

Qualitative Measure of Satisfactory Academic Progress (SAP)

Grade	Meaning	Grade-Point Value
A+	97% - 100%	4.0
A	93% - 96%	4.0
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 86%	3.0
B-	80% - 82%	2.7
C+	77% - 79%	2.3
C	75% - 76%	2.0
C-	70% - 74%	1.7
D+	67% - 69%	1.3
D	65% - 66%	1.0
D-	60% - 64%	0.7
F	59% and below	0
PASS	Satisfactory Performance	4.0
FAIL	Unsatisfactory Performance	0.0
In Progress	Course not completed	0
TR	Received Transfer Credit for coursework at another Institution	Not Computed in GPA

SATISFACTORY ACADEMIC PROGRESS (SAP)

The following describes Stanbridge University's Satisfactory Academic Progress (SAP) policy. The university's SAP policy for Title IV, HEA students is the same as the university's standards for students enrolled in the same educational programs who are not receiving Title IV aid.

Quantitative Requirement: Program Completion Time Limit and GPA

Students have a maximum of 1.5 times beyond the normal length of the program to complete their chosen course of study (or program). Students not completing by the extended timeframe will be dismissed. Students must meet the attendance requirements established for their program.

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for MSOT, MSN, BSN (Degree Completion), ADN, VN, OTA, PTA, and ASVT students. At 50% of program completion, a minimum GPA and a minimum of 34% of total program credits must be earned. Students failing to meet these benchmarks will be placed on probation. At the 100% mark of the original program the student must have accumulated 67% of the required program quarter hours of credit, the student's GPA must meet the required minimum, and the student must be able to attain the required graduation GPA by 150% of original program length. Any student not able to meet the 150% benchmark will be dismissed.

DIPLOMA PROGRAMS			
Percent of Original Program Length	Minimum GPA	Credits Attained	Outcome if either benchmark not met
50%	1.5	34% of Program	Probation
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

PROGRAMS GREATER THAN TWO YEARS IN LENGTH (EXCEPT MSN and MSOT*)			
Percent of Original Program Length	Minimum GPA	Credits Attained	Outcome if either benchmark not met
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

*The MSN and MSOT programs require a minimum GPA of 3.0 to graduate.

Appeal of Determination of Unsatisfactory Progress (All Students)

A student may appeal for a reversal of a determination of unsatisfactory academic progress on the following grounds:

- incorrect recording of attendance or examination grades;
- incorrect assignment of grades for projects, assignments, or remediation work;
- failure to meet satisfactory progress requirements based upon
 - the death of a relative of the student;
 - an injury or illness of the student; or
 - other special circumstances.

Removal of probationary status is based on remediation of absences, reestablishment of satisfactory academic progress by passing or remediating a failed course, or adhering to the Code of Conduct or professional clinical objectives.

The appeal must be filed in writing by the student through the appeal process documented below.

Additional Satisfactory Academic Progress Requirements: Veterans Administration

Veterans or eligible persons will be evaluated weekly to determine satisfactory progress. Students not meeting the 65% passing requirement will be placed on probation. Those not meeting the 65% passing requirement in the next week will have their benefits terminated.

Financial Aid Warning

Stanbridge University evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above will be put on Financial Aid Warning for one payment period. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The status will be conferred automatically without the student appealing the SAP status.

If a student falls below a 2.0 GPA, or if the student is not completing the required amount of clock hours to keep Pace with the requirements for graduation within the 150% time frame, will result in the student being placed on Financial Aid Warning for one payment period. A student who is put on a Financial Aid Warning can continue to receive Title IV, HEA funding for the next payment period after they receive the warning status.

If the student is not meeting Satisfactory Academic Progress at the end of the Financial Aid Warning Period, the student will be placed on Academic Development Status, with a loss of Title IV, HEA funding and will be required to meet specific criteria of an improvement plan to assist them in regaining SAP and Title IV, HEA eligibility. During this period, students will not be eligible to receive Title IV, HEA funds but he/she may continue on a cash pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days of notification of development status.

If a student is making SAP at the end of the Financial Aid Warning, they shall be returned to normal SAP status with no loss of Title IV eligibility.

Appeal Process

Students who do not make SAP at the end of the Financial Aid Warning period lose their Title IV financial aid eligibility and will be placed on Academic Development Status, with a loss of Title IV, HEA funding. The student may have the opportunity to have their Title IV, HEA financial aid eligibility reinstated by appealing the Academic Development Status, with a loss of Title IV, HEA funding decision and will be placed on Financial Aid Probation if the appeal is granted.

Students have five (5) business days after being notified to institute an appeal. The appeal must be in writing and provided to the Office of Student Services at appeal.studentservices@stanbridge.edu. Student Services will meet with the Financial Aid Academic Appeals Committee to make a decision on the appeal.

If dissatisfied with the appeal response, the student may submit a second-level written appeal to the Office of Instruction:

Office of Instruction

appeal.instruction@stanbridge.edu

If dissatisfied with the second-level appeal response, the student may submit a third-level written appeal to the Office of the President. A third-level appeal decision is final:

Office of the President

appeal.president@stanbridge.edu

The basis on which a student may file an appeal are: injury or illness; death of a relative; or other special circumstance. Students must provide supporting documentation and describe in writing any unusual circumstances that warrant special consideration.

Students must provide information as to why they did not make SAP and what has changed that will allow them to make SAP by the next evaluation point.

Financial Aid Probation

If Probation Status is granted, students regain Title IV, HEA eligibility for the next eligible payment period only. Students must be making SAP at the end of the payment period to regain Title IV, HEA funding for the next payment period.

Students who regain SAP at the next reporting period regain full eligibility for Title IV, HEA funding. Students not making SAP continue to be ineligible to receive Title IV funds without the option to appeal.

Reinstatement of TITLE IV and HEA Aid

Reinstatement of aid is limited to the period under evaluation. Students making SAP by the conclusion of the Warning or Probation period will be removed from the warning/probation status and will regain eligibility for Title IV, HEA funding.

A former student requesting to be reinstated as an active student should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The requesting prior student shall be notified of the Reinstatement Review within five (5) business days following the decision of the Financial Aid Academic Appeals Committee.

LEAVE OF ABSENCE (LOA)

A student may request a Leave of Absence for a period of up to 90 days. An approved Leave of Absence will be granted when the absence is emergent or unforeseen and there is a reasonable expectation that the student will return to the university. The reasons for granting an approved Leave of Absence may include, but are not limited to, the student having serious medical problems, military duty, pregnancy, or jury duty. For an approved Leave of Absence, the student must provide a written request that is signed and dated and documentation that supports the reason for the request. Extensions may be requested if the student's circumstances warrant; the student, however, may be on approved Leave of Absence for a maximum of 180 days in any twelve month period (Note: Extensions must be requested; they are not automatically granted if the student remains absent). The student will be dismissed from the university if he/she does not return at the conclusion of the approved Leave of Absence, unless an extension has been granted.

If a student does not return from an approved Leave of Absence on the expected return date, the student will be dismissed from the university and a Return of Title IV Funds calculation will be processed.

RETURN TO TITLE IV FUNDS

If the student is the recipient of a Title IV, HEA loan, failure to return from an approved Leave of Absence may result in changes to loan repayment terms, including exhaustion of some or all of the grace period. If a student does not return from the Leave of Absence, the 6-month grace period is retroactively applied back to the beginning of the leave of absence date.

CHANGES TO PRIVATE LOANS

The student is solely responsible for contacting any financial aid sources/lenders from which they may receive financial aid in order to determine any changes that may occur in any grace period or repayment schedule for financial aid based on the increased length of their program due to a Leave of Absence. The student must also contact any financial aid source or lender to determine whether interest on the loan(s) will continue to accrue while on Leave of Absence.

RESUMPTION OF CLASSES

If the Leave of Absence is of sufficiently short duration, students will be allowed to rejoin their track and resume their studies. Remediation of theory course material per the requirements of the student's program is required, as is remediation of missed clinical education for Vocational Nurse students. Missed sessions during a Leave of Absence, however, will not be counted as absences for attendance purposes, and students will not be placed on Attendance Probation or dismissed for absent periods during a Leave of Absence.

If the leave is of longer duration, and the student cannot rejoin his/her original cohort, the student will be readmitted to the beginning of the course during which the leave commenced.

WITHDRAWAL

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 percent or less of the scheduled days in the current payment period of your program through the last day of attendance. The amount of that refund is "pro-rated" according to the not completed portion of the program less the cost of any supplies not returned in good condition (good condition does not include supplies that have a broken seal, for which a log-on occurred, or that are marked or damaged in any way) and an application fee, for a total amount not to exceed \$150.

If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive a refund.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. All federal financial aid refunds shall be calculated according to the Department of Education Guidelines.

Return to Title IV Funds Policy

This policy applies to students who withdraw officially, unofficially, fail to return from a leave of absence, or are dismissed from enrollment at the university. It is separate and distinct from the university refund policy (refer to Institutional Refund Policy).

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required to be returned for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The Payment Period for Clock Hour Schools is one-half of the academic year or program length (whichever is less).

The Date of Determination is the date that the institution determines the student has withdrawn from the program. For schools that are required to take attendance, the date of determination is no longer than 14 days after the Last Date of Attendance. The Date of Determination starts the clock for timely refunds of Title IV funds, within 45 days after the Date of Determination.

The Withdrawal Date for schools required to take attendance is the Last Date of Attendance (LDA).

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a post withdraw disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs.

Post-withdraw disbursements will occur within 90 days of the date that the student withdrew.

Withdrawal Policy

“Official” Voluntary Withdrawal

A student is considered to be “Officially” withdrawn on the date the student notifies the Financial Aid Director, Registrar, or School Director in writing of their intent to withdraw. The date of the determination for return and refund purposes will be the earliest of the following for official withdrawals:

- Date student provided official notification of intent to withdraw, in writing.

or

- The date the student began the withdrawal from the School’s records.

A student will be permitted to rescind his notification in writing and continue the program, if so chosen. However, if the student subsequently drops, the student’s withdrawal date is the original date of notification of intent to withdraw.

Upon receipt of the withdrawal information the university will complete the following:

Determine the student’s last date of attendance as of the last recorded date of academic attendance on the school’s attendance record, and perform two calculations:

- The student’s ledger card and attendance record are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV, HEA funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department’s Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
- Calculate the school’s refund requirement (see school refund calculation).

The student’s grade record will be updated to reflect his/her final grade.

Stanbridge University will return the amount for any unearned portion of the Title IV, HEA funds for which the school is responsible within 45 days of the date the official notice was provided.

If applicable, the university will provide the student with a letter explaining the Title IV, HEA requirements. To include:

- The amount of Title IV, HEA assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program based on scheduled attendance and the amount of funds the student received.
- Any returns that will be made to the Federal program on the student’s behalf as a result of exiting the program. If a student’s scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
- Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
- Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student’s file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement indicating he/she is continuing his or her program of study, and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student’s withdrawal date is the original date of notification of intent to withdraw.

Unofficial Withdrawal

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days, fails to maintain satisfactory academic progress, fails to comply with the school's attendance and/or conduct policy, does not meet financial obligations to the school, or violates conditions mentioned in the School contractual agreement, will be subject to termination and considered to have unofficially withdrawn.

Within two weeks of the student's last date of academic attendance, the following procedures will take place.

- The Student Services office will make three attempts to notify the student regarding his/her enrollment status.
- Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
- The student's withdrawal date is determined as the date the day after 14 consecutive calendar days of absence.
- Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.
- Stanbridge University calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
- Calculate the school's refund requirement (see school refund calculation).
- Stanbridge University's Controller will return to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made, and record on student's ledger card.
- If applicable, the School will provide the student with a refund letter explaining Title IV requirements:
 - The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
 - Advise the student in writing of the amount of unearned Title IV, HEA aid and tuition and fees that he/she must return, if applicable.
 - Supply the student with final student ledger card showing outstanding balance due the school and available methods of repayment.
 - A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Withdraw Before 60%

The institution must perform a R2T4 to determine the amount of earned aid through the 60% point in each payment period. The institution will use the Department of Education's prorate schedule to determine the amount of the R2T4 funds the student has earned at the time of withdrawal.

Withdraw After 60%

After the 60% point in the payment period, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned.

Stanbridge University measures progress in clock hours, and uses the payment period for the period of calculation.

The Calculation Formula

Determine the amount of Title IV, HEA aid that was disbursed plus Title IV, HEA aid that could have been disbursed.

Calculate the percentage of Title IV, HEA aid earned:

Divide the number of clock hours scheduled to be completed (from the first day of class until the last date of attendance) in the payment period as of the last date of attendance in the payment period by the total clock hours in the payment period.

(rounded to one significant digit to the right of the decimal point, e.g. .4493 = 44.9%.)

If this percentage is greater than 60%, the student earns 100%.

If this percent is less than or equal to 60%, proceed with calculation.

Percentage earned from (multiplied by) Total aid disbursed, or could have been disbursed = AMOUNT STUDENT EARNED.

Subtract the Title IV aid earned from the total disbursed = AMOUNT TO BE RETURNED.

100% minus percent earned = UNEARNED PERCENT

Unearned percent (multiplied by) total institutional charges for the period = AMOUNT DUE FROM THE SCHOOL.

If the percent of Title IV aid disbursed is greater than the percent unearned (multiplied by) institutional charges for the period, the amount disbursed will be used in place of the percent unearned.

If the percent unearned (multiplied by) institutional charges for the period are less than the amount due from the school, the student must return or repay one-half of the remaining unearned Federal Pell Grant.

Student is not required to return the overpayment if this amount is equal to or less than 50% of the total grant assistance that was disbursed /or could have been disbursed. The student is also not required to return an overpayment if the amount is \$50 or less.

Stanbridge University will issue a grant overpayment notice to student within 30 days from the date the school's determination that student withdrew, giving student 45 days to either:

Repay the overpayment in full to Stanbridge University

OR

Sign a repayment agreement with the U.S. Department of Education.

Order of Return

Stanbridge University is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Iraq and Afghanistan Service Grant for which a Return is required
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The Student

Earned AID

Title IV, HEA aid is earned in a prorated manner on a per diem basis (clock hours) up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

Post-Withdraw

If you did not receive all of the funds that you have earned, you may be due a post-withdraw disbursement. Stanbridge University may use a portion or all of your post-withdraw disbursement for tuition and fees (as contracted with the school). For all other school charges, the university needs your permission to use the post-withdraw disbursement. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student. Both grants and loans must be disbursed within 180 days of the date of determination in a post-withdrawal disbursement.

Institution Responsibilities

Stanbridge University's responsibilities in regard to Title IV, HEA funds follow:

- providing students information with information in this policy;
- identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students; and
- returning any Title IV, HEA funds due to the correct Title IV programs.

The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

Overpayment of Title IV, HEA Funds

Any amount of unearned grant funds that a student must return is called an overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received. You must make arrangements with the school or Department of Education to return the amount of unearned grant funds.

Student Responsibilities in regard to return of Title IV, HEA funds

Returning to the Title IV, HEA programs any funds that were dispersed to the student in which the student was determined to be ineligible for via the R2T4 calculation.

Any notification of withdraw should be in writing and addressed to the appropriate institutional official.

A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdraw notice must be filed in writing. Either these notifications, to withdraw or rescind to withdraw must be made to the Registrar.

Refund vs. Return to Title IV

The requirements for the Title IV, HEA program funds when you withdraw are separate from any refund policy that Stanbridge University may have to return to you due to a cash credit balance. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Stanbridge University may also charge you for any Title IV, HEA program funds that they were required to return on your behalf.

If you do not already know what the university's refund policy is, you may ask your Financial Planner for a copy.

Return to Title IV questions: If you have questions regarding Title IV, HEA program funds after visiting with your financial aid director, you may call the Federal Student Aid Information Center at 1-800-4-fedaid (800-433-3243). TTY users may call 800-730-

8913. Information is also available on student aid on the web www.studentaid.ed.gov.

WITHDRAWAL FROM ONLINE (DISTANCE EDUCATION) PROGRAMS

You may withdraw from the university at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The amount of that refund is "pro-rated" according to the not completed portion of the program less the cost of an application fee not to exceed \$150.00.

If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive a refund.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination. For distance education students, scheduled days is based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays published in the catalog).

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. All federal financial aid refunds shall be calculated according to the Department of Education Guidelines.

PROBATION

Students will be notified in writing once they are placed on probation. Students on probation will have a Notice of Probation placed in their permanent academic file. Students on probation will not be able to print unofficial transcripts or use the services of Career Services. Students placed on academic or conduct probation will not be eligible for the Dean's List for the term during which the probation was enforced. A Notice of Probation will be issued if the student fails to meet the stipulation(s) or requirements on a Notice of Deficiency. For any persistent violation of their respective programs policies and/or procedures and for any ongoing pattern of unsatisfactory behavior which is identified by program administration to be unrepresentative of a Stanbridge University student.

FINANCIAL AID PROBATION

- The student does not make Satisfactory Academic Progress at the end of a Financial Aid Warning Period, and successfully appeals the loss of Title IV financial aid eligibility.

SUSPENSION

A student will be suspended if the student is judged to have violated the Code of Conduct and his/her actions or expressions indicate remaining on campus or at a clinical facility can reasonably be expected to lead to further incidents. The period of suspension may encompass on-site lecture or off-campus (clinical education) activities. Students who are suspended must remediate absences as required in the attendance policy. Students will not have absences due to suspension counted against remediation limits for either theory or clinical education. A record of the suspension will be placed in the student's file.

DISMISSAL

Dismissal from school may occur if:

- The student does not finish a program within the maximum number of credit hours allowed, i.e. the credit hours attempted exceed 1.5 times the credit hours required to complete the program.
- The student does not return from an approved Leave of Absence.
- The student grossly violates the university's Code of Conduct.
- The student fails to meet the terms stipulated in a Notice of Probation.
- The student is absent for more than 14 days without notifying the university.

Dismissal Appeal Process

Stanbridge University students have the right to appeal an academic dismissal. There are two levels of appeal for a dismissal. Students who have been dismissed may submit a letter of appeal detailing the reason for dismissal and the rationale for the appeal to the Office of Instruction at appeal.instruction@stanbridge.edu. Should an unfavorable decision occur at the Office of Instruction level, a final appeal may be made to the Office of the President at appeal.president@stanbridge.edu. Decisions by the Office of the President are final and not subject to further university appeal. Students whose dismissal is upheld by the Office of the President and who are eligible for readmission may apply for readmission using the guidelines below.

READMISSION

READMISSION AFTER DISMISSAL

Students who have been dismissed from Stanbridge University may apply for readmission. All readmission requests must be made in writing to the Director of Student Services, with a copy to the Program Director. A student who is requesting readmission may be required to attend a readmission meeting with various members of the administration and instruction teams. The Office of the President, Office of Instruction, Office of Student Services, and Program Director will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines for said student's readmission. The decision and subsequent guidelines, if any, will be communicated in specific detail by the Student Services Officer to the student via email within three (3) weeks of the conclusion of readmission meeting.

The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires.

READMISSION AFTER DISMISSAL FOR ATTENDANCE REASONS

Students dismissed for clinical or theory course attendance deficiencies may apply for readmission at the university in a new track of their program of study. If readmitted, students dismissed for attendance deficiencies will resume their studies at the beginning of the course from which they were dismissed. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER DISMISSAL FOR ACADEMIC REASONS

Students dismissed for failing to remediate an unsatisfactory course grade may apply for readmission in another track in their program, commencing at the beginning of the failed course. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

Students dismissed for failing four (4) courses may apply for readmission in a new track at the point of the term from which they were dismissed. Students repeating coursework in a required repeat of a term are financially responsible only for prorated tuition for repeated hours of theory and the hours of clinical education associated with courses not satisfactorily completed.

Failure to pass a course after multiple attempts is an indication that a student is unable to comprehend or learn the knowledge required to perform the occupational tasks afforded by the education, making it necessary for Stanbridge University to dismiss the student without the opportunity for readmission.

READMISSION AFTER DISMISSAL FOR UNSAFE NURSING /FIELDWORK/CLINICAL EDUCATION OR CLINICAL PRACTICE REASONS

Students dismissed for reasons of unsafe nursing/fieldwork/clinical education or clinical practice reasons may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused readmission, allowed to re-enroll with additional conditions specified in writing as part of the enrollment contract, or re-enrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER DISMISSAL FOR CONDUCT REASONS

Students dismissed for conduct infractions may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused readmission, allowed to re-enroll with additional conditions specified in writing as part of the enrollment contract, or re-enrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER WITHDRAWAL

Students who have withdrawn from Stanbridge University may apply for readmission. The Director of Student Services, Dean of Students, and Program Administration will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines (if necessary) for said student's readmission. The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires to join.

DENIAL OF READMISSION APPEAL PROCESS

Stanbridge University students have the right to appeal a denial of readmission. There are two levels of appeal for a denial of readmission. Students who have been denied readmission may submit a letter of appeal to the Office of Instruction at appeal.instruction@stanbridge.edu. The letter of appeal will specify the reason for dismissal, the reason(s) for denial of readmission cited by the readmission committee, and the rationale for the appeal. An unfavorable decision at the Office of Instruction level may be appealed to the Office of the President at appeal.president@stanbridge.edu. Decisions by the Office of the President are final and not subject to further university appeal. Students whose denial of readmission is upheld by the president may not apply for readmission.

GRADUATION

GRADUATION REQUIREMENTS FOR DIPLOMA STUDENTS

Diploma students must achieve a GPA of at least 2.0 in order to graduate. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted for diploma programs greater than 40 weeks in length. A diploma appropriate to the student's program will be issued to each graduate.

GRADUATION REQUIREMENTS FOR MASTER'S, BACHELOR'S, AND ASSOCIATE DEGREE STUDENTS

Bachelor's and associate degree students must achieve a GPA of at least 2.0 in order to graduate. Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted. Bachelor of Science in Nursing (degree completion) program students must complete 90 quarter hours of credit in their program (of which up to 20% of the 90 quarter hours of credit in the program may be transfer credit from other institutions).

N.B.: Please refer to specific graduation requirements under each program.

TRANSCRIPTS

An official transcript is a certified copy of a student's permanent academic record created by the university. It is printed on unique, security-marked paper and sealed in the university's envelope. In electronic form, the transcript is protected by data encryption. An unofficial transcript does not grant the same assurance, since it does not come directly from the Office of the Registrar. Before requesting a transcript, it is important that students check with the intended recipient to see what type of transcript is accepted and/or required.

Ordering Official Transcripts

At any time, a student may order an official transcript online in electronic or paper form. The university has partnered with Parchment, Inc. to deliver secure and certified electronic and paper transcripts.

Students and former students may request official transcripts utilizing the Parchment, Inc. link found in their Student Central account.

Official Transcript Fees

Individuals ordering an official transcript are responsible for all fees associated with each request, including shipping and handling charges. The cost per transcript is dependent upon how quickly you need your transcript to be sent.

The university will honor the previous policy of providing three (3) no-cost official transcripts through December 31st, 2020 for all students who start class prior to December 31, 2019. Students will still be required to request their official transcript utilizing the Parchment link and pay any associated fees. Stanbridge University will reimburse up to \$3 (USD) of the completed transcript request. All reimbursement requests should be submitted to the Office of the Registrar at registrar@stanbridge.edu.

Accessing Unofficial Transcripts

Students and former students may view and print their unofficial transcript through their Student Central account.

Transcript Policies

The Office of the Registrar maintains the official transcript of academic record. A student may not be eligible to receive an official transcript if they have a transcript hold placed on their student record. A hold is placed on a student record when a student has not met a particular enrollment or academic requirement.

It is the sole responsibility of the student to clear any holds prior to requesting an official transcript. The Office of the Registrar will remove a hold within forty-eight (48) working hours after verification of the hold removal from the issuing department.

CODE OF CONDUCT

Students at Stanbridge University are responsible for regulating their own conduct and for respecting the rights and privileges of others. Students are expected to conduct themselves in a manner compatible with the function of the university as an educational institution. Students are expected to respect and obey all civil and criminal laws. Failure to show respect for the standards of behavior is cause for disciplinary action.

A student may be disciplined for one or more of the following causes related to university activity or attendance:

1. The unlawful use, sale, or possession on university property of any controlled substance, or presence on university property under the influence of any controlled substance (including medical marijuana and alcohol).
2. The unlawful use, sale, or possession of any poison on university property, or presence on university of any poison.
3. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, university personnel.
4. Assault, battery, bullying, or any threat of force or violence upon a student or university personnel.
5. Willful misconduct resulting in injury or death to a student or university personnel, or willful misconduct resulting in cutting, defacing, theft, or other injury to any real or personal property owned by the university personnel, or students in attendance at the university.
6. Willful or persistent smoking in an area where smoking has been prohibited by law or by university policy.
7. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
8. The forgery, alteration, or misuse of university documents, records, or identification, or knowingly furnishing false information to the university.
9. Cheating, plagiarizing or any other form of dishonesty in relation to a university course or program.
10. The unauthorized entry or use of university property.
11. Disorderly, lewd, indecent, or obscene conduct on university property.
12. The possession or use of any firearms, explosives, dangerous chemicals, or other potentially harmful implements or substances while on university property or at a university-sponsored function without the prior authorization of the Office of the President.
13. Rape, sexual assault, or harassment, including, but not limited to, sexual harassment of any student, university personnel or personnel or patients at a clinical facility.
14. The obstruction or disruption of the university's educational or administrative process.
15. Attempting to perform any previously identified act that constitutes a cause for disciplinary action.
16. The unauthorized interaction with animals participating in the Veterinary Technology program.
17. Any misconduct which endangers the health and well-being of animals being used in the Veterinary Technology program.
18. Any other cause not previously listed which is identified as good cause by the university administration.

All rules apply to both on-campus and off-site classes, activities, and functions, including clinical education and externships.

SUBSTANCE ABUSE

To assist in achieving a campus free of the problems of substance abuse, the university has adopted policies prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol, including medical marijuana, on Stanbridge property or at official functions on/off-campus. Any member or group of the Stanbridge community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy Stanbridge University 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 university may perform inspections of persons, personal property, or vehicles located on university property or off-site at official university 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 above.

Reasonable Suspicion Testing: A student will be asked to take a Fitness for Duty Test after an instance of Reasonable Suspicion has been documented. Such a test is voluntary, but failure to take the test will result in disciplinary action, up to and including dismissal.

ACADEMIC INTEGRITY

Stanbridge University is committed to academic excellence built on honesty, trust, and respect. All academic community members depend upon the integrity of work that is submitted for academic credit. 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 act of academic dishonesty, he or she will be dismissed from the university. All acts of academic dishonesty will be recorded on a Notice of Deficiency form and placed in the student's permanent academic file. A student may appeal his/her dismissal from the university for academic dishonesty. The appeal must be made in writing to the Office of Instruction.

BULLYING

Definition

Bullying is defined as the aggressive and hostile acts of an individual or group of individuals who are intended to humiliate, mentally or physically injure, or intimidate, and/or control another individual or group of individuals.

Such aggressive and hostile acts can occur as a single, severe incident or repeated incidents, and may manifest itself in the following forms:

- Physical Bullying includes pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's working or studying space or personal property; and/or damaging or destroying a person's work or study product.
- Verbal/Written Bullying includes ridiculing, insulting, or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory, or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.
- Nonverbal Bullying includes directing threatening gestures toward a person or invading personal space, after being asked to move or step away.
- "Cyber Bullying" is defined as bullying an individual using electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.
- Freedom of expression and thought are essential for colleges and universities; however, there are rules of conduct that need to be enforced in light of a college's mission and goals statements. Bullying does not fit within our organizational values, which include a culture of mutual respect.

Bullying can foster a climate of fear and disrespect, which seriously impairs the physical and psychological health of its victims and creates conditions that negatively affect any learning and working environment. The university is committed to maintaining high standards of behavior for every member of the university community so that all members conduct themselves in a manner that demonstrates proper regard for the rights and welfare of others. This Anti-Bullying statement therefore, seeks to educate the university community about bullying and to promote civility and respect among all its members, including the administration, faculty, staff, and students. Bullying is a violation of the Code of Conduct, and may lead to administrative action, up to and including dismissal.

NON-DISCRIMINATION AND HARASSMENT

Stanbridge University prohibits discrimination on the basis of race, color, sex, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, marital status, pregnancy, sexual orientation, or on any other basis prohibited by law. The university is committed to providing equal opportunities to all individuals in all programs and activities which it conducts.

Individuals who feel they have been subjected to discrimination or harassment through words or actions, including intimidation, or bullying, may file a complaint with the Office of Student Services.

FRATERNIZATION POLICY

Consensual Relationships

Stanbridge University is committed to the principle that the learning and working environment of its students, employees, and guests should be free from sexual harassment and inappropriate sexual conduct. Sexual harassment is a form of sex discrimination that is illegal and is proscribed by institutional policy. All employees and students are accountable for compliance with this policy. Established violations will lead to disciplinary actions which may include termination of employment or permanent dismissal of a student from the university. This policy applies to all officers, administrators, and supervisors; regular, contract and temporary faculty members; and teaching assistants, staff members and students. This policy also pertains to actions that affect any employee, student, or guest of Stanbridge University.

Professional Risks

It is in the interest of Stanbridge University to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual/romantic or consensual/sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists. A consensual relationship is defined as a romantic and/or social engagement arranged by personal invitation between two individuals or arranged by a third party. Romantic relationship is defined in this policy as a mutually desired courting activity between two unmarried individuals.

Individuals entering such relationships must recognize that:

1. CONFLICTS OF INTEREST may arise when such relationships occur between and among faculty or staff and students. University policies and ethical principles preclude individuals from evaluating the academic performance of others with whom they have consensual/romantic or consensual/sexual relationships.
2. POWER DIFFERENTIALS between the parties in consensual/romantic or consensual/sexual relationships may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that: s for entering, maintaining, or terminating such a relationship may be a function of the power differential;

where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations, consensual relationships may be outside the scope of employment for university employees and, if so, an individual would not be covered by the university's liability protection in subsequent litigation.

Consensual/Romantic or Consensual/Sexual Relationships

A consensual/romantic or consensual/sexual relationship between individuals who occupy different levels of authority in the university automatically and inevitably carries the potential for evolving into a sexual harassment case of very serious implications,

either from a subsequent change of attitude by the subordinate partner or from a contemporary complaint from a disadvantaged third party. Relationships of this sort are against university policy and forbidden in those instances in which the partner with higher status and/or power has explicit or implicit authority over, or the power to reward or punish, the partner with lower status and/or power. It follows that consensual/romantic or consensual/sexual relationships between staff or faculty members and students are also forbidden and against university policy.

Reporting Policy

Where a conflict of interest exists, or may exist, in the context of a consensual/romantic or consensual/sexual relationship, both individuals shall notify their instructor or immediate supervisor. In conjunction with the university administration, the instructor or supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship, including action which may result in termination of an employee of the university or dismissal of a student. The instructor, supervisor and university administrator shall act with the proviso that it is almost always the case that the individual with the power or status advantage in the relationship will bear the burden of accountability.

GRIEVANCE PROCESS

Complaints may be made in person or via telephone, e-mail, fax, postal mail, or any other type of correspondence. Please see the telephone and fax numbers of the university [here](#).

Students who have a complaint are encouraged to resolve the issue in good faith without escalation. If the issue remains unresolved, a student may report the complaint to the program director. If dissatisfied with the proposed resolution by the program director, the student may file a written appeal to the Office of Student Services:

Office of Student Services
appeal.studentservices@stanbridge.edu

If dissatisfied with the appeal response, the student may submit a second-level written appeal to the Office of Instruction:

Office of Instruction
appeal.instruction@stanbridge.edu

If dissatisfied with the second-level appeal response, the student may submit a third-level written appeal to the Office of the President. A third-level appeal decision is final:

Office of the President
appeal.president@stanbridge.edu

OTHER GRIEVANCE RESOLUTION AUTHORITIES

Accrediting Commission of Career Schools and Colleges (ACCSC)

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form, and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges:

2101 Wilson Blvd., Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the Office of the President of the university or online at www.accsc.org.

Bureau for Private Post-secondary Education (BPPE)

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:

1747 North Market, Suite 225
Sacramento, California, 95834,
www.bppe.ca.gov

toll-free phone number (888) 370-7589 or by fax (916) 263-1897.

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.

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 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Board of Vocational Nursing and Psychiatric Technicians (BVNPT): Vocational Nurse Students

The Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, California 95833
Telephone (916) 263-7800; FAX (916) 263-7855

Board of Registered Nursing: Associate Degree in Nursing Students

PO Box 944210,
Sacramento, CA 94244- 2100
Phone (916) 322-3350 Fax (916) 574-8637
<http://www.rn.ca.gov>

Accreditation Council for Occupational Therapy Education (ACOTE®): Occupational Therapy and Occupational Therapy Assistant Students

The American Occupational Therapy Association, Inc.
6116 Executive Boulevard
Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-2682

Commission on Accreditation in Physical Therapy Education (CAPTE): Physical Therapist Assistant Students

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.

3030 Potomac Avenue, Suite 100
Alexandria, Virginia 22305-3085
Telephone: 703-706-3245
Email: accreditation@apta.org
website: <http://www.capteonline.org>.

Committee on Veterinary Technician Education and Activities (CVTEA) - American Veterinary Medical Association (AVMA): Veterinary Technician Students

The CVTEA is interested in sustained quality and continued improvement in veterinary education programs and will accept complaints directed at a program. See the CVTEA Accreditation Policies and Procedures – Complaints VII. Standard Protocol for Handling Complaints Directed at a Veterinary Technology Program and CVTEA Complaint Form at <https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Programs/Pages/cvtea-pp-complaints.aspx> The completed form, accompanied by required evidence, may be submitted via the United States Postal Service or other mail carrier or email to the following address:

Ms. Julie Horvath
1931 N. Meacham Road
Schaumburg, IL 60173
Email: jhorvath@avma.org

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). A complaint regarding an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employees, or the public. Guidelines for the complaint include: a) an illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) an indication of the willingness of the complainant to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator
655 K Street, Suite 750
Washington, DC 20001

Veterans Administration: Reimbursement to Veterans and Eligible Persons

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

TITLE IX

Stanbridge University is committed to providing and maintaining a learning environment that is free of discrimination, harassment, and retaliation on the basis of sex. The university is dedicated to ensuring that all people get equal access to the university's programs, activities, and services, in compliance with Title IX. The university will respond promptly and effectively to reports of discrimination, harassment, and retaliation in an expeditious manner. This includes the provision of further information regarding Title IX policies, the provision of support services, and the initiating and processing of complaints and/or reports.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a recipient that receives federal financial assistance. As an educational institution subject to Title IX, Stanbridge University has adopted a [Title IX Non-Discrimination & Grievance Process Policy](#).

Stanbridge University:

- Does not discriminate on the basis of sex, including in admissions and employment, and is committed to providing an educational and workplace environment that is free from sex-based discrimination, harassment, and retaliation;
- Prohibits discrimination on the basis of sex in its educational programs and activities, as required by law;
- Is committed to promoting fairness and equity in all aspects of its operations; and
- Values and promotes the equal dignity of all community members and is committed to the pursuit of just resolutions with respect to the rights of all parties involved.

The university's Title IX Coordinators are identified below and may be contacted with questions or to file a report or formal complaint. Full Title IX policy and procedures, including appeal, can be found [here](#).

Stanbridge University - Orange County

Title IX Coordinator: Carrie McCraw
Director of Student Services
Address: 2041 Business Center Drive, Suite 107
Irvine, CA 92612
Tel.: (949) 794-9090 Ext. 5036
Email: cmccraw@stanbridge.edu

Title IX Coordinator: Cynthia Barahona
Director of Student Services
Address: 2041 Business Center Drive, Suite 107
Irvine, CA 92612
Tel.: (949) 794-9090 Ext. 5158
Email: cbarahona@stanbridge.edu

Stanbridge University - Los Angeles

Title IX Coordinator: Gary Lopez
Interim Campus Director
Address: 2215 W. Mission Road
Alhambra, CA 91803
Tel.: (949) 794-9090 Ext. 5525
Email: glopez@stanbridge.edu

Title IX Coordinator: Charles Gover
Director of Student Services
Address: 2215 W. Mission Road
Alhambra, CA 91803

Tel.: (949) 794-9090 Ext. 5230
Email: cgover@stanbridge.edu

ADA

Stanbridge University does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, religion, sexual orientation, or national origin. The university's ADA Compliance Office is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Applicants who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance into the program. You may request academic adjustments or auxiliary aids at any time by submitting a request through the online ADA Portal located on Student Central. The university will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

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

1. Go to the online ADA Portal at ada.stanbridge.edu, and
2. Submit a Request for Accommodation.

The request should be made at least four weeks in advance of the date needed. You may contact the university's ADA Compliance Office via email at ada@stanbridge.edu.

- 1) The university's ADA Compliance Office will respond within three business days of receiving the Request for Accommodation.
- 2) If you would like to request reconsideration of the decision regarding your request, please contact the university's ADA Compliance Office within one week of the date of the Letter of Accommodation. Please provide a statement of why and how you think the response should be modified.

Pregnancy ADA

Students who are or who become pregnant during their program must inform their Program Director and submit to the Americans with Disabilities Act (ADA) Office at ada@stanbridge.edu the following items:

1. A signed Pregnancy Disclaimer form
2. The Essentials Skills List for your respective program signed by a licensed healthcare provider of your choice prior to attending theory classes or performing the essential functions and abilities of the job in laboratory classes or clinical/fieldwork rotations

ADA accommodations for students who are pregnant must be requested by the student in advance of the anticipated need, and no accommodation will be granted retroactively. See ADA Section. Pregnant students must actively communicate with the Students Service Department, Program Director and Program Administration in order to plan for possible interruptions during the program.

SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY

Stanbridge University is located in an office building complex, which provides public access to other tenant businesses and their visitors. The building management does not provide security patrols because the complex is located in the service area of the Irvine Police Department. Parking lots are lighted at night as are building entrances. The normal exercise of personal awareness of surroundings in any public area is recommended while on campus during daylight and evening hours.

OFF-SITE SECURITY DURING CLINICAL EDUCATION EXPERIENCES

When participating in a clinical education experience, the student will follow the facility-specific emergency action plan. This includes the safety measures that are in place, whether in the form of a security guard or service or via a phone call to 911. Each student is oriented by a facility designee on the policies and procedures related to security at that facility.

REPORTING OF POLICE, FIRE, AND MEDICAL EMERGENCIES

Police, fire, or medical emergencies can be reported by dialing 911 from any telephone on campus because all telephones on the university campus are tied into the 911 emergency system and the emergency numbers are posted throughout the campus. Students, faculty, and staff are also informed that non-emergency calls for service can be made by calling the appropriate non-emergency contact number from any campus phone.

Reporting of Criminal Activity

Stanbridge University requires that all criminal activity be reported to its administration and, in most instances, to the local police agency. In the event that any student, faculty, or staff witnesses or becomes a victim of criminal activity on the campus of Stanbridge University, including the clinical facilities attended by students in any program, or any activity in which students are engaged at off-campus locations of student activity officially recognized by the university, student, faculty, or staff must immediately notify the administration of Stanbridge University, and a written report must be filed by the end of the next business day with the Office of the President. Responsibility for filing the written report lies with the person(s) in charge of the premises or the function involved. The Office of the President, or designee, will report the criminal activity to the appropriate police agency in cases when the victim desires to file but has not yet filed a report.

In consultation with other appropriate administrative personnel, the Office of the President will determine any next steps necessary to investigate the criminal activity and to take any steps toward disciplinary action warranted against an employee or student of the university. The Office of the President, or designee, will also issue a formal report to all appropriate persons involved. With incidents of criminal activity where internal disciplinary action is taken against the offender, Stanbridge University reserves the right to disclose to the alleged victims the result of such disciplinary action. This action will be taken at the discretion of the Office of the President.

Stanbridge University does not have its own campus law enforcement or security department. Administrative and faculty personnel have enforcement authority with regard to all school policies and procedures, work closely with state and local law enforcement agencies in the reporting of criminal activity, and encourage accurate and prompt reporting of all crimes to appropriate police agencies.

Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the university's system or the criminal justice system, you may still want to consider making a confidential report for the annual security report of the university. With your permission, the Office of

the President, or designee, can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others. With such information, the university can keep an accurate record of the number of incidents involving students, faculty, or staff; determine where there is a pattern of crime with regard to a particular location, method, or assailant; and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics of the university. Please click on the following link to learn more about campus security policies and crime statistics at [Stanbridge University Annual Security Report](#).

STUDENT SERVICES RESOURCES

NEW STUDENT ORIENTATION

From day one of your education at Stanbridge you will be supported in every way possible. During your orientation session, we will walk you through every facet of our academic community. We will review your program, your schedule, all of the facilities and resources available to you and will introduce you to the Stanbridge University Student Central online portal. Students in programs delivered online will receive their orientation through Edverum while students taking only selected courses of study online will receive an orientation to their program on campus and an additional orientation to their online courses via Edverum.

ACADEMIC ADVISING

Students can request one-on-one advising with a faculty advisor or student services officer to discuss academic or personal issues at any time.

TUTORING SERVICES

Our programs are rigorous and designed to challenge. Occasionally students may need additional help outside of the classroom. Students may request individual tutoring by their instructors during office hours or other scheduled times. Additionally, students may use the Peer Tutoring App to schedule peer and virtual tutoring as needed through the LRC.

STUDENT LIFE

As dedicated as we are to providing facilities, technology, test preparation and placement assistance, we are equally dedicated to the greater good. This is what makes Stanbridge a community like no other - a living, breathing, compassionate society with the opportunity to not only change the lives of students, but the lives of others as well.

Whether it is building homes with Habitat for Humanity, holding community blood drives for the American Red Cross or fund-raising for groups like The Free Wheel Chair Mission, Smile Train, Mercy Corps or Doctors Without Borders, Stanbridge students are serving the world and making a difference every day. Students in online programs are also encouraged to engage in community service activities in the area in which they reside.

STANBRIDGE STUDENT ASSISTANCE PROGRAM

Stanbridge University recognizes that balancing academic excellence and a complicated life outside of school can be stressful, and at times, overwhelming. Because no one should deal with a personal crisis without a listening ear or guidance toward a resolution, we offer the Stanbridge Student Assistance Program (SSAP). The program is a free, comprehensive, and fully confidential counseling service that helps students manage or resolve a wide variety of difficult situations and is part of Stanbridge University's commitment to student success:

Stress and Anxiety	Depression and Suicide	Family Conflict
Feeling Like an Outsider	Alcohol and Drug Abuse	Performance Related Fears
Identity Theft Recovery	Financial and Legal Services	Prescription Drug Costs

Students may contact the Stanbridge Student Assistance Program (SSAP) by dialing **800.977.7728** or by visiting <http://stanbridgesoar.acisoar.com/>. The SSAP, available 24 hours a day, 365 days a year, is designed to help students overcome personal challenges and succeed to graduation. The program provides access to professional clinicians, school-life specialists, and legal and financial

experts to help students reduce stress, build resilience, and better manage responsibilities at school, at home and in life.

LEARNING RESOURCE SYSTEM (LRC) *

At Stanbridge University learning continues beyond the classroom. To better serve the students the university has developed a comprehensive Learning Resource System that is uniquely effective and includes the Learning Resource Center and Online Library resources.

***All of the Learning Resource System's online services are available to students at the Los Angeles, Alhambra Branch Campus. The Librarian and writing specialists provide virtual support to students via phone and email. Students can access the electronic library resources on classroom computers.**

Learning Resource Center

The Stanbridge Learning Resource Center is open:

Monday-Thursday: 6:30am-12:00pm;

Friday: 6:30am-10:00pm; and

Saturday and Sunday: 9:00am-8:00pm.

Holiday hours are disclosed by email. In the Learning Resource Center students can access computer-based training modules, lab simulations and practice examinations; there are printers and copiers for student use, private collaboration rooms, library books to borrow, and internet access for research for all students.

The Center is staffed by the Librarian on Monday-Friday from 9:00 a.m. to 5:30 p.m. to assist students. The Librarian is also available via phone and email to assist students in online courses and programs with reference materials and research projects. Specializing in study skills, time management, and test-taking strategies, the Academic Success Coordinator is also available to assist students in the Learning Resource Center.

Stanbridge University Electronic Library Resource

Stanbridge University offers access to electronic resources through its Learning Resource System website. Students can log in to their Student Central account and access the resources anywhere, at any time. Students in the medical or allied health fields have access to the Cumulative Index of Nursing and Allied Health Literature (CINAHL) with full-text database, the MEDLINE Complete database, and the ProQuest Nursing and Allied Health Source database, which combined offer access to over 5,000 full-text journals and related resources. In addition, the Academic Search Complete database offers students over 10,700 full-text journals in a variety of subjects, including science and technology, psychology, education, and many others. Other resources include the Cochrane Library of Systematic Review, and the PsychINFO and ERIC databases. There is also a video database for the Veterinary Technician students—On the Floor @Dove—that allows students to watch veterinary professionals work with animals in a variety of settings. If students are not able to find the full-text of the resource that they want through Stanbridge University's resources, the LRS offers Interlibrary Loan, which allows students to send their request to the librarian. The latter will then request the article from another educational institution.

Students also have access to Grammarly, an automated grammar and plagiarism checker that can proofread assignments and give advice on revisions, and Turnitin, a service that checks for plagiarism.

STUDENT HOUSING

Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding housing. The University does not have dormitory facilities under its control. Local accommodation information can be found at www.rentals.com. This policy applies to the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

CAREER SERVICES

The benefits of being a Stanbridge University graduate do not end after you start your first job. Our placement services are available to you at any time following your graduation. Stanbridge University takes a personal interest in mentoring and encouraging our graduates to meet their career goals. We are committed to the success of our graduates and offer a comprehensive four-step career placement process.

Career Placement Orientation

During a classroom presentation or personal consultation, our Career Placement Assistance staff will orient the graduate to the placement services program.

Resume Preparation

Our in-house experts will help guide our job-ready applicants in writing a powerful and creative resume that will help them stand out from the competition.

Mock Interview Sessions

We will take graduates through personality mapping, salary negotiations, role-playing and other specialized interview techniques that will help them to take control of the interview.

Exclusive Access to Placement Online for Job Leads

Stanbridge University maintains an exclusive job placement web site for our graduates. By using an assigned user ID and password, our graduates can access targeted job openings in Southern California that are updated daily. Additionally, graduates and alumni can access a database of Southern California recruiting organizations, companies, and upcoming job fairs.

PARKING SERVICES*

Vehicles on Campus

Student parking permits are provided to every student during Student Orientation. A student has full responsibility for the security of his/her vehicle and its contents. As outlined in the student code of conduct, a student will be held responsible for any prohibited items that are kept in his/her car and will be subject to disciplinary action as well as criminal prosecution.

Rules

- The first parking permit is issued at no cost to the student. If lost or destroyed, the student can request a replacement permit from the receptionist in the front lobby for \$5.00. If additional permits are needed, the third and subsequent permits will cost \$25 each.
- The parking permit must be displayed by affixing it in the lower left or right hand corner of the back window when parked at Stanbridge. The permit numbers must be clearly visible. If windows have a heavy tint, then parking permits may be affixed in the lower left or right-hand corner of the windshield. The permit numbers must be clearly visible.
- If your program has alternate parking assignments, then the appropriate additional parking permit must be displayed as

directed.

- Street parking is available along Business Center Drive. Be aware of red curbs and any “no parking” signs.
- Please refer to the map of Stanbridge parking lots with student-designated spaces on Student Central. Students may only park in these designated areas.
- Do not park in the spaces reserved for guests (3-hour parking). These spaces require a special permit obtained from the receptionist at the front lobby.
- If there is no available campus student parking, there is additional parking at Stanbridge’s shuttle lot located at 18842 Teller Ave. in the Saddleback Church parking lot. A map to the shuttle lot along with the shuttle lot schedule is available through Student Central or you may ask the receptionist at the front lobby for the next available pickup.
- Parking permits may not be shared or exchanged for another student to use.
- Vehicles parked in undesignated areas or in surrounding lots are subject to be towed from the premises at students’ expense.
- Do not take up more than one parking space or straddle over the painted lines.
- After 5pm on weekdays and any time on weekends, students may park in any designated Stanbridge parking space that may be available.
- Any vehicle damage should be reported to the local police department by calling the non-emergency line (949-724-7000) or 911 if it is an emergency. Stanbridge will not investigate these claims nor release any video footage of the parking lots.

Parking Enforcement

- The parking lots are patrolled daily and if a student is found to be parking in an undesignated space, the student may be pulled out of class to move their vehicle. This may result in missed instructional time that may have to be remediated and the student will receive a Notice of Deficiency (NoD) as outlined in the student Code of Conduct.

Towing of Vehicles

- Parking in spaces for people with disabilities, in fire lanes, and in “no parking” areas may result in immediate towing.
- Building management reserves the right to tow any vehicle in violation of the parking rules.
- Vehicles are towed by private tow services, and all associated towing and storage fees are the responsibility of the owner/operator of the vehicle.
- In the event your car is in violation of the parking rules and is towed, you can locate and retrieve your car by calling the following;

Company	Phone Number	Website
DTS	(714) 530 - 8697	http://www.dedicatedtransportationservices.com/
MetroPro Road Services	(714) 556-7600	www.metro-pro.com
Irvine Police	(949) 724-7000	

*Parking for students in the OTA and VN programs is available at the Los Angeles, Alhambra Branch campus.

ADMINISTRATION

Chief Executive Officer	Yasith Weerasuriya*^
Chief Financial Officer	Nazi Masoum*^
Executive Vice President	Monir Boktor
Vice President of Instruction	Dr. Kelly Hamilton
Vice President of Information and Web Technology	Jesse Davis
Assistant Director of Accreditation and Compliance	Gary Lopez
Director of Student Services	Cynthia Barahona
Director of Student Services	Carrie McCraw
Interim Program Director - ADN/BSN	Minerva Valdenor
Assistant Program Director - ADN/BSN	Kelli Jo Paul
Director of Nursing - VN	Renee Hypolite
Assistant Director of Nursing - VN	Kandace Husted
Director of Nursing - RN-BSN	Annabelle Anglo
Program Director - BHA	Kathy Doeschot
Program Director - OTA	Satch Purcell
Assistant Program Director - OTA	Tina Huang
Program Director - PTA	Dr. Lauren Eberhardt
Assistant Program Director - PTA	Rebecca de Ruyter
Interim Program Director - MSOT	Dr. Vikas Sharma
Assistant Program Director - MSOT	Eileen Wang
Program Director - ASVT	Dr. Silvia Colladay
Associate Program Director - ASVT	Kristin Ilardi
Associate Program Director - ASVT	Maribel Fort
Director of Career Services	John Andrews
Director of Admissions	Michael Mirabella
Director of Admissions Operations	Greg Low
Director of Financial Services	Brian Silvano*
Librarian	Fred Poling
Director of Media & Communications	Sarah Hamilton
Director of Marketing	Victoria Sauer

Los Angeles, Alhambra Branch Campus

Campus Director	Gary Lopez
Director of Student Services	Charles Gover
Assistant Director of Admissions	Katherine Bailey
Director of Nursing - VN	Dr. Annabelle Anglo
Assistant Director of Nursing - VN	Dr. Jesse Santoyo
Assistant Program Director - ADN/BSN	Dr. Jeny Joy
Site Coordinator - OTA	Jordan Warlick
Director of Financial Aid	Robelyn Oropesa
Librarian	Fred Poling

* VA CERTIFYING OFFICIALS

^ WIA CERTIFYING OFFICIALS

Admissions management may work at the Irvine Campus and the Los Angeles, Alhambra Branch Campus

Stanbridge University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.)

VN GENERAL INFORMATION

VOCATIONAL NURSE PROGRAM (VN)

Licensed Vocational Nurses (LVNs) provide basic bedside nursing care to clients under the direction of a physician or registered nurse. The Vocational Nurse utilizes scientific and technical expertise and manual skills. Duties within the scope of practice of a vocational nurse typically include, but are not limited to, provision of basic hygienic and nursing care; measurement of vital signs; basic client assessment; documentation; performance of prescribed medical treatments; administration of prescribed medications; and performance of non-medicated intravenous therapy and blood withdrawal (requires separate Board certification). Upon satisfactory completion of all requirements for this program, Stanbridge University will confer a diploma in Vocational Nurse and notify the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) of satisfactory completion for licensing exam authorization.

After passing the national licensing examination (NCLEX-PN) and being issued a license from the BVNPT, students are eligible to obtain employment as a Licensed Vocational Nurse.

This program exceeds the state requirements for 576 hours of theory instruction and 954 hours of clinical experience.

Students are assigned to clinical facilities according to their abilities, group dynamics, and the availability of facilities. Students are responsible for their transportation to and from facilities. When a facility is over fifty (50) miles from the campus, the students' addresses are also considered.

Program Learning Outcomes

PLO1. Use the nursing process as a framework to individualize person-centered care in diversified healthcare settings.

PLO2. Demonstrate proficiency of oral and written communication skills to present information clearly, logically, and critically.

PLO3. Demonstrate proficiency in the standards of practice necessary to provide care based upon biological and behavioral sciences and nursing theory.

PLO4. Locate, retrieve, integrate, and apply relevant and reliable information concepts from nursing practice as the basis for evidence-based care.

PLO5. Apply leadership skills by managing and directing other members of the healthcare team within the vocational nurse's scope of practice.

PLO6. Demonstrate clinical judgment using knowledge and problem-solving skills when contributing to and implementing the plan of care.

PLO7. Display the principals of self-reflection required to evaluate effectiveness and experiences for ongoing lifelong learning and growth.

VN PROGRAM OVERVIEW

1808 Clock Hours including theory and clinical/105 Quarter Credit Hours/\$18.56 tuition rate per clock hour (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 13 - 14 months for full time and 26 - 28 months for part time, including holidays and breaks.

All academic policies and procedures in this catalog for the Vocational Nurse program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
MED 2060 Nursing Fundamentals I	36	0		2.5		Yes
MED 2061 Nursing Fundamentals II	36	0		2.5		Yes
MED 2062 Nursing Fundamentals III	36	0		2.5		Yes
MED 2044 Pharmacology Fundamentals	54	0		3.5		Yes
CLI 2215A Term 1 Clinical Skills Lab	0	144		7.5		Yes
CLI 2215B Term 1 Clinical	0	112		6		No
MED 2261 Term 1 Cumulative Exam	18	0		1		No
MED 2045 Integumentary System	24	0		1.5		No
MED 2046 Sensory System	12	0		0.5		No
MED 2047 Musculo-Skeletal System	30	0		2		No
MED 2048 Digestive System	36	0		2.5		No
MED 2049 Fluid and Electrolyte Balance and Renal System	44	0		3		No
MED 2050 Emergency and Surgical Nursing	16	0		1		No
MED 2262 Term 2 Cumulative Exam	18	0		1		No
CLI 2216A Term 2 Prefacility Clinical Proficiency	0	48		2.5		No
CLI 2216B Term 2 Clinical	0	208		11		No
MED 2051 Cardiovascular System	44	0		3		No

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
MED 2052 Immune System	24	0		1.5		No
MED 2053 Oncology	30	0		2		No
MED 2054 Respiratory System	32	0		2		No
MED 2056 Endocrine System	32	0		2		No
MED 2263 Term 3 Cumulative Exam	18	0		1		No
CLI 2217A Term 3 Prefacility Clinical Proficiency	0	48		2.5		No
CLI 2217B Term 3 Clinical	0	208		11		No
MED 2057 Neurological System	38	0		2.5		No
MED 2118 Mental Health Nursing	56	0		3.5		No
MED 2058 Reproductive and Maternal Nursing	42	0		2.5		No
MED 2059 Pediatric Nursing	60	0		4		No
MED 2107 Nursing Leadership and Supervision	28	0		1.5		No
MED 2115 Community Nursing	8	0		0.5		No
CLI 2214 Term 4 Clinical	0	222		12		No
MED 2264 Exit Exam and NCLEX Preparation	46	0		3		No

Standard Occupational Classification (SOC):	29-2061

Employment/Job Title:

Licensed Practical and Licensed Vocational Nurses

VN FACULTY

Marian Achenie	MSN, RN
Amelia Adams	MSN, RN
Kimberly Advincula	BSN, RN
Sopida Andronaco	MSN, RN
Sheryl Antido	MSN-FNP, RN
Daisy Banzon	LVN, Instructor Assistant
Jennifer Baron	BSN, RN
Sherry Bearden	MSN, RN
Esther Jade Bedard	BSN, RN
Barbara Buck	MSN, RN
Patricia Canright	MSN, RN
Jessely Carino	MSN, RN
Conrado Del Castillo	BSN, RN
Julieann Collier	BSN, RN
Laurie Ruiz Collins	BSN, RN
Clarice Crossley	BSN, MHA, RN
Marissa Dacumos‡	BSE, LVN
Adrian Demian	BSN, MGM, RN
Josephine Favis	AS, LVN
Dena Ford	MSN, RN
Marita Gethers	MSN, PNP-BC, RN
Kandace Husted	BSN, RN
Renee Hypolite	MSN, RN
Rhonda Infante	MSN, RN
Kurt James	BSN, RN
Elizabeth Kikkawa ‡	LVN, BSN
Bessie Lane ‡	RN, BSN
Guadalupe Leon	BSN, RN
Dr. Ameerah Mahdi	DNP, RN
Bernie Malabanan ‡	BSN, RN
Anna Marie Murphy ‡	RN
Kathleen Overton	MSN, RN

Jonas Quaynor	BHA, LVN
Dora Ratcliff	MSN, RN
Pamela Robinson	MSN, RN
Dr. Jesse Santoyo ‡	RN, FNP, DNP
Houman Shahraz	BSN, RN
Tambra Sincerbox	AS, LVN
Kathleen Sixsmith	MSN, RN
Dr. Annabelle Velasco ‡	RN, BSN, MSN, DNP
Rosario Villasor ‡	RN, MSN
Gale Wasif	BSN, RN
Emilee Young	EdD, RN

‡ Faculty are located at Los Angeles, Alhambra campus.

VN ADMISSION POLICIES

AGE REQUIREMENT

Vocational Nurse applicants must be at least 17 years old.

The ACCUPLACER Test of the College Board is administered to Vocational Nurse applicants for admission to the program.

Minimum scores for admission are:

Reading	232
Arithmetic	212

The applicant may take each of the Accuplacer tests required for admission to a program up to three (3) times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed Accuplacer test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one (1) calendar year before retaking all of the Accuplacer tests required for admission to the program. The applicant will be allowed to take each of the Accuplacertests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the Accuplacer tests again for admission to a program at the university.

APPLICANTS WITH CRIMINAL CONVICTIONS

Applicants to the Vocational Nurse Program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes. Applicants with criminal convictions should refer to the Supplement for Vocational Nurse Applicants on page 42 for information on BVNPT licensing policies.

Many clinical facilities will not permit applicant nurses (or employees/volunteers) in the facility with certain felony or misdemeanor convictions as part of an overall employment policy. Stanbridge University cannot admit VN applicants who cannot attain the state mandated requirement of 954 clinical instruction hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Applicants with misdemeanor convictions, other than those listed above, may be asked to provide additional information regarding the conviction in order for university administration to make a decision on admission based on the type, age, and gravity of the offense.

BACKGROUND CHECK

Some clinical facilities require background checks for all employees, volunteers and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the Vocational Nurse Program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors that will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.

- Some clinical facilities require submission of fingerprints as part of the background check.

VOCATIONAL NURSE STUDENTS ADMITTED UNDER ALTERNATE STATUS

Vocational Nurse program students admitted under “Alternate” status are allowed to attend class until the first clinical experience session at a clinical facility. No more than 10% of the authorized number of students for a class will be enrolled under alternate status. If these students cannot be accommodated with clinical facility experience due to lack of space, they will be given preference for regular admission to the next program start.

Students enrolled under alternate status will be charged for (and issued) courseware and supplies necessary for the on-campus portion of the curriculum. If classroom space permits, and the student converts to regular status, tuition will be due immediately. If classroom space precludes enrolling the alternate status student for the remainder of the Term, they will be enrolled in the next cohort to start at the beginning of the program and tuition (less the amount for courseware and supplies) becomes due for the new program.

VOCATIONAL NURSE PROGRAM

Vocational Nurse students who have been admitted to the program must indicate all previous coursework taken at other institutions on Stanbridge University’s “Request for Transfer or Competency-based Credit” form. Students may request an evaluation of their previous coursework for possible transfer credit, provided that before the beginning of their program at Stanbridge University, they provide the Registrar of the university with an official transcript of record from a school that is:

- regionally or nationally accredited;
- or a program that is approved or accredited by a state board of practical, vocational, or registered nursing;
- or a course of study or training in the Armed Forces of the United States.

Vocational Nursing Vaccinations Part 1

If you are accepted into the Stanbridge University Vocational Nursing program, one of the next steps in the admissions process is to submit **Part 1** of your required vaccinations for your clinical requirements.

You are required to provide proof of vaccinations, physical, and tests in two steps:

- Part 1 is **due 7 days after your first day of class** for both full-time and part-time students.
- Part 2 is due prior to Term 4 and for part-time students starting at the beginning of Term 2. After completing Part 1, you will receive an alert to complete Part 2.

If you need any assistance with submitting these requests, your Program Administration will be available to assist you as needed.

Part 1 - Vaccination and Test Details

Tuberculosis (TB) Test

- 1 negative TB skin test (PPD) OR TB QuantiFERON Gold (blood test) result within the past 6 months OR
 - If TB Skin Test or TB Gold test results are positive, you must get a Chest X-Ray indicating a negative result completed within the past 2 years.
- Expires after 1 year.

Hepatitis B (3-Dose Series):

- At least 1 vaccine of the series within 12 months OR Proof of completed vaccination series (3-doses [Energix-B] or 2-doses

[Hepilisav-B]) OR Quantitative titer (blood test) stating you are immune (positive - result) to Hepatitis B OR

- If the titer states you are not immune to Hepatitis B, the vaccine series must be repeated.
- Titers must be from within the past 5 years.
- Option - Decline vaccination - but you must sign the Hepatitis B declination form (provided in the VN Office).

Measles, Mumps, Rubella (MMR):

- Proof of previous vaccination OR Titer (blood test) results stating you are immune (positive - result) to Measles (Rubeola), Mumps, AND Rubella.
 - If results state that you are not immune to ALL 3, you will need to receive the vaccine.
 - Titers must be from within the past 5 years.

Varicella (Chickenpox):

- Proof of previous vaccination OR Titer (blood test) results stating you are immune (positive - result) to Varicella.
 - If results state you are not immune to Varicella, you will need to receive the vaccine.
 - Titers must be from within the past 5 years.

TDAP:

- Vaccine administered within the past 10 years.

COVID-19:

- Most clinical partner sites require COVID-19 vaccinations. Proof of at least the first of two doses or the 1 dose vaccination. The 2nd of the 2-dose vaccinations must occur within 2-3 weeks after the first and can be submitted at that time.

Flu Shot - Seasonal:

- Required when clinicals are conducted in any months between September and March.

Physical Exam:

- Completed within the past year.

Vocational Nursing Vaccinations Part 2

Students in the Stanbridge University Vocational Nursing program are required to submit **Part 2** of required vaccinations for clinical requirements.

- Full-time students are required to submit Part 2 prior to Term 4
- Part-time students are required to submit Part 2 before the end of Term 2, prior to the start of the second year.
- Part-time students are required to submit their Drug Screen prior to Term 4.

If you need any assistance with submitting these requests, your Program Administration will be available to assist you as needed.

Part 2 - Vaccination and Test Details:

Tuberculosis (TB) Test - Part-Time Students:

- TB tests expire after 1 year requiring part-time students to get a 2nd TB skin test before the end of Term 2 and prior to the start of the second year.

Tuberculosis (TB) Test - All Students:

-

2-Step TB Test - submit ONE of the following:

- 2 negative TB skin test (PPD) results within the past year.
 - If results are positive, provide a copy of your positive results and get a TB QuantiFERON Gold (blood test) indicating a negative result. If your TB Gold results are positive, you'll need to get a Chest X-ray indicating a negative result.
 - If you have submitted a negative Chest X-ray in Term 1, you do not need to submit a new TB test prior to the start of the second year.
- 1 negative TB QuantiFERON Gold results.

Measles, Mumps, Rubella (MMR) - All Students:

- Proof of 2nd dose of vaccination OR Titer (blood test) results stating you are immune (positive - result) to Measles (Rubeola), Mumps, AND Rubella.
 - If results state that you are not immune to ALL 3, you will need to receive the vaccine.
 - Titers must be from within the past 5 years.

Varicella (Chickenpox) - All Students:

- Proof of 2nd dose vaccination OR Titer (blood test) results stating you are immune (positive - result) to Varicella.
 - If results state you are not immune to Varicella, you will need to receive the vaccine.
 - Titers must be from within the past 5 years.

Drug Screens - All Students:

- Due 3 months prior to Term 4 for OB/Peds clinicals
- 10-panel drug test that includes: Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Marijuana, Methadone, Opiates, PCP, Propoxyphene and Alcohol.
- Click here to access the CastleBranch myCB account for drug test processing: [Drug Screen Step by Step](#).

Flu Shot:

- Please visit your health care provider or a local pharmacy/clinic to receive your shot. Required when clinicals are conducted in any months between September and March.
- Required for Term 4 OB/Peds clinicals

VN TRANSFER CREDIT POLICIES

Vocational Nurse students who have been admitted to the program must indicate all previous coursework taken at other institutions on Stanbridge University's "Request for Transfer or Competency-based Credit" form. Students may request an evaluation of their previous coursework for possible transfer credit, provided that before the beginning of their program at Stanbridge University, they provide the Registrar of the university with an official transcript of record from a school that is:

- regionally or nationally accredited;
- or a program that is approved or accredited by a state board of practical, vocational, or registered nursing;
- or a course of study or training in the Armed Forces of the United States.

In addition, students requesting evaluation of their transcripts must provide a course syllabus or outline for each course for which transfer credit is requested.

Transfer credit will be granted only for those courses:

- which have been completed within the last five calendar years;
- for which a grade of "C" or better was earned; and
- which are determined to be equivalent in credit hours, content, and academic level as those required in the student's program at Stanbridge University.

Students will not be required to take an examination to determine whether transfer credit will be granted if transfer credit is granted. A student, however, may be tested to determine whether specific deficiencies still exist that require remediation.

Official transcripts can be mailed directly from a school or delivered in person by the student and must be sent or given to the Registrar of Stanbridge University. To be considered official, a transcript must be received by the Registrar of the university in an envelope with an unbroken seal, and the transcript must bear the official seal and/or signature of the Registrar of the school sending the transcript. For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces. Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

If a student chooses to decline credit for any course for which the student is eligible to receive transfer credit, the student will document the declination of credit on the "Declination of Equivalent Credit" form to be filed in the student's record. The student must accept or decline transfer credit before commencing the program for which transfer credit was requested.

Competency-based credit will be granted on the basis of a written examination for theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. Each student requesting credit for previous work experience will meet with the Director of Nursing, who will describe the specific tasks, work environment, and time-frames for the written examinations for theory courses and the written examinations and demonstration of mastery of clinical objectives for clinical courses. The amount of credit which is granted will be determined on a case-by-case basis and documented in the student's record.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$50 for each written examination and a one-time, nonrefundable fee of \$100 for each demonstration of the mastery of clinical objectives. A student may appeal a denial of competency-based credit by providing a written appeal to the Director of Nursing within 3 business days after a notification of denial of credit. The Director of Nursing will review the appeal and provide the student with a copy of the decision in writing within 3 business days after receipt of the appeal. The decision of the Director of Nursing is final.

VN GRADING POLICIES

GRADING REQUIREMENTS: VOCATIONAL NURSE

Vocational Nurse students must attain a cumulative grade point average of C (75%) in each course to graduate. If a course grade is below 75%, or clinical skills are not all successfully demonstrated, the nursing student is placed on Academic Probation and the deficiencies must be remediated.

RE-ENROLLMENT POLICY

Students re-enrolling after a leave of absence, withdrawal or dismissal will be required to complete academic and profacility requirements to ensure their retention of knowledge and safe nursing practice.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS: VOCATIONAL NURSE

Attainment of satisfactory progress (attendance, credit earned, and GPA) is monitored at the completion of each term for LVN students. Tutorial sessions may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

CLASS RETAKES: VOCATIONAL NURSE

Vocational Nurse students who elect to repeat a previously passed course (due to dismissal/withdrawal and subsequent re-enrollment) will have the grade earned in the repeat course recorded on the official transcript.

VN ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

VN PART-TIME PROGRAM

Tuesdays and Thursdays 6:00 P.M. to 10:00 P.M. PST or Mondays and Wednesdays 6:00 P.M. to 10:00 P.M. PST; Clinical: Saturday 7:00 A.M. to 3:30 P.M. PST and/or Sundays 7:00 A.M. to 3:30 P.M. PST. All part-time class hours for the VN program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

VN FULL-TIME PROGRAM

Mondays through Fridays 7:00 A.M. to 1:30 P.M. PST for Theory Classes and 7:00 A.M. to 3:30 P.M. for Clinical Education (Tutorial periods for theory classes are scheduled between 1:30 P.M. and 3:30 P.M. PST). All full-time class hours for the VN program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Note: Alternate days or different shifts may be required for certain VN clinical education, due to clinical facility student census restrictions or facility availability. Some clinical education or fieldwork may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

Tutorial sessions occur after class from 1:30 P.M. to 3:30 P.M. PST for full-time students and before class from 5:00 P.M. to 6:00 P.M. PST for part-time students. Students should plan to attend each tutoring session accordingly. NCLEX Review is conducted Monday through Friday from 8:00 A.M. to 4:30 P.M. PST one week near the end of the program. It is the student's responsibility to arrange for a leave from work or other obligations to attend the NCLEX review.

ABSENCE AND TARDINESS

In support of the state requirements for Vocational Nurse Programs, VN students may not graduate without completing the objectives for theory classes, performing the clinical objectives, and completing a minimum of 960 hours of clinical education. Students not returning after 14 consecutive days of (starting from the last date of attendance) will be dismissed.

THEORY CLASS ATTENDANCE

The following rules govern the theory and clinical absences that a Vocational Nurse student may acquire during his/her program.

Remediation and limit of Theory Absences

The student is permitted to remediate a maximum of twenty-four (24) hours of theory absences per term. Documentation for an absence is no longer necessary and will not be collected as there are no "excused absences." An absence will simply count towards the maximum allowable twenty-four (24) hours permitted. Each absence will stand alone with or without documentation. All missed theory periods must be remediated by fulfilling course objectives through the completion of a specific assignment given to the student by his/her instructor, Director of Nursing, or other designated Stanbridge University staff member. Remediation assignments are due on the next class day, but in any case, not later than the 7th day after the assignment is issued to the student. Should the student not remediate each absence from theory sessions prior to the start of the new term, he/she will be dismissed from the program and will have the opportunity to request re-enrollment.

If the student accumulates greater than twenty-four (24) hours of absence, he/she will be dismissed from the program and will have the opportunity to request re-enrollment.

Tardiness for VN Theory Classes

Students are tardy when they arrive 5 minutes late at the start of class or are 5 minutes late returning from any break. Students are tardy if they leave any class period prior to class being dismissed by the instructor. Tardy students may remain in class for the lecture, but will receive an assignment (before leaving class if arriving late and via email if leaving early) to ensure any missed material is presented to the student. The assignment is due at the next meeting for that theory class. If the assignment is not handed in at the next meeting, an additional assignment will be issued. Failure to turn in both assignments at the next session will result in issuance of a Notice of Deficiency, placement on Attendance Probation or, based on an accumulation of Notices of Deficiency, dismissal from the university.

Students are tardy when they arrive more than 5 minutes late at the start of class or after a break. A Notice of Deficiency (NOD) will be given for each tardy. Three (3) tardies constitute one (1) absence.

Remediation for VN Theory Classes

The length of the Vocational Nurse program renders retakes for remediation purposes impossible if the student is to continue in his/her program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take an alternate exam on the material covered in the original course exam and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam. Regardless of the score achieved on the alternate exam, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%.

Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three (3) remediation examinations (if necessary), one per week during the remediation period. If a remediation examination is not taken in one of the seven day periods after failing a course, the examination is forfeited and may not be taken. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for VN students. This exam has only one remediation attempt. Remediation of a Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam will be dismissed from the Vocational Nurse program.

Students may not remediate more than three (3) courses in Term. If a student fails a fourth (4) course, during Term 1, the student will be dismissed from the program. Term 1 course failure allowance resets at the beginning of Term 2. The student can only fail three (3) courses for the remainder of the program. Students are also required to make up any examination(s) missed because of an absence from class. Any examination(s) missed due to absence from a theory class must be made up on the seventh (7) day that the student returns to school. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%. The Term Exit Exam is not counted as a course for the purpose of calculating the number of failed courses.

Makeup of Course Examinations Due to Absence

Any examination(s) missed due to absence from a theory class must be made up by the 7th day after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

CLINICAL ATTENDANCE

Clinical Attendance Requirements for Term 4 Students

No clinical hours may be missed during term 4 due to the length and availability of the specialty rotations. Students in the VN Program who are absent during any specialty rotation (i.e. Mental health/Psych, Obstetrics/Maternal Health, Pediatrics, and Medical Surgical) will be required to repeat the specialty rotation which, will likely result in a delay in graduation. Specialty rotations include pre-facility, laboratory and clinical days. Students may continue with the remainder of their theory and clinical courses in the term.

Remediation and Limit of Clinical Absences

The student is permitted to remediate a maximum of twenty-four (24) hours of clinical absences during terms 1-3. Clinical absences include pre-facility, laboratory, and clinical days. If a student accumulates greater than twenty-four (24) hours of absence, he/she will be dismissed from the program. Some clinical facilities have limited capacity to orient the student to the facility (which occurs only once per facility rotation). Students absent from such orientation may not attend clinical education at that facility. If an alternate facility or orientation opportunity cannot be obtained, the student may not attend clinical education and will be dismissed.

All clinical absences in a given term must be remediated within twenty-one (21) calendar days or prior to the start of the new term, whichever is shorter. Students may select and register to remediate a clinical absence within fourteen (14) days following the absence. If the student has not registered for the remediation date of their choice by the fifteenth (15) day, the remediation day will be scheduled for the student by their Student Services Officer and the student will be informed of the scheduled date by email. Should a student not remediate each hour of absence from clinical sessions prior to the start of the new term, he/she will be dismissed from the program and will have the opportunity to request re-enrollment, and will have to repeat the course(s) for which the clinical experience was not completed.

Non-attendance at Clinical Remediation Sessions

There is no charge for remediation of clinical absences. Students who do not attend a scheduled remediation session will be deemed a "No call, no show." "No call, no show" students will be charged a fee of \$50. A second (and subsequent) occurrence(s) of nonattendance at a scheduled remediation session during the remainder of the program will incur a fee of \$100. These fees must be paid prior to the university forwarding the student's Record of Nursing Program form to the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

Tardiness for VN Clinical Sessions

Students are tardy when they arrive 5 minutes late at the start of a skills lab session or a clinical facility preconference or are 5 minutes late returning from any break. Students are tardy if they leave any clinical session period prior to being dismissed by the instructor. Students who are tardy at a clinical rotation may be sent home and given an absence for the day.

Clinical Objective Remediation

Students are required to complete remediation for any unmet clinical objectives: clinical experience not demonstrated during the normal clinical schedule must be performed in the skills lab or in the clinical facility within twenty-one (21) calendar days of the original clinical absence. In the event the objective cannot be physically performed (for example, the student is no longer in a Maternal or Pediatric environment), the Program Director will arrange for a suitable clinical environment (if available) or give a suitable assignment.

Students accomplishing technical clinical objectives but deficient in professional objectives, such as manner/attitude, effort, or respect for others, may be placed on probation as specified in this catalog. Probation requires written notification to the student of the deficiency, outlining actions necessary to be removed from probationary status and a date by which the actions must be completed.

VN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in a Vocational Nurse program accumulates more than 24 hours (3 days or 2 days depending if the rotation is on a 12-hour schedule) of clinical absences in a term or fails to remediate clinical absences prior to the start of the next term.
- The student in a Vocational Nurse program accumulates greater than 24 hours (4 sessions in a full-time program and 6 sessions in a part-time program) of theory absence in a single term or fails to remediate theory absences prior to the start of the next term.
- The student in a Vocational Nurse program is absent from a mandatory facility orientation period, and an alternate facility and orientation cannot be arranged.
- The student does not remediate a failed course in 3 attempts within 21 days or before the start of the next term, whichever is shorter. The student must take one attempt per week or the attempt is forfeited.
- The student in a Vocational Nurse program fails to remediate a course after three attempts in Term I or fails four courses in Terms II through IV.
- The student in a Vocational Nurse program commits an unsafe nursing practice in the clinical facility.
- The student in a Vocational Nurse program does not remediate a failed term cumulative exam after 3 attempts before the start of the next term.
- The student in a Vocational Nurse program does not remediate a failed program exit examination with a minimum score of 92% predicted probability of passing the NCLEX-PN on 1 attempt (in accordance with the scoring rubric of the examination).
- The student in a Vocational Nurse program does not complete a minimum of twelve (12) hours of community service by the end of the program.

VN ADDITIONAL POLICIES

DRESS CODE

Professional image policies are to be enforced while on campus grounds and/or clinical facilities premises, which include the parking lot, shuttle lot and while riding on the Stanbridge Shuttle Service. The student must adhere to the professional image policy guidelines listed below. If the student is off campus and wearing Stanbridge University attire, they should demonstrate awareness that they are a representative of the University and are expected to have professional behavior and demonstrate good judgement. Failure to do so may result in disciplinary action for a violation of the code of conduct. In the event of inclement weather, only program administration may approve a temporary modification of the dress code standards listed below.

Dress Code for Theory Classes

- Students must wear Stanbridge uniform polo shirt and khaki dress trousers. No leggings, jeggings, or any tight-fitted items are permitted. Scrubs are for clinical sessions only.
- Clothing must be clean and unwrinkled.
- Undershirts worn underneath the polo top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.
- Stanbridge hoodie is the only outer garment allowed.
- No active wear, athletic clothing, trendy clothing, i.e. holes or tears in pants.
- No caps, hats, beanies or hoods in class.
- Hair accessories must be plain (head bands, scarves).
- Students MUST wear CLEAN, black, grey, or white sneakers.
 - Socks/hosiery of any color may be worn.
- The student ID must be worn at chest level and be conspicuous at all times.
- Tattoos cannot be visible. White, long sleeved shirts or "sleeves" must be worn with polo shirt to cover the tattoos. No facial or tongue jewelry.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Only clear nail polish is acceptable - other colors/designs are not allowed. Artificial nails are not allowed.

Dress Code for Clinicals

- The Student ID must be worn at chest level and be conspicuous at all times.
- Scrubs must bear the Stanbridge University name and logo on the left front chest. Scrubs must be clean and unwrinkled.
- Undershirts worn underneath the scrub uniform top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.
- Plain white hosiery must be worn at all times.
- Shoes must have a rubber/non-conductive, slip-proof sole, must be non-penetrable, completely white, and clean at all times.
- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring (may be in ear lobe or tragus). Hoops or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed. No gauged ears. Only a plain wedding band is acceptable. No other visible jewelry is permitted.
- For men: No jewelry except for plain wedding band. No gauged ears. No other visible jewelry is permitted.
- Facial hair must be neatly trimmed to a maximum length of ½ inch (as recommended by the Centers for Disease Control), and not be of a faddish or unusual appearance.
- Tattoos cannot be visible. White, long sleeved shirts or "sleeves" must be worn with polo shirt to cover the tattoos.
- A watch with a sweep second hand is mandatory at all times.
- Hair must be pulled back out of the face and off the neck and Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.

- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Only clear nail polish is acceptable – other colors/designs are not allowed. Artificial nails are not allowed.

Consequences for Violations of the VN Professional Image Policy

If a student is determined to be in violation of any specific item(s) of the dress code, the student will be issued a Notice of Deficiency and sent home for the remainder of the day. Additionally, the student will acquire an absence for that respective class day. The student will not have the option to return to class to avoid acquiring an absence. Please refer to the attendance policy for the remediation of absences.

STUDENT ACKNOWLEDGEMENT OF RISK

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at clinical facilities where they perform their clinical rotations.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University clinical instructor when unsure of what to do.
- Arranging for transportation to and from school, clinical facilities, and other designated locations for instruction in the VN program (Note: Some periods of clinical facility education may not match other clinical schedules for days of the week or hours of clinical education due to facility-driven scheduling). Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the VN program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.

Vocational Nurse students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my clinical rotations at various clinical facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all clinical facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a clinical facility nurse should I be unclear as to how to proceed with patient care or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my clinical rotations, including any infectious disease, illness, or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a Mental Health Unit/Ward/Facility.

PHYSICAL MEDICAL EXAM

Prior to any activities at clinical facilities, students must undergo a physical examination, PPD skin test (and/or chest X-ray if PPD is positive). These are paid for as part of the VN equipment and supplies cost and must be completed with that of the other students in the cohort (with the exception of a chest X-ray). A three-injection series Hepatitis B vaccination is also provided to all students and is strongly recommended but not required by Stanbridge University. Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records will be unexcused. Also, any student who fails to submit the required health records by the due date will receive a notice of deficiency from the nursing administration. If a student has documentation of previous Hepatitis B vaccination (as proven by titer or

documentation of administration of the vaccine series), he/she will not have to undergo a second vaccination. The MMR, Tdap and Varicella vaccinations are required.

BLS CERTIFICATION

Completion of a course in Basic Life Support for Healthcare Workers is required prior to clinical education in a clinical facility and is included in the Stanbridge University VN curriculum. Students absent from the BLS class must obtain certification at their own expense before attending a clinical facility. Only the American Heart Association Certification will be accepted.

MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray, (if PPD is positive), Hepatitis B series, physical and the American Heart Association BLS. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend clinical with expired health information. It is the responsibility of the student to bring documentation of new health records prior to their expiration; this includes, but is not limited to, PPD tests and the American Heart Association BLS. Student Services provides optional health center referrals upon request for any student needing to update their health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend clinical education without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence.

Health Record Expiration	Timeline
PPD skin test/TB test	1 year
AHA Basic Life Support	2 years
Chest X-ray	4 years

VN GRADUATION REQUIREMENTS

In addition to passing each course with a 75% or better grade, Vocational Nurse students must pass the Vocational Nurse Program exit examination with a minimum score of 92% predicted probability of passing the NCLEX-PN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

In order to graduate, students in the Vocational Nurse program must complete a minimum of four (4) hours of community service per term during terms 1 through 3, or a total of twelve (12) community service hours by the end of the program.

VN LICENSURE REQUIREMENTS

Vocational Nurses in California are licensed by the Board of Vocational Nursing and Psychiatric Technicians in accordance with the provisions of the Nurse Practice Act, California Code of Regulations, Division 25, Chapter 1, Vocational Nurses. Completion of the BVNPT-accredited Stanbridge University VN program satisfies the requirement for completion of a course in vocational nursing. Students must apply to the BVNPT for authorization to take the licensing examination after completion of their program. Note: Tuition paid to Stanbridge University does not include fees payable to the State of California or other entities (such as those for Live Scan services or photographs) related to application for state-mandated licensing examinations or the state licensing fees themselves.

LICENSURE FOR STUDENT WITH CONVICTIONS

By law, the Board of Vocational Nursing, and Psychiatric Technicians (BVNPT) must review the criminal record of all applicants for Vocational Nursing licenses. The Board only performs this review upon receipt of an application for licensure and cannot “pre-approve” or “pre-screen” a record to determine eligibility for licensure. Stanbridge University, likewise, cannot determine if a conviction will be a bar to receiving a license. Full disclosure is mandatory, and failure to disclose a conviction may be grounds for denial of your application.

Because determination of eligibility is made on a case-by-case basis, having a conviction on your record will not necessarily prevent the Board from granting a license. Likewise, if you have a conviction, you may not be granted a license even if you have completed all coursework and passed the licensing examination.

The Board’s brochure on “Disciplinary Overview, Convictions, Frequently Asked Questions” is reproduced here for your information. Additional questions may be directed to the BVNPT’s Enforcement Unit at (916) 263-7827.

Q. Do you have to report an arrest if you were not convicted?

A. No. You only need to report an arrest if you were convicted.

Q. Do you have to report traffic violations and/or automobile accidents?

A. Yes, if a traffic ticket was issued and you were fined over \$500.

Q. What happens if you can’t obtain certified court documents and police reports on convictions?

A. You must submit written proof from the court or police department specifying inability to locate the required documents. The Board verifies this and bases its decision on other substantial information (e.g., letters of recommendation, evidence of rehabilitation, etc.).

Q. Do you have to report non-payment of child support?

A. No. However, if your case is in the District Attorney’s (DA) Office for non-payment, the DA notifies the Department of Consumer Affairs Family Support Unit. If you are deemed eligible for licensure, your license is issued on a temporary basis for 150 days. If at the end of that time period, you have not established a payment agreement with the DA’s Office, your license is suspended.

Q. Do you have to report a conviction that was expunged (i.e., conviction was stricken or deleted from official records)?

A. Yes. Pursuant to Penal Code section 1203.4, you are required to report a conviction that was expunged. The law specifies that it does not relieve you from the obligation to disclose the conviction in response to any direct questions contained in any questionnaire or application for public office or for licensure by any state or local agency.

Q. What happens if you fail to disclose all or part of your convictions?

A. Failure to disclose all or part of your convictions may be grounds for denial or disciplinary action as you falsified information required on your application for licensure or renewal of licensure.

Q. Do you have to report misdemeanors, felonies and/or convictions which you pled nolo contendere?

A. Yes. Pursuant to Business and Professions Code, section 2878.6 (VN Practice Act) and section 4523 (PT Law), a plea or verdict of guilty or a conviction following a plea of nolo contendere is considered a conviction. Any conviction substantially related to the qualifications, functions and duties of a licensee can be grounds for denial or discipline of a license.

Q. Do you have to report convictions if you were under 18 years old and tried as an adult?

A. Yes. If you were under 18 years of age, but were tried and convicted as an adult, you are required to disclose the conviction.

Q. Do you have to report military convictions or dishonorable discharge?

A. Yes. Any offense or violation during your military career must be reported to the Board on the Record of Conviction form.

Q. How does the Board determine which violations are substantially related to the applicant's license?

A. Pursuant to Title 16, California Code of Regulations, section 2521 (VN Regulations) and section 2578 (PT Regulations), a crime or act shall be considered to be substantially related to the qualifications, functions, or duties of a LVN or PT if to a substantial degree it evidences present or potential unfitness to perform the functions authorized by the license in a manner consistent with the public health, safety, or welfare. Such crimes or acts shall include but not be limited to those involving the following issues:

- Procuring a license by fraud, misrepresentation, or mistake.
- A conviction of practicing medicine without a license.
- Violating or attempting to violate, directly or indirectly, or assisting in or abetting the violation of, or conspiring to violate any provision or term of the VN Practice Act or PT Law.
- Aiding or assisting, or agreeing to aid or assist any person or persons, whether a licensed physician or not, in the performance of or arranging for a violation of any of the provisions of the Medical Board of California Practice Act.
- Conviction of a crime involving fiscal dishonesty.
- Any crime or act involving the sale, gift, administration, or furnishing of "narcotics or dangerous drugs or dangerous devices" as defined in the Pharmacy Practice Act, Section 4022.

How does the Board determine satisfactory rehabilitation of an applicant for licensure or licensee?

Pursuant to Business and Professions Code sections 480 and 490, and Title 16 California Code of Regulations, sections 2522 and 2522.5 (VN Regulations) and sections 2579 and 2579.1 (PT Regulations), the Board utilizes the following general criteria to determine satisfactory rehabilitation:

- The nature and severity of the act(s) or crime(s) under consideration.
- Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration.
- The time that has elapsed since commission of the act(s) or crime(s) under consideration.
- The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed.
- Evidence, if any, of rehabilitation.

Q. What does the Board look for on the Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI) reports?

A. The Board reviews the RAP sheets (i.e., criminal record reports) to ensure that the conviction history matches what you provided on your Record of Conviction form and to determine if the violation is related to the qualifications of a licensee.

Q. How can you get a copy of your RAP sheet (i.e., criminal record report)?

A. You may request a copy of your RAP sheet from the Department of Justice (DOJ). DOJ requires you to complete a "Record Review Process" form, complete another fingerprint card and pay a fee for processing. To obtain more information on this process, you must contact DOJ directly.

Q. How long does a conviction stay on your RAP sheet?

A. The information contained on your RAP sheet is retained indefinitely. Therefore, you should always report all convictions. Failure to disclose all past convictions may result in disciplinary action.

Q. Why doesn't the Board delineate the criteria for denial of a license?

A. The Board looks at each application for licensure on a case-by-case basis. There are many factors which must be evaluated to determine a person's qualifications to practice.

Q. Why do you have to take and pass the examination before a decision is made on your conviction history?

A. The Board does not have any authority to deny your application for examination, only your application for licensure. Therefore, the Board can only make its official determination when you have successfully met all the requirements for initial licensure.

ADN GENERAL INFORMATION

ASSOCIATE OF SCIENCE IN NURSING (ADN)

Registered nurses (RN), regardless of specialty or work setting, treat and educate patients and the public about various medical conditions and provide advice and emotional support to patients' family members. RNs record patients' medical histories and symptoms, help perform diagnostic tests and analyze results, operate medical equipment, administer treatment and medications, and help with patient follow-up and rehabilitation.

RNs teach patients and their families how to manage their illnesses or injuries by explaining post-treatment home care needs; diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RNs may work to promote general health by educating the public on warning signs and symptoms of disease. RNs also run general health screening or immunization clinics, blood drives, and public seminars on various conditions.

When caring for patients, RNs establish a care plan or contribute to an existing plan. Plans may include numerous activities, such as administering medication, including careful checking of dosages and avoiding interactions; starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; administering therapies and treatments; observing the patient and recording those observations; and consulting with physicians and other healthcare clinicians. Some RNs provide direction to licensed vocational nurses and nursing aides regarding patient care.

Program Learning Outcomes

PLO1. Apply principles of health promotion, illness prevention and restorative or end of life care using ethical, legal and social principles to assist patients, families and the community across the lifespan to their optimum level of human flourishing.

PLO2. Identify and apply evidence-based concepts and theories related to caring, the development of holism in the mind, body and spirit and the nursing process to assist patients, families and the community to develop or live within an optimal range of human flourishing across the lifespan.

PLO3. Demonstrate critical thinking and nursing judgment in situations that require acute, chronic and complex care and teaching that utilizes knowledge of the sciences, current evidence and the nursing process.

PLO4. Recognize and practice personal professional development, including lifelong learning that leads to evidence-based nursing judgment for patients, families and communities across the lifespan.

PLO5. Apply the principles of quality and safety to patient and family care in all healthcare locations, including ethical decision making, patient advocacy and demonstration of integrity that are integral to the professional identity of the nurse.

PLO6. Describe and demonstrate the ability to use information technology for communication with the healthcare team, development of knowledge and prevention of errors in order to support nursing professional identity in clinical practice.

PLO7. Describe and demonstrate patient-centered care with communication practices (verbal, nonverbal, electronic) that develop relationships with the patient and family, acknowledge diversity and cultural competence and demonstrate the professional identity of the nurse.

ADN PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Nursing degree:

119.5 Quarter Credit Hours/\$670.46 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 24 - 25 months, including holidays and breaks.

Scholarship requirements: A minimum of a "C+" in the theory component and a Pass in the clinical component of each nursing course; a minimum of a "B" in all prerequisite science courses and a minimum of a "C" in the prerequisite English and Algebra courses and the co-requisite (i.e., general education) courses; a cumulative GPA of "C+" or above in the program; and a minimum score of 94% predicted probability in the ATI exit predictor on the first attempt at the end of NUR 1800. This test correlates with a high probability of passing NCLEX.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
SCI 1030 Human Anatomy	40	0	40	6		Yes
SCI 1050 General Microbiology	50	0	55	7.5		Yes
SCI 1040 Human Physiology	40	0	40	6		Yes
*ENG 1060 English Composition	45	0	0	4.5		Yes
MATH 1010 College Algebra I	40	0	0	4		Yes
NUR 1100 Fundamentals of Nursing I	50	64	26	8		No
NUR 1101 Medication Administration	0	0	13.5	1.5		No
*NUR 1060 Gerontology	24	0	0	2.5		No
NUR 1200 Fundamentals of Nursing II	25	45	0	4		No
NUR 1201 Psychiatric Mental Health Nursing	45	36	0	6.5		No
*PSY 1020 Developmental Psychology	45	0	0	4.5		Yes
NUR 1300 Medical-Surgical Nursing I	70	120	30	12		No
NUR 1400 Medical-Surgical Nursing II	70	89	16	10.5		No
NUR 1500 Maternal and Newborn Nursing	50	63	12	7.5		No
ENG 1050 Fundamentals of Speech Communication	45	0	0	4.5		Yes

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
NUR 1600 Family and Child Nursing	50	63	12	7.5		No
*SOC 1010 Introduction to Sociology	45	0	0	4.5		Yes
NUR 1700 Advanced Nursing I	50	74	16	8		No
NUR 1800 Advanced Nursing II	60	108	12	10		No
NUR 1900 NCLEX-RN Review and Exam	0	0	0	0		No
* Online Course						

Standard Occupational Classification (SOC):	29-1141
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Employment/Job Title:

Registered Nurses

ADN FACULTY

Julie Amenta	MSN-Ed, RN
Sherry Choquette	BSN, RN
Jeremy Christie	BSN, RN
Karyn Dickinson	MSN, RN
Tina Ghazarian‡	MSN, RN, FNP
Aneta Giz	BSN, RN
Gwen Hunt‡	BSN, RN
Kelli Jo Paul	MSN, RN
Dr. Jeny Joy‡	PhD, RN
Dr. Zoya Minasyan‡	PhD, RN, FNP
Bien Nguyen	MSN, RN
Karen Nguyen‡	MSN-Ed, RN
Lisa Runels	MSN, RN
Ali Tehrani	MSN, RN, CCRN
Jincy Thomas‡	BSN, RN
Brian Tran	BSN, RN
Katy Upadhyaya	MSN, RN
Minerva Valdenor	MSN, RN, CCRN
Dr. Lucy VanOtterloo	PhD, RNC, CNS
Diedre Yarak‡	MSN, RN

‡ Faculty are located at Los Angeles, Alhambra campus.

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics

Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

ADN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Associate of Science in Nursing degree program. Click [here](#) to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click [here](#) to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 250; Sentence Skills 234; Arithmetic 226; and Elementary Algebra 206. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

The university will also accept the TEAS VI admissions test scores from applicants, taken at outside institutions, for consideration of admission into the Associate of Science in Nursing in both Orange County and Los Angeles branch campuses:

- For the TEAS VI to be considered for admission into the program, the applicant must have achieved a TEAS score of 70% or higher composite (proficient level).
 - The TEAS VI must have been taken and passed within three years from the date of acceptance by the university.
3. Take the ATI Critical Thinking Assessment Entrance Exam and achieve a minimum score of 68% to be eligible for an interview and write a timed essay. If the minimum score is not achieved, applicants are required to wait 90 days before the next exam attempt.

Upon completion of steps 1 through 3, applicants may proceed to the following:

4. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.
5. Complete a background check.
6. Schedule and attend a meeting with a Financial Aid Officer.
7. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.
8. Interview with the Program Director or designee. Interviews are offered virtually through Zoom video conferencing meeting temporarily.
 - The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
 - The thirty (30) applicants who have met the minimum requirements for admission to the ADN program, and who have the highest number of combined points awarded according to the departmental rubric, 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 thirty (30) individuals qualified for admission to a given cohort, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.

9. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:
 - The course is equivalent to one required in the ADN program.
 - Required prerequisite science courses must have been completed within two (2) years of the date of enrollment. Prerequisite English and math courses must be completed prior to the date of enrollment. Nursing courses must have been completed within three (3) years of the date of enrollment.
 - The grade in a prerequisite course in science (Human Anatomy, Physiology, General Microbiology) is 3.0 or higher; in another prerequisite course (English Composition, College Algebra I) or general education course (Introduction to Sociology, Developmental Psychology, Speech Communication) is 2.0 or higher; or in an RN nursing course is 77% or higher.
 - An applicant may receive competency-based credit for an RN nursing course by passing a written examination on the theory objectives and a skills demonstration on the clinical objectives of the course. The Program Director will administer this process.
10. File all required documents with Admissions at least two (2) calendar weeks prior to the interview with the Program Director or designee and ensure all required proof of physical examination, immunizations, and valid CPR card issued by the American Heart Association is submitted to Admissions seven (7) days prior to the start of orientation.

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait three months before retaking the failed test(s). After the three month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above if he or she reapplies for admission to the program.

Applicants who are not admitted to the ADN program may reapply for admission by repeating steps 2-10.

Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

APPLICANTS WITH CRIMINAL CONVICTIONS

Background Check and Licensure

California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice. The California Board of Registered Nursing (BRN) requires that all convictions be reported, except for minor traffic violations, on applications for licensure. Both misdemeanor and felony convictions must be reported. This includes "driving under the influence." Convictions must be reported even if they have been expunged. All prior or current disciplinary action against a healthcare related license must be reported, whether it occurred in California or in another state or territory. The BRN reviews all prior convictions substantially related to the qualifications, functions, or duties of a registered nurse. Each application for licensure is evaluated on a case-by-case basis. See the California Board of Registered Nursing website at <http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc> for further information.

Background Check and Clinical Facilities

Some clinical facilities require background checks for all employees, volunteers, and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the ADN program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors which will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities may require submission of fingerprints as part of the background check.

ADN TRANSFER CREDIT POLICIES

Prior to enrollment, a student desiring entry into the Associate of Science in Nursing (ADN) program may receive transfer credit for courses in Anatomy, Physiology, and Microbiology for health pre-professionals or Biology majors taken previously at another institution as long as the student has achieved a minimum grade of 3.0 in these courses. The courses must include a laboratory component and have been taken in the last two (2) years.

Transfer credit will only be granted under the following conditions:

- The course is equivalent to one required in the ADN program.
- Required prerequisite science courses must have been completed within two (2) years of the date of enrollment. Prerequisite English and math courses must be completed prior to the date of enrollment. Nursing courses must have been completed within three (3) years of the date of enrollment.
- The grade in a prerequisite course in science (Human Anatomy, Physiology, General Microbiology) is "B" or higher; in another prerequisite course (English Composition, University Algebra I) or general education course (Introduction to Sociology, Developmental Psychology, Speech Communication) must be a "C" or higher; or in an RN nursing coursework a 77% must be maintained to pass each course.
- An applicant may receive competency-based credit for an ADN nursing course by passing a written examination on the theory objectives and a skills demonstration on the clinical objectives of the course. The Program Director or designee will administer this process.

Competency-based credit will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses.

Any student who wishes to challenge a nursing course (with an NUR prefix), Anatomy and Anatomy Lab, Physiology and Physiology Lab, or Microbiology and Microbiology Lab courses to earn academic credit by examination must successfully complete the culminating examination appropriate to the course. In the nursing theory or non-clinical courses, the terminal measures are often a final examination and/or term paper. In the case of the challenge examination, the student must receive a passing grade of 80% or higher to receive credit. In the nursing clinical laboratory classes, students must demonstrate competent clinical practice by way of a return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the demonstration with 100% skill and accuracy.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$50 for each written examination and a one-time, nonrefundable fee of \$100 for each demonstration of the mastery of clinical objectives.

Prior to enrollment, a student desiring entry into the VN 45-Unit Option may receive transfer credit for courses in Physiology and Microbiology designed for health pre-professionals or Biology majors taken previously at another institution as long as the student has achieved a GPA of 3.0 or greater in these courses. The courses must include a laboratory component.

AWARDING OF CREDIT FOR PREVIOUS EDUCATION OR COMPETENCY-BASED CREDIT, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Stanbridge University will conduct an evaluation of previous education and training for all veterans and will grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

Stanbridge University complies with California Board of Registered Nursing regulations SB 466 as follows:

1. The University Student Catalog shall include a section referring to Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience for all students, including those who have served or are serving in

the United States Armed Forces.

2. The University Associate of Science in Nursing webpage shall provide a link identified as "Transfer Credit for Military Experience" that directs to the policy.
3. A form outlining the procedures will be provided and kept as a record in the student's file.
4. The student's file will reflect the awarding of credit on the student transcript.

ADN GRADING POLICIES

GRADING

Regardless of the overall course grade, all assigned work must be completed in order to pass each nursing course. The theory and clinical components of each nursing course must be taken concurrently. In accordance with Associate Degree Nursing Program requirements, a student must pass both theory and clinical components of a course to be allowed to continue with the program. If a student fails either the theory or clinical component of a nursing course, he/she must repeat both components of the course and successfully complete these components before progressing in the program. Students must have a cumulative grade point average of "C+" or above in order to graduate.

Theory Grades

Students will be given a grade from "A+" to "F" based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course and in the prerequisite and co-requisite courses of the nursing program. Nursing students must earn a minimum grade of a "C+" in all prerequisite science courses and in the theory component of all nursing courses, and a grade of "C" in the prerequisite English and Algebra courses and the co-requisite (i.e., general education) courses in order to progress in the program.

Clinical Grades

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in the clinical component of each nursing course.

Clinical Performance Requirements

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. Make-up of clinical absences will be determined on an individual basis. Evaluation of clinical performance is obtained through the objectives on the Clinical Performance Evaluation Tool. The evaluation tool is completed at midterm and end of quarter.

Content Master Series (CMS) Examinations

In addition to passing each course with the minimum passing grade, students must pass the program exit examination on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

Grading Requirements: Online Courses

Online courses are delivered through Stanbridge University's Edverum platform, a learning management system, providing students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course.

Assignments or projects received for online course credit will be graded and the evaluation or response to the submission will be provided within 5 business days. Late submission of assignments, with a grade penalty for late submission, may be allowed by individual instructors as specified in the course syllabus. Students in the BSN (Degree Completion) program should review the BSN Program Catalog Supplement in the BSN Program section of this catalog for additional information regarding online submission of assignments.

Remediation of Online Courses

Remediation for unsatisfactory course performance is required in the event an online course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three remediation examinations or submit three assignments (if necessary). Exams may be taken or assignments submitted one per week during the remediation period. If an exam or assignment is not taken or submitted during one of the three weeks following the course, it is forfeited and may not be included as a remediation attempt. Note: BSN (Degree Completion) Program students may not remediate failed courses. Please see the BSN Program Catalog Supplement in the BSN Program section of this catalog.

Satisfactory Academic Progress Requirements: (ADN)

Attainment of satisfactory progress (attendance, credit earned, and GPA) will be monitored at the completion of each quarter. Students must achieve a "C+" or 77% or higher in the theory component and a Pass in the clinical component of each nursing course. In the prerequisite science courses, students must achieve a "C+" or 77% or higher. In the prerequisite English and algebra courses and the co-requisite (i.e., general education) courses a C must be maintained. Tutorial sessions may be mandatory for students at risk of not meeting course requirements. Students may also be referred to the Academic Success Coordinator in the Learning Resource Center for assistance with study skills and time management in order help the student make academic progress.

ADN ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

Associate Degree in Nursing (ADN): Theory and clinical coursework may occur any day of the week (Monday through Sunday). This may include weekends, mornings, afternoons, or some evening sessions.

Note: Alternate days or different shifts may be required for certain ADN clinical education due to clinical facility, community site availability, or student census restrictions. Clinicals are formatted in 8 or 12-hour shifts and include day and evening shifts.

THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom and clinical area is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of ADN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course in a 10-week quarter except in the theory component of the Mental Health course. Students may be absent no more than three (3) hours in the theory component of the Mental Health course. Documentation for an absence will not be collected, as there is no "excused absence." An absence will simply count towards the maximum allowable absence. Students must notify the instructor in advance of any absence. Failure to provide advanced notification will result in a Notice of Deficiency.

Students who accumulate greater than one (1) day of absence from each theory course in a 10-week quarter or more than three (3) hours in the theory component of the Mental Health course will be placed on attendance probation by the Dean of Students. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

Students must make-up the theory hours missed due to an absence before progressing to the next quarter. The theory instructor will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

Students are responsible for signing in the e-roster at the beginning of each theory course. Failure to sign in the e-roster will result in an absence. Having a proxy student sign in the e-roster will result in disciplinary action, up to and including dismissal.

Leaving Early and Tardiness (Theory)

It is required that students attend all classroom hours. This is a mandate from the Board of Registered Nursing, ACCSC, and financial aid resources. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives after the start of class or after a scheduled return from a break. Students must notify the instructor in advance when leaving early or arriving late at the start of class. Failure to provide advanced notification will result in a Notice of Deficiency.

Students must make-up theory hours missed due to leaving early or tardiness before progressing to the next quarter. Students who miss more than 5% of total class time for the course or have more than 2 occurrences of leaving early or tardiness will meet with the program director or designee for disciplinary action, up to and including dismissal. The theory instructor will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

Make-up of Course Examinations Due to Absence

If the absence occurs on an exam day, students must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per quarter, will be allowed. The alternate make-up exam will be administered after class on the next scheduled exam day. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 77%.

CLINICAL ATTENDANCE

Students are required to attend all clinical days. This is a mandate from the Board of Registered Nursing, ACCSC, and financial aid resources. Students **MUST** attend the first hospital orientation day and electronic charting in-service for each clinical facility. Failure to attend the first clinical day and/or mandatory computer training will result in dismissal from the program.

Students may be absent one (1) day from each clinical course in a 10-week quarter except in the quarter when the Mental Health course is offered. Students may not miss any clinical hours in the clinical component of the Mental Health course. Hospital rotations, skills labs, simulation labs, and any required community shifts are all counted as clinical hours. An absence on any of these scheduled days will be counted as the one (1) allowed absence. Students must make-up any clinical absence before progressing to the next quarter or they will be dismissed from the program. A missed clinical make-up will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program. The lead instructor or clinical manager will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

Students who are unable to attend clinical must do the following:

1. Call the clinical instructor at least one (1) hour prior to the scheduled clinical time. Failure to provide proper advanced notification may result in disciplinary action, up to and including being dropped from the course.
2. Give the clinical instructor a physician's release prior to returning to the clinical area if the absence was due to a contagious illness or injury. Boots, slings or other support devices are not allowed in the clinical area.
3. Arrange for make-up of missed clinical time/clinical objectives on the scheduled day or by arrangement with instructor.
4. Submit satisfactory make-up assignment in a timely manner to the clinical instructor.

Leaving Early and Tardiness (Clinical)

Students are required to attend all clinical hours. This is a mandate from the Board of Registered Nursing. Failure to complete a clinical shift or leaving a clinical session prior to being dismissed by the instructor is considered an absence and subject to the same policy as a clinical absence.

Tardiness results in unsafe patient care due to lack of or a curtailed shift report. Students are considered tardy when they arrive later than the designated start time at the designated location as defined by each clinical instructor. Failure to notify the instructor of tardiness will result in disciplinary action and/or the student may be sent home and incur an absence if deemed unsafe by the clinical instructor.

ADN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in an ADN program receives below a "C+" in any of the prerequisite science courses, below a C in any of the other prerequisite or co-requisite courses, or below a "C+" in the theory component or a Fail in the clinical component of a nursing course.
- The student in an ADN program accumulates greater than three (3) hours of absence in the theory component of the Mental Health course, or more than one (1) day of absence in the theory component of one (1) course in any quarter other than that in which the Mental Health course is offered.
- The student in an ADN program misses any clinical hours in the clinical component of the Mental Health course, or more than one (1) day of clinical absence in the clinical component of one (1) course in any quarter other than that in which the Mental Health course is offered.
- The student in an ADN program fails to attend the first clinical day and/or mandatory computer training.
- The student in an ADN program fails to make up all clinical absences before progressing to the next quarter.
- The student in an ADN program commits an unsafe nursing practice in the clinical facility.
- The student in an ADN program does not complete a minimum of twenty-eight (28) hours of community service by the end of the program.

ADN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under ADMISSION POLICIES, applicants to the Associate of Science in Nursing (ADN) program must provide the following prior to admission to the program:

ADN DRESS CODE

Students are expected to comply with the dress code as outlined below. Students who do not comply with the dress code will be requested to leave campus or the clinical facility. The student will be marked absent for the period and a Notice of Deficiency will be given.

- Student ID badge must be worn at all times above the waist.
- All students must be neat and well groomed. Students will bathe daily and use deodorant. The student should have no offensive body odor or cigarette smell. Appropriate top and bottom undergarments are required.
- Clothing must fit properly and not tight-fitting.
- On campus uniform includes red polo shirt with the Stanbridge polo, plain white under shirt or white “sleeves” to cover tattoos, plain black scrub pants (no print, no colorful embroideries or borders, no jogger scrub pants), white socks or neutral nylons, and white or black shoes.
 - Shoes must be closed-toed, closed-heeled and low-heeled. Shoes must be without print except for the shoe logo.
 - White shoes must be clean.
 - Only white or black shoelaces are allowed.
- In clinical, blue scrubs with Stanbridge logo must be neat and pressed.
 - Pregnant students must adopt a similar maternity scrub uniform.
 - Only clean white, closed-toed, closed-heeled and low-heeled shoes with non-skid soles and white vinyl or leather top is acceptable. Shoe logo and shoelaces, if present, must be white.
 - Only white socks or neutral nylons may be worn in clinical.
 - Stethoscope, penlight, bandage scissors, watch with second hand, calculator, black pen, paper pad are part of the clinical uniform. A “fanny pack” or “apron” may be worn over the uniform to increase the number of pockets.
- Sweaters on campus and in clinical must be solid color (only black, grey, blue, or white) without print except for Stanbridge logo.
 - Sweaters in clinical may not have a hood.
- No hats or scarves are permitted.
- Hair must be pulled back out of the face and off the shoulders.
 - Hair in a ponytail is acceptable on campus but must be pulled out of the face.
 - Hair must be pulled back out of the face and in a bun in clinical or when in scrubs for Skills Lab or Simulation Lab.
 - Hair color must be of a natural color. Faddish or unnatural colors or styles are not permitted.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment as recommended by the Centers for Disease Control. Facial hair must not be of a faddish or unusual appearance.
- Gum is not allowed.
- Makeup must be suitable. Perfume, cologne or after-shave is not permitted.
- New tattoos and piercings are discouraged while in school due to increased risk of infection and the ability to comply with clinical site policy.
 - Tattoos cannot be visible. Plain white long-sleeved shirts or “sleeves” must be worn to cover the tattoos.
 - Except for pierced ears, body piercings with jewelry (brow, nose, tongue, and/or lip) are not allowed.
- Jewelry must be kept to a minimum for safety and to be consistent with professional appearance. Jewelry may include only a watch, wedding ring, engagement ring, and small-post earrings if ears are pierced (only one pair of post earrings).
- Nails must be clean, short and neatly trimmed. Only clear nail polish is permitted. Artificial nails and nail wraps or extenders are not permitted.

PHYSICAL EXAM

Proof of Health Exam signed by a medical provider (MD, NP, or PA) with no restrictions. Students are required to carry health insurance and may be asked to provide a copy to the nursing department along with their immunization.

Immunizations

MMR: Students must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated.

Students who have had measles-mumps-rubella do not need to be immunized, but will need to submit proof of immunity.

Varicella: The student must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated.

Students who have had chickenpox do not need to be immunized, but need to submit proof of having the disease.

TDaP: Students must submit proof of immunization within the last 5 years.

Hepatitis B: Students must submit proof of a 3-shot series of immunization (or proof the series has been started). If the student wishes to decline the Hepatitis B vaccine series, he or she must sign a declination form provided by Stanbridge University.

The student may also present a titer if previously immunized for Hepatitis B.

PPD: Students must submit proof of a PPD skin test within one year. If the student has a previous positive PPD or BCG vaccine, the student will have to submit results from a current chest X-ray. Students must initially provide a two-step TB test unless they can provide proof of previous annual testing. A regular one-step TB test must be updated annually.

Influenza Vaccine or Declination: Students must submit proof of influenza vaccine. If the student wishes to decline the influenza vaccine series, he or she must sign a declination form provided by Stanbridge University. Students should be aware that declining the influenza vaccine may result in inability to attend clinical education at some facilities and may lead to delay of graduation.

BLS/CPR CARD

A BLS/CPR card must be obtained from the American Heart Association. Students are responsible for maintaining the currency of their BLS/CPR card during the entire duration of the program. Students without a current CPR card will be removed from the clinical rotation until the CPR card is renewed. Make up of missed clinical time will be required as outlined in the Attendance Policies.

ADN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, ADN and LVN-to-ADN Nursing students must achieve a cumulative GPA of "C+" or above in the program and pass the nursing program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the ADN and LVN-to-ADN program must complete a minimum of four (4) hours of community service per term during terms 1 through 7, or a total of twenty-eight (28) community service hours by the end of the program.

VN TO RN 45 UNIT OPTION

41 units (total time to complete the program may vary based on school holidays and breaks and averages 10 months)

Employment Job Title:	Registered Nurse
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Licensed Vocational Nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the "30- Unit Option" method to satisfy the requirements for licensure as a Registered Nurse must consult the Director of Nursing (RN Programs) for an individual program consultation to discuss the advantages and disadvantages of this option prior to enrollment. Students who satisfactorily complete all required courses and pass the program exit examination at the required level will be awarded Diploma, and a notice will be sent to the Board of Registered Nursing of satisfactory completion (for licensing exam authorization).

Course Number and Title	Theory	Lab	Clinical	Total Units
	Units	Units	Units	
SCI 1040 Human Physiology	5	1	0	6
SCI 1050 General Microbiology	6	1.5	0	7.5
NUR 1302V-Transitions in Nursing	3	0	0	3
NUR 1201 Psychiatric Mental Health Nursing	4.5	0	2	6.5
NUR 1700 Advanced Nursing I	5	0	3	8
NUR 1800 Advanced Nursing II	6	0	4	10
Program Total				41

GRADUATION REQUIREMENTS FOR VN 45 UNIT OPTION STUDENTS

In addition to passing each course with a minimum passing grade, VN 45 Unit Option students must achieve a cumulative GPA of "C+" or above in the program and pass the nursing program exit examination with a minimum score of 90% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination. In order to graduate, VN 45 Unit Option students must complete a minimum of 4 hours of community service per term during terms 1 through 7, or a total of 28 community service hours by the end of the program.

ADN LICENSURE REQUIREMENTS

Graduates with an Associate of Science in Nursing degree from a BRN-accredited nursing program may apply to the Board of Registered Nursing for permission to take the examination required for licensure, the National Council Licensure Examination for Registered Nurses (NCLEX-RN)®

After passing this examination and receiving a license from the BRN, the student will be eligible to obtain employment as a licensed Registered Nurse.

ASVT GENERAL INFORMATION

ASSOCIATE OF SCIENCE IN VETERINARY TECHNOLOGY PROGRAM (ASVT)

The Associate of Science in Veterinary Technology program prepares graduates to enter the field as professional veterinary team member. Upon passing the Veterinary Technician National Exam and State licensing requirements, which includes a background check, graduates may seek employment as veterinary technicians. Veterinary technicians support veterinarians in a variety of duties under either immediate, direct, or indirect supervision, and include observing the behavior and condition of animals; monitoring and reporting their clinical symptoms; maintaining controlled drug inventory and related log books; administering anesthesia, preparing the patient and assisting in surgery and recovery, performing dental cleaning, dental x-ray and extractions, collecting samples for laboratory diagnostic testing on blood, urine, and feces; administering first aid, such as emergency resuscitation or other life-saving procedures, placing splints and bandages; treating wounds and burns, preparing and administering medications, vaccines, or treatments; filling prescriptions and taking and developing diagnostic radiographs.

Program Learning Outcomes

PLO1. Students demonstrate critical thinking skills by constructing evidence-based solutions in their field of study.

PLO2. Students demonstrate effective written communication skills in addressing topics in their field of study.

PLO3. Students demonstrate effective verbal and non-verbal communication skills in discussion of topics in their field of study.

PLO4. Students demonstrate information literacy skills by utilizing appropriate resources in their field of study.

PLO5. Students demonstrate quantitative reasoning skills by utilizing numerical evidence to make clinical decisions in their field of study.

PLO6. Students demonstrate effective customer service to all stakeholders in support of the business needs of an organization.

PLO7. Students demonstrate social responsibility in addressing the needs of underserved communities.

ASVT PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Veterinary Technology degree.

112.5 Quarter Credit Hours/\$328.10 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23 - 24 months, including holidays and breaks.

Scholarship requirements: A 2.0 GPA must be achieved for each course in the program and thus a cumulative GPA of 2.0 must be achieved in order to graduate from the program.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
VET 1001 Veterinary Medical Terminology	28		0	2	0	No
VET 1020 Veterinary Business Management and Ethics	28		0	2	0	No
VET 1100 Small Animal Handling and Husbandry	35		42	4.5	0	No
VET 1111 Anatomy	42		42	5	0	Yes
VET 1112 Physiology	28		0	2	0	Yes
VET 1200 Veterinary Clinical Nursing	28		42	4	0	No
VET 1205 Veterinary Immunology	21		0	1.5	0	No
VET 1211 Veterinary Microbiology	21		28	2.5	0	No
VET 1215 Dentistry I	28		0	2	0	No
VET 1218 Dentistry II	28		28	3.5	0	No
VET 1300 Veterinary Lab Diagnostics †	42		42	5	0	No
VET 1311 Diagnostic Imaging †	42		49	5.5	0	No
VET 1322 Small Animal Medicine I	28		0	2	0	No
VET 1325 Small Animal Medicine II	28		0	2	0	No
VET 1331 Pharmacology I	42		0	3	0	No
VET 1332 Veterinary Pharmacology II	42		0	3	0	No
VET 2000 Internship I	0		0	1.5	52	No

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
VET 2102 Large Animal and Equine Procedures and Public Health †	39		39	4.5	0	No
VET 2103 Program Review and Exam	10		0	0.5	0	No
VET 2111 Veterinary Parasitology	35		35	4	0	No
VET 2130 Veterinary Anesthesia & Analgesia	42		49	5.5	0	No
VET 2201 Emergency and Critical Care Nursing†	42		42	5	0	No
VET 2210 Veterinary Surgical Nursing	42		56	5.5	0	No
VET 2221 Laboratory and Exotic Animal Medicine †	28		21	3	0	No
VET 2300 Veterinary Technician Internship II	28		0	11	280	No
BIO 1010 Biology	42		0	4	0	Yes
CHM 1010 Chemistry	42		0	4	0	Yes
COM 1047 Public Speaking	35		0	3.5	0	Yes
ENG 1015 College Writing I	35		0	3.5	0	Yes
MATH 1014 College Algebra I	42		0	4	0	Yes
PSY 1001 Introduction to Interpersonal Relationships	35	0	0	3.5	0	No

† This course is designated as having non-repeated essential skills.

Standard Occupational Classification (SOC):	29-2056
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Employment/Job Title:

Veterinary Technicians

ASVT FACULTY

Dr. Britany Aguilar	DVM
Dr. Silvia Colladay	DVM
Emma Cusack	RVT
Jana Erven	RVT
Maribel Fort	RVT
Claribel Gimeno	RVT
Kristin Ilardi	RVT
Fove Juarez-Hardy	RVT
Dr. Lawrence Kosmin	DVM
Dr. Elana Maibor	DVM
Amanda Rofe	RVT

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

ASVT ADMISSION POLICIES

Veterinary Technology program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

In addition to meeting the minimum scores on the *Accuplacer* tests, each applicant must complete a questionnaire and an essay, and have an interview with the Program Director or designee. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's questionnaire, essay, and responses in the interview according to a departmental rubric.

The interviewer will award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire, essay, and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

The applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, essay, interview and examination scores or grade point average, 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 45 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.

Applicants to the veterinary technology program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

Applicants with Criminal Convictions

Individuals with a criminal history may not be able to obtain licensure from the California Veterinary Medical Board. Licensure is required to work in this field. Without a license, you will not be able to obtain a job as a Veterinary Technician.

The university does not determine whether persons with a criminal history are eligible for licensure. California state law requires a criminal background check be conducted on anyone applying for licensure as a registered veterinary technician. Determination of eligibility is made on a case-by-case basis by The California Veterinary Medical Board. The Board determines licensure eligibility at the time you apply for licensure, following a required criminal background check. State law requires that the background check be conducted on anyone applying for licensure as a registered veterinary technician.

Individuals with a criminal history may be considered for admission to the Veterinary Technician Program on a case-by-case basis.

Stanbridge University will consider the nature and the severity of the acts or crime, the time that has elapsed since the commission of the act/crimes, the extent to which the applicant has complied with any terms or conditions of the probation imposed, and any other relevant evidence of rehabilitation.

Admission to the Veterinary Technician Program is NOT a guarantee that the California Veterinary Medical Board will determine that an individual is qualified for licensure.

Internship facilities may require release of background check data and criminal convictions may affect the ability of the Veterinary Technology program to place the student in an internship and, thus, may delay the student's graduation date or affect the student's ability to complete the program.

The following is an excerpt from the Veterinary Medical Board RVT application instructions document and is provided for clarification:

Section 144(b) of the Business and Professions Code authorizes the Veterinary Medical Board (Board) to collect fingerprints for background checks of applicants for registration. Fingerprints must be submitted electronically via Live Scan pursuant to Penal Code Section 11077.1. Fingerprinting is required to take the RVT Examination; the results from Live Scan must be received by the Board prior to examination.

Criminal Offender Record Information (CORI) is information identified through fingerprint submission to the California Department of Justice (DOJ). CORI information includes criminal history information maintained by California local law enforcement, the DOJ, the Federal Bureau of Investigation (FBI) and other state law enforcement. CORI information is confidential and used solely for the purpose of determining whether an applicant has criminal history that would be grounds for denial of an application, or suspension or revocation of a registration pursuant to Section 475 - 499 of the Business and Professions Code.

Candidates must disclose on the application whether or not there has been any disciplinary action taken against any registration, license, or certificate as a veterinary technician or any veterinary related license including revocation, suspension, probation, voluntary surrender, or any other proceeding in any state, territory or province. A separate letter explaining the action is required.

Candidates who have been convicted of, or pled no contest to, any violation of any law of the United States, any state or local jurisdiction, or any foreign country, must attach a letter of explanation that includes the type of violation, the date, circumstances and location, and the complete penalty received. Also include certified copies of arrest records and court documents. You must include all misdemeanor and felony convictions, regardless of the age of the conviction, including those which have been set aside and/or dismissed under Penal Code Section 1000, 1203.4 or 1210.1. (Traffic violations involving driving under the influence, injury to persons or providing false information must be reported).

For more information regarding Live Scan, please refer to the "Fingerprinting Requirements" information in this package, or the Board's web site (www.vmb.ca.gov/applicants/examinations.shtml). Your fingerprints must be processed at a Live Scan facility, and service must include both the DOJ and the FBI. Fingerprint processing fees are paid directly to the Live Scan facility.

ASVT TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded for ASVT program animal science courses:

- Animal Anatomy (VET1111) and Animal Physiology (VET1112) if the course:
 - was taken within two (2) years of enrollment;
 - was completed with a B (or better);
 - is equivalent in didactic/lab learning and hour components; and
 - meets the university's transfer credit requirements.

Transfer credit may be awarded credit for General Education (GE) courses:

- Biology (BIO1010), Chemistry (CHM1010), Public Speaking (COM1047), College Writing I (ENG1015), and College Algebra I (MATH1014) if the course:
 - was completed with a C (or better);
 - is equivalent in didactic/lab learning and hour components; and
 - meets the university's transfer credit requirements.

All other transfer credit policies of the university apply.

ASVT GRADING POLICIES

Grading

Veterinary Technology students must attain a cumulative grade point average of C (75%) in each course, including general education courses, to graduate excluding the program exit exams for which the requirements are listed under graduation requirements. If a course grade is below 75%, the course must be remediated. Students may not remediate more than three (3) courses in a program. If the student fails a fourth (4th) course, the student will be dismissed. End-of-term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

Essential Skills Policies

Students will receive a copy of the essential skills book in booklet form for their own reference. All successfully completed skills will be signed off by the course instructor and documented in each cohort's essential skills binder which is maintained in the ASVT office. All essential skills required for graduation must be completed with a "pass" score by the end of VET 2103.

Remediation Policy

Remediation actions for unsatisfactory academic progress in a theory course are required for a student to continue in the program. If a student fails a course with a final grade below 75%, the student will be expected to remediate the course failure by taking an alternate cumulative examination on the material covered in the original course. The student will be considered to have successfully remediated the course if he/she achieves a passing score of 75% or higher on the alternate examination. Students will not be allowed to take a course remediation exam until all assignments for the course have been turned in and the student is cleared by the instructor.

Students may attempt the alternate theory remediation examination three (3) times. Regardless of the score achieved on the alternate examination and completed homework assignments, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed prior to the start of the next term. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course, and the student will be dismissed from the program.

Failure of a laboratory or clinical course cannot be remediated and will result in dismissal from the program.

ASVT ATTENDANCE POLICIES

Theory Class Hours and Attendance

Students must refer to their schedule for the actual class dates.

Veterinary Technology Program: Four or five days per week (depending on term) Monday through Friday from 8:00 A.M. PST and concluding on or before 4:30 P.M. PST. Internship hours total 280 hours over 13 weeks with the hours determined by the facility or practice attended. An on-campus review of 40 hours distributed over 13 weeks is also required.

Note: Alternate days or different shifts may be required for certain Veterinary Technician facility labs and Internship.

Absence and Tardiness

The maximum number of allowable missed theory class sessions in a single term is nine (9) *with the exception of VET2300 Internship where only one (1) on campus review session can be missed*. Students will be marked absent if they miss more than 50% of a class session at the beginning, during or towards the end of a session. Students not remediating theory class sessions prior to the start of the new term or exceeding the limit of missed class sessions will be dismissed from the program.

Absences and tardies for theory class sessions will be remediated by completion of an assignment associated with the objectives for the missed class sessions/tardy at the discretion of the course instructor.

Remediation assignments are due no later than the 7th day after the missed session. When a student misses a class session, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework.

LAB AND CLINICAL ATTENDANCE

It is the student's responsibility to attend all clinical training sessions, both on and off campus in order to complete AVMA-required skills necessary for graduation.

One (1) lab/clinical absence is allowed per term. Exceptions occur with all designated lab courses where a student's absence on specific essential skills lab days are prohibited which are noted in the syllabi and the Program Overview course table. Students missing more than the allowed lab or clinical sessions per term are subject to dismissal from the program

Laboratory or clinical absences will be remediated by completion of an assignment associated with the objectives for the missed session at the discretion of the course instructor.

Absences during VET 2300 Veterinary Internship and VET 2000 Veterinary Preceptorship must be remediated on an hour-for-hour basis with the clinical site prior to the end of the term.

MAKEUP OF COURSE QUIZZES OR EXAMINATIONS DUE TO ABSENCE

Any examination(s) missed due to absence from a theory class must be made up within 1 week from the date the examination was given or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup quiz or examination in a theory class will be 75%.

STUDENT RESPONSIBILITIES AT CLINICAL FACILITIES

Students are responsible for the following while at clinical facilities (this includes facilities visited during VET 1100C, VET 1200C, VET 1300L, VET 2000, VET 2102C, VET 2221L, and VET 2300 or any other ASVT course):

- Protecting, first and foremost, the health and safety of patients at clinical facilities.
- Honoring the preservation of client/patient privacy by scrupulously observing confidentiality of client/patient information. Violation of client/patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University instructor or clinical site when unsure of what to do.
- Arranging for transportation to and from school, clinical facilities, and other designated locations for instruction in the ASVT program. Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the ASVT Program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities.
- Notifying the externship and preceptorship site and their instructor of any absences from a clinical facility. Failure to notify the site and their instructor will result in disciplinary action up to and including dismissal from the program.

ASVT DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in a Veterinary Technology program commits an unsafe practice in the clinical facility.
- The student in a Veterinary Technology program that does not remediate each absence prior to the start of the new term.
- The student in a Veterinary Technology program accumulates greater than nine (9) missed theory course sessions per term and fails to provide sufficient documentation for the absences.
- The student in a Veterinary Technology program accumulates more than one absence in any laboratory or clinical course per term.
- The student does not remediate a failed course in 3 attempts within 21 days or before the start of the next term, whichever is shorter. The student must take one attempt per week or the attempt is forfeited.
- The student in a Veterinary Technology program fails a laboratory or clinical course.
- The student in a Veterinary Technology program does not pass the Program Exit Exam with a minimum required score of 750.
- The student in a Veterinary Technology program does not remediate a failed term exam after 3 attempts or before the start of the next term or program exit exam after 2 attempts.
- The student in a Veterinary Technology program does not complete a minimum of four (4) hours of community service by the end of the each term.

ASVT ADDITIONAL POLICIES

SERVICE AND VOLUNTEER REQUIREMENTS

In order to graduate, students in the Veterinary Technology program must complete a minimum of four (4) hours of community service per term during terms 1 through 5.

ASVT DRESS CODE

- The Student ID must be worn at chest level and be conspicuous at all times.
- Scrubs provided by the university must be worn unless otherwise indicated.
- Scrubs must be clean and unwrinkled.
- Shirts worn underneath the scrub uniform top may be short sleeve or long sleeve but must be black if visible. No other undergarments may be visible.
- During visits to large animal facilities, short or long sleeve coveralls may be worn.

Shoes and Stockings

- Shoes must have a rubber/non-conductive sole and completely cover the foot, including the heel and toes.
- Shoes must be clean at all times.
- During visits to large animal facilities, closed toed, sturdy boots that can be fully disinfected are required.

Jewelry, Hair, and Nails

- The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on other visible parts of the body are not allowed.
- For men: Facial hair must be neatly trimmed and permit proper fit of personal protective equipment.
- Rings may be worn, but may need to be removed during surgery rotation.
- A watch with a second hand is mandatory at all times.
- Hair must be pulled back out of the face and off the shoulders during labs. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Nails must be trimmed and kept clean at all times. Only clear nail polish is acceptable -other colors/designs are not allowed. Artificial nails are not allowed during surgical rotations.

Tattoos

- Tattoos and piercings are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Tattoos cannot be visible. Black, long sleeved shirts or "sleeves" must be worn with scrubs to cover any tattoos.

(Note: Clinical facilities may have uniform regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the clinical facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency and repeated violations may result in disciplinary measures up to and including dismissal from the program.

Student Liability Insurance

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education.

Students are required to provide their own health insurance. The student should carry a copy with him/her to the clinical facility as the student may be requested to provide it to the facility for its records.

Student Acknowledgement of Risk

Veterinary Technology students will be required to sign, as a condition of their presence in clinical facilities, the following acknowledgement:

I understand that due to my attendance at various veterinary clinical facilities, I will be exposed to potentially dangerous animals as well as potentially infectious materials and diseases. I agree to follow all clinical facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school.

I hereby confirm that I will seek the direction of my instructor or a facility supervisor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners, and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my attendance at clinical facilities.

Immunizations

All students enrolled in the veterinary technology program are required to have proof of tetanus toxoid immunization and pre-exposure rabies immunization and/or proof of a protective titer (where appropriate). Within 30 days of enrollment, students must provide proof of rabies vaccination or a protective titer against rabies and proof of tetanus toxoid immunization within 5 years prior to enrollment. Students unable to provide proof of vaccinations or protective titers will be expected to participate in a vaccination program coordinated by the university which is included in the cost of the program.

Immunity to tetanus and rabies must be documented by either:

Written documentation providing evidence of current immunization for each organism.

Laboratory results verifying immunity.

Rabies: Rabies is a preventable viral disease of mammals most often transmitted through the bite of a rabid animal. Rabies virus infects the central nervous system, causing encephalopathy and ultimately death. Pre-exposure rabies vaccination is recommended for persons in high-risk groups, such as veterinarians, veterinary technicians, animal handlers, and laboratory workers. Prophylaxis is given for several reasons; although pre-exposure vaccination does not eliminate the need for additional medical attention after a possible rabies exposure, it simplifies therapy by eliminating the need for human rabies immune globulin (HRIG) and decreasing the number of vaccine doses needed, and it minimizes adverse reactions to multiple doses of vaccine. Second, it may enhance immunity in persons whose post-exposure therapy might be delayed. Finally, it may provide protection to persons with an apparent exposure to rabies.

Tetanus: Tetanus is an acute, often fatal, disease caused by an exotoxin produced by *Clostridium tetani*. It is characterized by generalized rigidity and convulsive spasms of skeletal muscles. The muscle stiffness usually involves the jaw (lockjaw) and neck and then becomes generalized. Seizures and death may occur. *C. tetani* is a bacterial organism widely distributed in soil and in the intestine and feces of horses, sheep, cattle, dogs, cats, rats, guinea pigs, and chickens. The organism usually enters the body through an open wound. Persons who received childhood tetanus toxoid vaccines (DTP) typically only receive booster vaccines every 10 years.

Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records will be unexcused. Also, any student who fails to submit the required health records by the due date will receive a Notice of Deficiency and will

not be allowed to participate in activities involving live animals.

Personal Pet Policy

It is the policy of the ASVT program that no animals of any type be brought or allowed on campus property without prior permission from the course instructor or program director. The veterinary technology program may, at times, invite certain people to bring certain animals to campus for participation in teaching laboratories. However, veterinary technology students, like any other student on campus, cannot make the decision to bring their personal pet(s) to campus without specific, prior invitation and/or permission from a veterinary technology program faculty member. In addition, it is inappropriate for animals to be maintained in your personal vehicle during any classroom or laboratory session. If a student is found to have an animal in their vehicle during class hours, the student will be asked to leave and return without the animal. The student will be issued a Notice of Deficiency and may be subject to dismissal from the program.

ASVT GRADUATION REQUIREMENTS

All essential skills required for graduation must be completed with a "pass" score by the end of VET 2103.

A minimum grade of 800 on the Program Exit HESI Exam is required for graduation.

In order to graduate, students in the Veterinary Technology program must complete a minimum of four hours of community service per term during terms 1 through 5.

ASVT LICENSURE REQUIREMENTS

As of March 1 2014, upon graduation from the Associate of Science in Veterinary Technology (ASVT) program, students must pass the Veterinary Technician National Examination (VTNE) and apply to the California Veterinary Medical Board to receive a California veterinary technician license and thus become eligible for employment as a Registered Veterinary Technician (RVT). The VTNE is given three times per year and is administered by the American Association of Veterinary State Boards (AAVSB).

OTA GENERAL INFORMATION

ASSOCIATE OF OCCUPATIONAL SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

Certified/Licensed occupational therapy assistants may seek employment as members of the rehabilitation team under the supervision of a registered occupational therapist in hospitals, skilled nursing facilities, out-patient facilities, schools, mental health facilities, and community-based programs and as an Activity Director (independent of supervision by a registered occupational therapist) in adult day care programs, assisted living facilities, and skilled nursing facilities.

Program Learning Outcomes

PLO1. Produce graduates who are competent critical thinkers with effective clinical, quantitative reasoning, oral and written communication, and information literacy skills.

PLO2. Produce graduates who demonstrate awareness of the diverse and changing nature of the patient populations served by occupational therapy personnel.

PLO3. Graduate students with demonstrated academic and entry level clinical proficiency in occupational therapy knowledge, intervention techniques, and skills applications.

PLO4. Provide an effective educational program leading to passage of the National Certification Examination administered by the NBCOT.

PLO5. Provide an effective educational program leading to entry-level employment opportunities within the occupational therapy profession.

PLO6. Graduate service-oriented professionals with the desire to seek out opportunities to serve society and the profession.

OTA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Occupational Science in Occupational Therapy Assistant degree:

112 Quarter Credit Hours/\$517.68 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 22 - 23 months for full time and 29 - 30 months for part-time, including holidays and breaks.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

All academic policies and procedures in this catalog for the Associate of Occupational Science in Occupational Therapy Assistant program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
OTA 1000 OTA Foundations	45	0	0	4.5		Yes
OTA 1001 Terminology	45	0	0	4.5		Yes
OTA 1002 Occupational Life-Span Development	45	0	0	4.5		Yes
OTA 1003 Disease Conditions	42	0	0	4		Yes
OTA 1004 Mental Health Basics	45	0	0	4.5		Yes
OTA 1005 Kinesiology	45	0	0	4.5		Yes
OTA 1005L Kinesiology Lab	0	0	30	1.5		Yes
OTA 1006 Fundamentals of OTA Practice	42	0	0	4		No
OTA 1007 Physical Dysfunction I	42	0	0	4		Yes
OTA 1008 Physical Dysfunction II	42	0	0	4		Yes
OTA 1009 Pediatric OT	42	0	0	4		Yes
OTA 1010 Psychosocial Dysfunction	42	0	0	4		Yes
OTA 2001 OTA Lab I	0	0	56	3.5		No
OTA 2002 OTA Lab II	0	0	56	3.5		No
OTA 2003 OTA Lab III	0	0	56	3.5		No
OTA 2010 First Level I Fieldwork	0	40	0	1		No
OTA 2020 Second Level I Fieldwork	0	40	0	1		No

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
OTA 2030 First Level II Fieldwork	0	320	0	10.5		No
OTA 2040 Second Level II Fieldwork	0	320	0	10.5		No
OTA 2050 Competencies	16	0	16	2		No
OTA 2060 End of Program Review	56	0	0	4.5		No
OTA 1011 Documentation	48	0	0	4.5		Yes
ENG 1030 Effective Professional English	35	0	0	3.5		Yes
HUM 1030 The Socio-Cultural Experience	35	0	0	3.5		Yes
CIS 1006 Computer Applications	35	0	0	3.5		No
SCI 1021 Anatomy and Physiology	60	0	0	6		Yes
SCI 1021L Anatomy and Physiology Lab	0	0	60	3		Yes

Standard Occupational Classification (SOC):	31-2011
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Employment/Job Title:

Occupational Therapy Assistants

OTA FACULTY

Erika Agustin	BA , COTA/L
Samantha Bajema ‡	MS, OTR/L
Eric Chung ‡	MA, OTR/L
Karen Donnelly	BS, COTA/L
Karina Fakheri ‡	MOT, OTR/L
Cheryl Freels	BS, OT/L
Frances Gee	MS, OTR/L
Royya Guevarra	AA, COTA/L
Jenna Hiebert	BS, COTA/L
Dr. Candice Huang	OTD
Tina Huang	MS, OTR/L
Dana Lane‡	BA, COTA/L
Jane Liu ‡	MA, OTR/L
Jordan Major ‡	MOT, OTR/L
Maisoon Mangrio	Bachelors
Myrha Mariano	Bachelors
Nancy Olsen	MA, OTR/L
Michelle Pak ‡	Masters
Satch Purcell	MOT, OTR/L
Batstone Raja ‡	Masters
Adam Sanchez	Bachelors
Cris Scionti	Masters
Ashely Short	Masters
Yorda Vasquez ‡	Masters
Dr. Bill Wong ‡	OTD, OTR/L
Lacy Wright ‡	MS, OTR/L

‡ Faculty are located at Los Angeles, Alhambra campus.

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science

Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

OTA ADMISSION POLICIES

Occupational Therapy Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a questionnaire and have an interview with a designated member of the OTA faculty. The interviewer will use a candidate interview form for the interview and will award points for the applicant's responses on the questionnaire and in the interview according to a departmental rubric.

The interviewer will also award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

The 35 applicants who have met the minimum admission policies for an associate degree program and, who have the highest number of combined points awarded for the questionnaire, interview, and examination scores or grade point average, 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. If there are more than 35 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.

APPLICANTS WITH CRIMINAL CONVICTIONS

Applicants to the OTA program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

Many clinical facilities will not permit OTA applicants (or employees/volunteers) in the facility with certain felony or misdemeanor convictions as part of an overall employment policy. Stanbridge University cannot admit OTA applicants who cannot attain the mandated requirement of 640 level 2 fieldwork hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether felony or misdemeanor, will result in denial of admission. These types of convictions include certain drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board For The Certification Of Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA). In addition, all States require licensure to practice; however, State licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain State licensure. The NBCOT describes the nature of the character questions asked on the exam candidate applications in the Exam Handbook under the section titled, *Character Review*. Please see the following link:

https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx?la=en

For more information regarding this and other certification questions, or to obtain a Character Review prior to starting your program, please contact the NBCOT:

NBCOT

One Bank Street, Suite 300, Gaithersburg, MD 20878

Phone: (301) 990-7979. Email: professional.conduct@nbcot.org

Individual State regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about licensing questions or restrictions.

OTA TRANSFER CREDIT POLICIES

For information regarding OTA transfer credit refer to the institutional [Transfer Credit Policy](#).

OTA GRADING POLICIES

REMEDIATION POLICIES

Theory Course Remediation

The length of the Occupational Therapy Assistant program renders retakes for remediation purposes impossible if the student is to continue in his/her program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take an alternate exam on the material covered in the original course exam and/or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assignment. Regardless of the score achieved on the alternate exam or remediation assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may take up to three remediation attempts (if necessary), one per week during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for OTA Students. This exam has only one remediation attempt. Remediation of Term Exit Exams must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam will be dismissed from the Occupational Therapy Assistant Program.

Students may not remediate more than 3 courses in a program. If a student fails a fourth (4) course, the student will be dismissed. Students that are dismissed due to four (4) course failures who re-enroll to the program will be dismissed upon failing a second (2) course after their return. Students that are dismissed, re-enroll, and fail a second course will be dismissed and will have the opportunity to re-enter the program only as a new student to repeat the entire program. The term review courses are counted as failed courses. The OTA 2060-Phase II Review course is the only theory course that is an exception to this policy of repeating the OTA program upon a 6th course failure.

Laboratory Course Remediation

Laboratory courses are Pass/Fail based on the student achieving a minimum number of points on the Skills Checklist, which includes demonstrated skills, completion of projects, quizzes, exams and professionalism points. Lab course failures are not eligible for course remediation and must be repeated. In the event that a student does not receive a passing laboratory grade due primarily to a deficiency in professionalism points, the student must submit a written plan of correction to address the professionalism deficiencies to the laboratory instructors, program director, or program director's designee. The plan must demonstrate that the student understands what the deficits were and how the deficits will be corrected. The student will have one (1) opportunity to submit the plan of correction within seven (7) calendar days of the end of the laboratory course. An unsatisfactory plan of correction will result in a failing grade for the laboratory course, and the student will be dismissed from the occupational therapy assistant program.

Satisfactory Academic Progress Requirements: Occupational Therapy Assistant

Tutorial sessions and meetings with the university's Academic Success Coordinator may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

The level I and level II fieldwork portions of the OTA program are considered to be part of the entire curriculum and must be completed within a maximum of 1 ½ times beyond the normal length of the program. Students who do not finish level I and level II fieldwork within this time frame will be required to apply for admission and repeat the program as a new student. Tutorial sessions and meetings with the university's Academic Success Coordinator may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

OTA ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

Theory classes occur three or four days per week, depending on term: (Monday through Thursday or Tuesday through Friday). Theory class schedule is 8:00 A.M. to 2:30 P.M. PST (tutorial periods for theory classes are scheduled between 2:30 P.M. and 4:30 P.M. PST). OTA Laboratory days are 8:00 A.M. to 4:30 P.M. PST. Students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST (Terms 3, 4, 5, and 6). Part-Time OTA evening classes are Tuesday and Thursday evenings or Monday and Wednesday evenings from 6:00 P.M. to 10:00 P.M. PST and Saturdays from 8:00 A.M. to 2:30 P.M. PST. Part-time OTA Laboratory (Saturdays) days are 8:00 A.M. to 4:30 P.M. PST. All full-time class hours for the OTA program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Part-Time OTA students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Part-time program hours are in effect for the Irvine Campus and Los Angeles, Alhambra Branch Campus.

Note: Alternate days or different shifts may be required for certain OTA fieldwork experiences, due to clinical facility student census restrictions or facility availability. Some fieldwork may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

In support of the requirements for OTA programs, OTA students may not graduate without completing the objectives for theory classes, performing fieldwork objectives and completing a minimum of two weeks of Level I fieldwork and 16 full-time weeks of Level II fieldwork. No part of Level I fieldwork can be substituted for any part of Level II fieldwork.

THEORY CLASSES

Remediation and Limit of Theory Absences

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term.

Makeup of Course Examinations Due to Absence

Any examination(s) missed due to absence from a theory class must be made up by the 7th day after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

LAB CLASSES

Remediation and Limit of Lab Absences

OTA Lab absences will be remediated by demonstrating proficiency in the lab objectives for the day of absence. A maximum of two days of OTA lab absence may be remediated in a single term. Students are responsible for obtaining their remediation assignments from their lab instructor per the directions written on the Skills Checklist

CLINICAL FIELDWORK

Fieldwork Absences

Absences from Level I and Level II fieldwork will be remediated by performing additional fieldwork assignments on a day-for-day basis for each absence. Students are responsible for obtaining their remediation assignments from the Academic Fieldwork Coordinator in conjunction with the fieldwork site supervisor(s). Students are limited to remediating 2 days of Level I fieldwork per placement. Students are limited to remediating 3 days of Level II fieldwork in a Level II placement and 6 total days in both placements. Remediation of all absences incurred in the first Level II fieldwork must be remediated prior to commencing the second Level II fieldwork. Remediation of all second Level II fieldwork absences must be completed prior to graduation and recommendation to NBCOT for the student to be allowed to take the certification examination. Multiple tardies or early outs from fieldwork are possible grounds for dismissal and are evaluated on an individual basis in collaboration with site personnel. A no-show, no-call at a fieldwork site is also possible grounds for dismissal and is evaluated on an individual basis in collaboration with site personnel. Failure to submit fieldwork time sheets per the time sheet instructions is possible grounds for failure and dismissal. Failure to submit fieldwork-related assignments per the assignment instructions, including additional projects requested by fieldwork site personnel, is possible grounds for failure and dismissal.

Additional Requirements Requested by Sites

A fieldwork site may have additional requirements for students to meet in order for the students to attend the site for fieldwork. It is the responsibility of students to meet these additional requirements. These additional requirements include, but are not limited to, proof of:

- DMV driving record
- Double TB test within a specific timeframe, MMR Vaccination and/or proof of immunity (titer)
- Drug testing
- Flu shot
- Health insurance
- Live Scan or other additional background checks
- Updated Physical Examination
- Varicella (chicken pox) Vaccination or proof of immunity

It is the student's personal and financial responsibility to complete these additional requirements and, depending on the site, to allow 4-6 weeks for the processing of results prior to the start of any fieldwork at the site. If a student is having difficulty completing the additional requirements, the student must immediately inform his or her fieldwork coordinator.

If one or more of your assigned fieldwork sites have any of these additional requirements, and you are not able to complete the additional requirements, it could impact your ability to attend fieldwork and keep you from progressing in the program. It is the student's responsibility to prepare ahead of time for the cost of any of these additional requirements.

OTA DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in an Occupational Therapy Assistant program exceeds greater than 18 hours of theory absence, exceeds 16 hours of Lab absence, exceeds 2 days of Level I fieldwork absence in a term, exceeds 3 days of absence in a Level II fieldwork and fails to provide sufficient or acceptable documentation for the absences.
- The student has multiple tardies or early outs or is a no-show, no-call at a facility.
- The student commits an ethical violation in, or related to, the fieldwork facility.
- The student who does not complete all fieldwork requirements within a maximum of 1 ½ times beyond the normal length of the program will be dismissed and required to reapply for admission and repeat the Occupational Therapy Assistant program as a new student.
- The student commits an unsafe practice in the fieldwork facility.
- The student fails a fourth (4th) course.
- The student that is previously dismissed due to four (4) course failures, and re-enrolls into the Occupational Therapy Assistant program and fails a 2nd course
- The student does not remediate a failed course in 3 attempts within 21 days or before the start of the next term, whichever is shorter. The student must take one attempt per week or the attempt is forfeited.
- The student does not remediate a failed term exit exam after 3 attempts or before the start of the next term.
- The student does not pass the Program Exit Exam with a minimum required score of 80%, and is unable to obtain 80% through remediation via the remediation policy. Only one (1) remediation attempt is permitted for the program exit exam. Should a student fail the remediation attempt for the program exit exam they must repeat the *OTA 2060-Phase II Review* course, which may require dismissal from the program, before repeating the course.
- The student does not complete a minimum of sixteen (16) hours of community service by the end of the program.

OTA FIELDWORK POLICIES

MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All OTA students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray, (if PPD is positive), Hepatitis B series, physical, and the American Heart Association BLS. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend Fieldwork with expired health information. It is the responsibility of the student to bring documentation of new health records prior to their expiration; this includes, but is not limited to, PPD tests and the American Heart Association BLS. Student Services provides optional health center referrals upon request for any student needing to update their health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend Fieldwork without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Failure to provide any of these health records in a timely manner may result in the student missing a fieldwork course and may result in dismissal from the program. Also, any student who accrues absences due to expired health records may receive a Notice of Deficiency.

Health Record Expiration	Timeline
PPD skin test/TB test	1 year
AHA Basic Life Support	2 years
Chest X-ray	4 years

STUDENT RESPONSIBILITIES AT FIELDWORK FACILITIES

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at facilities where they perform their fieldwork.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University Fieldwork Coordinator or faculty member when unsure of what to do.
- Arranging for transportation to and from school, fieldwork facilities and other designated locations for instruction in the OTA program. Note: Some periods of fieldwork facility education may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the OTA Program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.
- Notifying the fieldwork site and the school's fieldwork coordinator of any absences from a fieldwork placement. Failure to notify the site and the fieldwork coordinator will result in disciplinary action up to and including dismissal from the program.

STUDENT ACKNOWLEDGEMENT OF RISK AT FIELDWORK FACILITY ROTATIONS

Occupational Therapy Assistant students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my fieldwork rotations at various facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all fieldwork facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my fieldwork rotations, including any infectious disease, illness, or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a Mental Health Unit/Ward/Facility.

OTA ADDITIONAL POLICIES

OTA DRESS CODE

General

- The Student ID must be worn at chest level and be conspicuous at all times.
- Polos must bear the Stanbridge University logo on the left breast of the shirt.
- Polos must be clean and unwrinkled.
- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve but must be white, grey, or black if visible and V-neck style. No other undergarments may be visible.

Shoes and Stockings

- Shoes must have a rubber/non-conductive sole. No high heels.
- Shoes must be closed toe and must be clean at all times.
- Plain, non-flashy sneakers are acceptable in solid, non-bright or non-fluorescent colors.

Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.
- Tattoos cannot be visible. Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Clinical facilities may have other requirements or regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the fieldwork facility.

PHYSICAL MEDICAL EXAM

Prior to any activities at clinical facilities, students must undergo a physical examination, PPD skin test (and/or chest X-ray if PPD is positive). Failure to provide timely documentation of these medical requirements may result in the student missing a fieldwork course, and this may result in dismissal from the program. Students who do not complete these medical requirements will not be provided with special clinical sites that do not require the missing items. Only students who are unable to take particular vaccinations due to healthcare restrictions, and who provide appropriate documentation from their physician, are eligible for special accommodations regarding clinical site placement. These vaccinations are paid for as part of the OT equipment and supplies cost and must be completed with that of the other students in the cohort (with the exception of a chest X-ray). A three injection series Hepatitis B vaccination is also provided to all students and is strongly recommended but not required by Stanbridge University. Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records may be unexcused. Also, any student who fails

to submit the required health records by the due date will receive a Notice of Deficiency from the administration. If a student has documentation of previous Hepatitis B vaccination (as proven by titer or documentation of administration of the vaccine series), he/she will not have to undergo a second vaccination. The annual influenza vaccination is not required by Stanbridge University, but is highly recommended and may be required by fieldwork sites.

BLS CERTIFICATION

Completion of a course in Basic Life Support for Healthcare Workers is required prior to clinical education in a clinical facility and is included in the Stanbridge University OTA curriculum. Students absent from the BLS class must obtain certification at their own expense before attending a clinical facility. Only the American Heart Association Certification will be accepted.

OTA GRADUATION REQUIREMENTS

Occupational Therapy Assistant students must attain a cumulative grade point average of C (75%) in each course to graduate. If a course grade is below 75%, or clinical skills are not all successfully demonstrated, the OTA student may be placed on Academic Probation and the deficiencies must be remediated within three (3) attempts and within sufficient time, as determined by the faculty/administration, to continue in the program without disruption of the program continuity. The OTA Program Exit Exam requires a score of 80% in order to pass the course and graduate.

In order to graduate, students in the Occupational Therapy Assistant program must complete a minimum of four (4) hours of community service per term during terms 1 through 4 for a total of 16 community service hours by the end of the program.

OTA LICENSURE REQUIREMENTS

Following graduation from the program, students must pass the National Board for the Certification of Occupational Therapy (NBCOT) examination and apply to the appropriate State Regulatory Board for the State(s) they plan to work in to receive a license and thus become eligible for employment as a certified occupational therapy assistant, licensed (COTA/L).

PTA GENERAL INFORMATION

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA)

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

MISSION

The mission of the Physical Therapist Assistant Program is to provide high quality education that encompasses the theory, knowledge, and clinical skills needed to produce caring, competent, and qualified entry-level physical therapist assistants.

PROGRAM GOALS

1. The program will prepare graduates to serve as entry-level generalist physical therapist assistants who function effectively under the direction and supervision of a licensed physical therapist.
2. The program will offer a current, evidence-based, comprehensive curriculum that will prepare students to practice as licensed physical therapist assistants in a variety of care settings and communities.
3. The program will engage students in clinical education experiences that provide a variety of settings and locations where learners apply didactic knowledge and further develop clinical skills.
4. The program will prepare graduates to meet state licensure requirements and attain gainful employment.

STUDENT GOALS

1. Students will demonstrate proficiency in the standards of practice necessary to provide quality physical therapy services.
2. As advocates for the profession, students will demonstrate social responsibility in the community.
3. Students will provide physical therapy care in an ethical, compassionate, and effective manner.

FACULTY GOALS

1. Faculty will maintain academic and clinical currency in the physical therapy field.
2. Faculty will provide supportive, active and stimulating learning environments.
3. Faculty will foster a learning environment of integrity, equity, and mutual respect.

SCHEDULE

PTA students will be on campus three to five days a week. Theory classes meet 8:00 A.M. to 2:30 P.M. PST with a 30-minute lunch. Lab courses are held 8:00 A.M. to 4:30 P.M. PST with a 30-minute lunch. The Clinical Practicum and two Clinical Affiliations are forty (40) hours per week each for 4 and 6 weeks each, respectively.

- Practicum: 4 weeks
- Affiliation I: 6 weeks
- Affiliation II: 6 weeks

PTA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Physical Therapist Assistant degree:

122 Quarter Credit Hours/\$469.55 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 20-21 months, including holidays and breaks.

Quarter Hours of Credit: minimum 122 quarter hours of credit.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate. A minimum grade of C or 75% in each theory course, 80% in each lab course, and passing of all clinical education courses are also required to graduate.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
PTA 1001 Introduction to PTA*	15		10	2		No
PTA 1002 Pathology*	36			3.5		No
PTA 1003 Documentation*	20		4	2		No
PTA 1102 Term 2 Review**	22			1.5		No
PTA 1004 Kinesiology	22		12	2.5		No
PTA 1005 Therapeutic Exercise I	31.5		22.5	4		No
PTA 1006 Procedures	20		28	3		No
PTA 1007 PTA Practice I*	12		12	1.5		No
PTA 2001 PTA Lab I			48	3		No
PTA 1103 Term 3 Review	22			1.5		No
PTA 1008 Therapeutic Measurement and Testing	14		28	2.5		No
PTA 1009 Modalities	15		21	2.5		No
PTA 1010 Therapeutic Exercise II	31.5		22.5	4		No
PTA 1011 PT thru the Lifecycle	36		18	4.5		No
PTA 2002 PTA Lab II			48	3		No
PTA 1104 Term 4 Review	22			1.5		No
PTA 1012 Neurologic Interventions I	10		10	1.5		No
PTA 1013 Electrotherapy	12		12	1.5		No
PTA 1014 Orthopedic Interventions I	10		10	1.5		No

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
PTA 2003 PTA Lab III			24	1.5		No
PTA 2010 Practicum		160		6		No
PTA 1105 Term 5 Review	12			1		No
PTA 1015 Neurologic Interventions II	27		22	3.5		No
PTA 1016 Orthopedic Interventions II	27		22	3.5		No
PTA 1017 PTA Practice II	27		22	3.5		No
PTA 2004 PTA Lab IV			48	3		No
PTA 1106 Term 6 Review	22			1.5		No
PTA 1018 Professional Issues*	18			1.5		No
PTA 2030 Affiliation I		240		9		No
PTA 1107 Program Review I*	24			2		No
PTA 2040 Affiliation		240		9		No
PTA 1108 Program Review II*	50			4.5		No
SCI 1010 Human Anatomy I	24		27	3.5		No
COM 1050 Fundamentals of Public Speaking**	30			3		Yes
SCI 1020 Physiology	36			3.5		No
MATH 1040 Elementary Statistics**	30			3		Yes
PSY 1010 Introduction to Psychology**	30			3		Yes
SCI 1015 Human Anatomy II	24		27	3.5		No
ENG 1005 Introduction to Written Communication**	30			3		Yes
SOC 1030 Social Trends and Issues**	30			3		Yes

* Blended course

** Online course

Standard Occupational Classification (SOC):	31-2021
Employment/Job Title:	Physical Therapist Assistants

PTA FACULTY

Dr. Soraya Allie	PT, DPT
Dr. Dilyana Aly	PT, DPT
Dr. Rodiel Baloy	PT, DPT, MS, CSCS
Randi Berry	PT
Mr. Joseph Blanscet	PT, FAAOMPT
Dr. Jordan Cardoza	PT, DPT
Ms. Rebecca DeRuyter	PT, MPT, Cert. MDT
Dr. Lauren Eberhardt	PT, DPT, NCS
Dr. Guillermo Escalante	DSc, MBA, PTA, ATC, CSCS, CISSN
Dr. Sheila Espina‡	PT, DPT
Rebekah Green	PTA
Dr. Makenzie Heisdorf	PT, DPT
Dr. Jenny Huang‡	PT, DPT
Ms. Samantha Klabius	PT, OCS, FAAOMPT
Dr. Matthew Klein‡	PT, DPT, OCS, FFAOMPT
Dr. Tierney Loveland Grace	PT, DPT
Dr. Jennifer Manning	PT, DPT, OCS, CSCS
Dr. Linsey Neglio	PT, DPT
Dr. Denny Patel	PT, DPT, CSCS
Dr. Amanda Peeler	PT, DPT
Dr. Roberta Pennington	PT, DPT
Dr. Lori Roelofs	PT, DPT
Dr. Michael Traficante	PT, DPT, PTA
Dr. Christopher Witt‡	PT, DPT

‡ Faculty are located at Los Angeles, Alhambra campus.

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication

Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

PTA ADMISSION POLICIES

Physical Therapist Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

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Arithmetic	212
Statistics Algebra	206

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

- In addition to meeting the minimum scores on the *Accuplacer* tests, each applicant must complete a minimum of twenty (20) hours of documented paid or volunteer work experience or observation in a physical therapy facility with a licensed PT or PTA.
- Additionally, each applicant must complete a questionnaire immediately prior to an interview with the Program Director or designee. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. Points will also be awarded for the level of prior education and experience in the medical or human service field. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
- The 45 applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, interview and examination scores or grade point average, 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 45 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 in the following calendar year.

Applicants with Criminal Convictions

Criminal background checks are required by most facilities providing clinical experiences. Students are responsible for the fees incurred. Facilities may require criminal background checks of students in addition to the ones already completed during the program. The student has one background check done during the admissions process, and one done later in the program prior to clinical experiences. The student is responsible for notifying the ACCE if there is any newly reported criminal action(s) since the original admissions check.

Applicants to the PTA program are required to complete a background check form and pay the background check fee at least one

business day prior to the start of classes. Individuals with a criminal history may be considered for admission. Stanbridge University will consider the nature and the severity of the acts or crime; time that has elapsed since the commission of the act or crime; the extent to which the applicant has complied with any terms or conditions of the probation imposed; and any other relevant evidence of rehabilitation. Permission, however, to take the two examinations required for licensure - the National Physical Therapy Examination for Physical Therapist Assistants (NPTE for PTAs) and the California Law Examination (CLE) - after graduating from an accredited PTA program is determined by the Physical Therapy Board of California (PTBC) and involves the mandatory disclosure of any and all criminal offenses as part of the application process.

The following is an excerpt from the PTBC website and is provided for clarification:

“ANY AND ALL CONVICTIONS OF CRIMINAL OFFENSES MUST BE DISCLOSED including a citation, misdemeanor and/or felony, etc. Convictions following a plea of nolo contendere MUST be disclosed. If your plea or verdict has been dismissed pursuant to Section 1203.4 of the California Penal Code and Section 2661 of the Business and Professions Code, you are required to disclose the conviction(s) on your application.

Serious traffic convictions such as reckless driving, driving under the influence of alcohol and/or drugs, hit, and run, evading a police officer, failure to appear, driving while the license is suspended or revoked MUST be reported. This list is not all-inclusive. If in doubt as to if a conviction should be disclosed, it is better to disclose the conviction on the application.

Failure to submit proper documents of conviction(s) and/or disciplinary action(s) may delay processing of your application.

Applicants with prior conviction(s) (citation, infraction, misdemeanor and/or felonies, etc.), must submit the following documents:

- A descriptive written explanation, written by the applicant, of the circumstances surrounding the conviction or disciplinary action.
- Certified copies of the arresting agency report. (If the arresting agency has purged documents, provide a letter from the arresting agency with explanation.)
- Certified copies of the court documents to include the final disposition and order. (If the court has purged documents, provide a letter from the court with explanation.)
- Copies of letters from substance related programs verifying successful completion or evidence of current participation of a personal recovery program (such as Alcoholics/Narcotics Anonymous) and other recovery support and relapse prevention groups.
- Documentation of substance assessment discharge records, intake/exit interviews and summaries of counselor’s notes, or similar types of evaluations from the program you attended.
- Compliance letters from probation officers.
- Documentation of successful completion of any other court ordered programs.

In deciding whether you qualify for a license, the PTBC will consider the nature and the severity of the act or crime; time that has elapsed since the commission of the act/crime; the extent to which the applicant has complied with any terms or conditions of the probation imposed; and any other relevant evidence of rehabilitation.

The Physical Therapy Board of California’s primary responsibility is consumer protection. To that end, the Physical Therapy Board of California has the authority to deny a license due to a conviction of a crime or offense substantially related to the qualifications, functions, or duties of a licensee. Per Section 1399.21 of the California Code of Regulations, the Physical Therapy Board of California will determine if the applicant has met the rehabilitation criteria for denial and reinstatement of licensure.

For more information regarding this and other certification questions, please contact the PTBC:

Physical Therapy Board of California

2005 Evergreen Street, Suite 1350

Sacramento, CA 95815

Telephone: (916) 561-8200

Fax: (916) 263-2560

<http://www.ptbc.ca.gov/>

PTA TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

All other transfer credit policies of the university apply.

PTA GRADING POLICIES

STUDENT PROGRESS

The Stanbridge University PTA Program bases its program goals and student expected competencies on the American Physical Therapy Association's (APTA) document, *Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level* and CAPTE's Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs.

Grading

Physical Therapist Assistant students must attain 75% in each theory course and 80% in each PTA lab course in order to graduate. If a theory course grade is below 75%, a laboratory course grade is below 80%, or clinical skills are not all successfully demonstrated, the PTA student will be placed on Academic Probation and the deficiencies must be successfully remediated. The deficiencies will have been successfully remediated if the student achieves a minimum score of 75% for theory courses or 80% for laboratory courses, or a successful demonstration of clinical skills.

Remediation Policy

Theory Course Remediation

The length of the Physical Therapist Assistant program renders retakes of an entire course for remediation purposes impossible if the student is to continue in the program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The progression into the clinical education coursework involved in the program is an exception to the rule. In general, the student may progress to clinical education experiences (PTA 2010, 2030, and 2040) if he/she has passed all PTA courses in the curriculum prior to any given clinical education course. This includes the demonstration of competency in performing the specific clinical skills that are appropriate for the level of coursework that has been completed up to the point of time in which the clinical education course is to occur. This policy operates in compliance with the current program guidelines on the "Clinical Skills Competency Checklist" found in the Clinical Education Handbook.

1. In order for a student to be eligible to take the Clinical Practicum (PTA 2010), he/she must successfully complete all coursework in Terms 1, 2 and 3. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2010. Students must demonstrate satisfactory academic progress in the concurrent courses in Term 4 prior to beginning PTA 2010.
2. In order for a student to be eligible to take Clinical Affiliation I (PTA 2030), he/she must successfully complete all coursework in Terms 1, 2, 3, and 4 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2030.
3. In order for a student to be eligible to take Clinical Affiliation II (PTA 2040), he/she must successfully complete all coursework in Terms 1, 2, 3, and 4 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. The student must also successfully complete PTA 2030 prior to beginning the clinical education coursework for PTA 2040.

In regard to theory courses a student will be expected to take an alternate exam on the material covered in the course that was failed. A student will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam. Regardless of the score achieved on the alternate exam, the maximum grade that will be entered into a student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may not sit for the Term or Program Exit Examination until all courses in the respective Term are successfully remediated. Students may utilize up to three course remediation exams, if necessary, per failed theory course with a maximum of one every two days during the

remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the unremediated course and the student will be dismissed. Exceptions to this policy include the Term 1-4 Exit Examinations and the End of Program Examination for PTA Students. Term Exit Exams for terms 1-4 allow for two remediation exam attempts and the Program Exit Exam in Term 5 has one remediation attempt. Remediation of the Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam or the Program Exit Exam will be dismissed from the Physical Therapist Assistant Program.

Students may not remediate more than three (3) courses in a program. If the student fails a fourth (4) course, the student will be dismissed. End-of-Term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

Lab Course Remediation

In order to achieve passing grades for PTA Lab I, II and III, students must complete the following skills checks:

1. **Lab Activity List:** All of the activities listed in each of the respective sections must be signed off by an instructor, signifying that the student has performed each of the activities listed. The lab list must be completed by the end of the same lab day and turned in on the due date listed on the course schedule in order to earn full points, and before the student can qualify to participate in the subsequent lab practical exam.
2. **Clinical Skills Competency Checklist (CSCC):** Students must be signed off by an instructor for all competencies listed in the respective section. The CSCC must be turned in at 8:00 A.M. PST on the specified due date to earn full points and before the student can qualify to take the next lab practical exam. Students are given the CSCC at least two weeks prior to the competency due date which delineates the expectations that must be met in order to successfully be signed off by an instructor as demonstrating competence. The student has 3 opportunities to pass a CSCC. If the student fails to pass the CSCC on the third attempt, the student fails the course. The student must successfully pass all competencies prior to being allowed to remediate the course at the end of the term. They will be allowed 2 additional attempts to pass each failed competency. If the student fails to pass upon the 2nd attempt, they will not be able to remediate the course, and will be dismissed from the program.
3. **Clinical Skills Practical Examinations:** Students are given a set amount of time to participate in a five-section lab practical examination. In section one the student is given the examination scenario to review prior to performing the skills. In sections two, three and four, the students rotate between sections performing the skills outlined in the plan of care. In section five the students document the skills that they perform in a SOAP note format. Following completion of the SOAP note, the students are given immediate, individualized one-on-one feedback as to their performance by an instructor.

Students must achieve a score of 4/5 (80%) or greater on each of the three sections tested on the exam. Students who demonstrate safe and accurate performance, knowledge and communication skills will achieve a 4/5 for the respective sections. Students who do not achieve a score of 4/5 will be required to re-take and pass the section(s) that they failed.

If a student fails to perform a Critical Safety Element in any section of the exam, the student immediately fails the entire exam.

Students must remediate the failed exam or section(s) within five business days. The student may re-take a Practical Examination twice within this time period, if necessary. The highest grade possible on a remediation Practical is 80%. If a student does not successfully remediate a lab practical, they fail the lab course. In PTA Lab I (PTA Lab 2002), PTA Lab II (PTA 2003), and PTA Lab III (PTA 2004) a student is allowed a total of 4 practical exam remediation attempts for the entire course. The student will fail the course after the 4th remediation attempt. Failure of the lab course requires that the student take a comprehensive lab practical examination which is taken at the end of the term. Students must still participate in the remainder of the course. Students will have two opportunities to successfully remediate the failed lab course. Failure to successfully remediate the lab course results in dismissal from the PTA Program.

Any student who fails a practical exam has mandatory tutoring for the PTA Lab course until they successfully remediate the exam. Any student who fails the course is still eligible to continue in the program and has mandatory tutoring for the PTA Lab course through the remainder of the term.

Critical Safety Elements (CSE) are essential for successful completion of PTA Lab I, PTA Lab II and PTA Lab III. Competency with CSEs indicate that a student carries out the intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Examples of CSEs include, but are not limited to:

- Ability to follow and appropriately carry out the plan of care (POC) established by the PT.
- Safe implementation of the POC based upon patient diagnosis, status, and response to intervention without placing the patient in jeopardy of harm or injury.
- Demonstration of knowledge regarding contraindications and precautions for specific patient diagnosis relative to the physical therapy interventions within the POC (e.g. following the total hip precautions when transferring a patient after total hip replacement; choosing an appropriate assistive device for the weight bearing status and abilities of the patient for gait).
- Ability to correctly identify physiological measures (HR, BP, RR, blood glucose levels, etc.) outside of parameters that allow for safe therapeutic exercises/intervention and provide proper response and notification of the PT, physician, or nurse.
- Ensures safety of self and others by washing hands correctly, following universal precautions, able to competently set up a sterile field, and don/doff PPE without contaminating materials, patient, or self to prevent the spread of infection.
- Uses acceptable techniques for safe handling of patients with proper body mechanics, guarding, and level of assistance; employs standard safety precautions such as: always locking a wheelchair prior to transferring a patient, appropriate use of a gait belt with transfers and gait training, washing hands prior to and after each patient contact, recognizing environmental hazards to safe ambulation, transfers, or other therapeutic interventions.
- Establishes and maintains safe working environment (e.g. monitoring of lines and tubes and other medical equipment, checks physical therapy equipment and assistive devices for maintenance and/or disrepair, eliminates work place hazards).
- Requests assistance when necessary (e.g. from supervising PT, utilizes and monitors support personnel)
- Ability to recognize patient responses during therapeutic intervention that may indicate a life-threatening condition (shortness of breath, chest pain, sudden dizziness, sudden dysarthria, etc.) and provide proper response and notification to the PT, physician, or nurse.
- Correct interpretation of weight bearing status and ability to choose appropriate assistive device for weight bearing status and individual's abilities.
- Utilizes appropriate gait pattern and assistive device relative to patient's weight bearing status.
- Demonstrate knowledge of facility/institutional safety policies and procedures.

Additional CSEs may be identified as part of each clinical skill taught and tested as part of the Lab Practical Examination.

Clinical Experience Remediation

If successful completion of a clinical education course is not achieved during the normal clinical time frame the student's clinical experience may be extended if time allows, or the student may receive a failing grade. The student will be placed on probationary status, and an individualized plan will be developed to help ensure future clinical success. If the student can extend the clinical experience, and the criteria for passing are met by the extended end date, the student will continue in the program. If the student is not able to extend the course, or if the clinical experience has been extended, yet the student is unable to pass the course by the new end date, a remediation must occur prior to placement in to another facility. The remediation is developed by the ACCE with input from the Program Director and additional faculty as needed. If the student meets the necessary criteria delineated in the individualized remediation plan, the student will be given one opportunity to repeat a single educational experience if the course failure occurs for Affiliation I or II. If the student fails Practicum I, the student cannot progress in the program. The student will have to remediate the clinical experience with the subsequent cohort. Should extenuating circumstances exist, e.g. interpersonal incompatibility between the clinical Instructor and student, etc., further remediation strategies may be pursued, including reassignment to another clinical instructor and/or clinical education facility. This decision is at the discretion of the ACCE, Program

Director, and ultimately, the Office of the President.

Satisfactory Academic Progress Requirements

Academic progress is monitored throughout the program. If a student fails a lab course at any point within the course, the student is required to attend mandatory tutoring for the remainder of the course until it has been successfully remediated. If a student is failing a theory course on a day of an exam, the student is required to attend mandatory tutoring that day.

At a minimum, clinical performance during Clinical Practicum, Clinical Affiliation I and Clinical Affiliation II (PTA 2010, 2030 and 2040, respectively) is assessed at the mid-term and final. The CI is required to complete the web-based Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) at or near the completion of the middle week of the clinical education experience and again at the completion of the course. The PTA CPI must be reviewed with the student to provide a progress report on his/her clinical performance. Any red flag issues that are identified before that point in time are to be brought to the attention of the ACCE, who may notify the student of the issue and its potential impact on his/her course grade.

PTA ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

Theory classes are three to five days per week, depending on the term. Theory class schedule is 8:00 A.M. to 2:30 P.M. PST (tutorial periods for theory classes are scheduled between 2:30 P.M. and 3:30 P.M. PST). PTA Laboratory classes are one day per week in Terms 2, 3 and 4 with a schedule from 8:00 A.M. to 4:30 P.M. PST (tutorial periods for laboratory classes are scheduled between 4:30 P.M. and 5:30 P.M. PST) Clinical education courses are forty hours per week, typically five days per week (typically Monday through Friday, but may have weekend hours) in Terms 4 and 5 and are held from 8:00 A.M. to 4:30 P.M. PST (days of the week as well as daily schedule will vary depending on the site).

Note: Alternate days or different shifts may be required for certain PTA clinical practicum and affiliation courses due to clinical facility patient census restrictions or facility availability. Some clinical education experiences may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

ABSENCE AND TARDINESS

The maximum number of allowed absences in a single term is three (3). Three (3) tardies or early departures (or "early out") per term is equivalent to one absence. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure (or "early out") is defined as leaving after 11:00 A.M. PST for theory courses and after 12:00 P.M. PST for laboratory courses. An absence is defined as leaving theory class before 11:00 A.M. PST or leaving a laboratory class before 12:00 P.M. PST. All remediations must be completed within 7 days of the absence/tardy/early out.

REMEDICATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT THEORY

ABSENCES

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term. The faculty member teaching the theory course in which an absence occurs determines the type, nature, and extent of such remediation assignments. Tardy arrivals to or early departure from theory classes will be remediated with work assigned by the course instructor. For theory course absences and tardies, the student is required to complete the standard remediation procedures, which are to: (1) complete a PTA Remediation Form; (2) complete the remediation assignment which is based on the material that was missed and the length of time that the student missed class; and (3) turn in to the instructor for grading the assignment stapled to a completed PTA Remediation Form. Tardy arrivals to or early departure from theory classes will be remediated as outlined above. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure ("early out") is defined as leaving after 11:00 A.M. PST for theory courses. An absence is defined as leaving theory class before 11:00 A.M. PST.

REMEDICATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT LAB AND CLINICAL EDUCATION ABSENCES

Remediation of PTA Lab absences and the associated clinical skills may be completed by performing, at minimum, a demonstration of proficiency for the lab objectives for each day of absence. It is the right and responsibility of the faculty member, however, in

accordance with the institutional policy "Assignment and Grading of Remediation Assignments" to determine the type, nature, and extent of any remediation assignment as well as to evaluate and assign a grade for any remediation assignment for the students in the specific course that they are teaching. Tardy arrivals or early departure from lab sessions will be remediated with work assigned by the course instructor. A tardy is defined as arrival after the scheduled start time of the lab session or after the completion of a scheduled break. Early departure ("early out") is defined as leaving after 12:00 P.M. PST for laboratory courses. An absence is defined as leaving lab before 12:00 P.M. PST.

If a student misses a lab, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework, such as the lab activities list and clinical skills competency checklist. If a student misses a Practical Examination ("Practical"), it is his or her responsibility to contact the course coordinator to schedule the remediation of the Practical and achieve a passing score. Students missing a lab practical will forfeit their initial attempt to pass the practical exam. The highest grade they will be allowed to achieve is 80%.

A maximum of two (2) days of PTA Lab absence may be remediated in a single term. This is not in addition to the 3 total allowed absences. It is the student's responsibility to notify the course coordinator prior to leaving class for any reason other than scheduled breaks.

As part of the professional education process for physical therapist assistant students, prompt, regular attendance is expected during clinical experiences. Students must arrive at the assigned clinical education site on time.

Students are strongly discouraged from absences during a clinical education course. The student must adhere to the clinic time schedule at all times. Absences must be arranged in advance with the clinical instructor (CI) of the clinical facility and the Academic Coordinator of Clinical Education (ACCE). For all absences from a clinical education course, including Practicum I, Affiliation I, and Affiliation II, the student and the clinical instructor, in coordination with the ACCE, will make arrangements for remediation on a day-for-day and hour-for-hour basis. Days or hours may be remediated either by the addition of days at the end of the clinical education experience (if available) or via extended day or weekend hours. The program's policy allows for a maximum of two days of absences that can be remediated during the Practicum course and three days of absences that can be remediated during a single Clinical Affiliation course, with a maximum of five days of absences in total in Clinical Affiliation coursework. All hours and/or days that are missed must be remediated. It is at the discretion of the clinical site whether this is acceptable.

Remediation of all absences incurred during Practicum I must be remediated prior to the start of the next course. Remediation of all absences incurred during Clinical Affiliation I must be remediated prior to commencing Clinical Affiliation II. Remediation of all Clinical Affiliation II absences must be completed prior to the start of the Program Review course.

Unexcused absences occur when the student has either failed to notify the ACCE and clinical instructor of illness or failed to obtain permission from the ACCE and clinical instructor prior to the absence. Any unexcused absence must be reported to the ACCE by the Site Coordinator of Clinical Education (SCCE) or CI immediately. More than one unexcused absence during a term will result in a course failure and may result in a hearing before the academic faculty, at which time possible dismissal from the program may be considered.

In the event of an illness or injury, the student must notify the CI and ACCE as soon as possible. If an illness, injury or appointment, etc. necessitates time away from the clinical site, it is the responsibility of the student to notify the ACCE as to the nature of the absence. If a student is absent for more than two consecutive clinical days (Practicum I) or more than three consecutive clinical days (Affiliation I or II) due to illness, the student must provide a physician's written approval for the student to return to his or her assigned duties at the clinical site. A copy must be furnished to the student's clinical instructor and to the ACCE. In concert with the SCCE and/or CI, it is at the discretion of the ACCE and Program Director as to how, or if, the missed time can and will be made up.

In the case of excessive absences (more than 2 days for Practicum and 3 days for Affiliations; see specific policy above), the clinical education experience may be ended, and the student may receive a course failure. The ACCE may modify the attendance policy at any time throughout the term if the students are notified in writing of the change.

If the student is unavoidably tardy, he/she should notify the clinical instructor and ACCE by telephone of the reason for the lateness.

Even a tardy of a few minutes should be reported immediately. The SCCE or CI must report episodes of habitual tardiness to the ACCE for action by the academic faculty. Repeated tardiness (a maximum of two occurrences) will not be tolerated and may result in a hearing before the academic faculty and dismissal from the program.

Students not returning to classes after an absence of 14 days will be dismissed.

Makeup of Course Examinations Due to Absence or Tardiness

Any examination(s) missed due to absence from a theory class must be made up within 48 hours upon return to campus or a grade of zero (0) will be assigned. The examination is to be scheduled by the PTA Student Services Officer and taken in the Learning Resource Center. In the case that a student is tardy and misses a quiz or an examination, the student must schedule to take the quiz or examination through the Student Services Officer after class and on the same day, or a grade of zero (0) will be assigned. Regardless of the score achieved on the makeup quiz or examination, the maximum grade that will be entered will be 75%.

PTA DISMISSAL POLICIES

A PTA student will be dismissed if any of the following occur:

- The student in a Physical Therapist Assistant program accumulates greater than three (3) days of theory course absences in a single term, greater than two (2) days of absence in any PTA Lab course, greater than two (2) days of absence in any Clinical Practicum course, greater than three (3) days of absence in a single Clinical Affiliation course or greater than five (5) days of absence total of both Clinical Affiliation coursework in a term.
- The student in a Physical Therapist Assistant program that does not remediate each absence prior to the start of the new term.
- The student does not remediate a failed theory course in 3 attempts within 21 days or before the start of the next term, whichever is shorter.
- The student does not remediate a failed Lab course in 2 attempts before the start of the next term.
- The student in a Physical Therapist Assistant program fails a fourth (4) course in the program.
- The student in a Physical Therapist Assistant program commits an unsafe practice in the clinical education facility.
- The student in a Physical Therapist Assistant program does not remediate a failed term exit exam after 2 attempts or before the start of the next term.
- The student in a Physical Therapist Assistant program does not successfully remediate a failed program exit exam after one attempt.
- The student in a Physical Therapist Assistant program does not complete a minimum of sixteen (16) hours of community service by the end of the program.
- The student in a Physical Therapist Assistant program does not pass Clinical Practicum, does not successfully remediate a clinical education experience, or fails more than one clinical experience.

PTA FIELDWORK POLICIES

GUIDELINES OF CLINICAL EDUCATION PROCESS

Academic Coordinator of Clinical Education (ACCE): The program faculty responsible for planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum.

Site Coordinator of Clinical Education (SCCE): The individual employed by the clinical site who assigns, plans and coordinates internship assignments and monitors student on-site progress and who may mediate student and Clinical Instructor communication during the clinical internship. This is the clinical site's primary contact for clinical education.

Clinical Instructor (CI): The physical therapist or physical therapist assistant employed by the clinical internship site that provides the clinical education component of the curriculum. CIs must have a minimum of 1 year of experience in the practice area of the student clinical education course, have active licensure as a physical therapist or physical therapist assistant, and have met clinical competency expectations of the clinical facility. Clinical Instructors with less than 1 year of clinical experience may serve as a CI for Practicums, which are 80 hours, under the close supervision of a CCCE who is an eligible CI.

The ACCE is responsible for scheduling and assigning students to clinical education sites for both the Practicum and the Affiliations. Clinical assignments are based on multiple factors, including the availability of placements, and may involve out of town travel.

Students are given opportunities to share information with the ACCE and Assistant to the ACCE regarding their interests and preferences for locations and types of facilities for each level of clinical education. Beginning with new student orientation, students are encouraged to email the ACCE if they become interested in a particular facility. Students are given a form to fill out approximately six-to-nine months prior to their first clinical experience. Students rate their interests in particular settings for each clinical experience and can list specific clinical sites and cities where they are interested in going. The ACCE and Assistant to the ACCE work together to find sites that coincide with each student's "wish list" for each of the clinical experiences. Any site that is obtained is then entered in to the online EXXAT system. Approximately eight weeks prior to each clinical experience, the students rate their interest in the provided available sites, and the EXXAT system matches the student with the facility based on the ratings and geographical distance to the facility. After this time the ACCE and the Assistant to the ACCE review the matchings to ensure appropriateness of the selection. The ACCE reviews each student's progress within the curriculum and may seek feedback from the Program Director and other faculty members as needed. Students are formally assigned by the ACCE to inpatient and outpatient settings in a manner that allows for the opportunity to complete one Practicum in an inpatient or outpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting.

The program has contractual arrangements with numerous local and regional facilities and practices. Students are sent only to those facilities for which a contract exists. Student-accessible files containing detailed facility information are located in the department and managed by the ACCE. Students are encouraged to utilize this resource in developing their preferences and rationale for requesting placement at a particular facility. Feedback from students who are currently in the program and who have already been assigned to facilities are a great source for informal assessment of the opportunities available. The ACCE can also provide valuable insight into the clinical sites a student may wish to consider.

Additional information regarding clinical education (i.e. syllabi, assignment sheets, problem-solving information, professionalism, etc.) is available in the clinical education materials provided to students before each specific clinical education course.

CLINICAL EDUCATION WITHIN THE CURRICULUM

The clinical education program is an essential part of the physical therapist assistant education program. Clinical education allows the student to practice and apply concepts and skills learned in the classroom and labs to the real-world setting, and it allows the student to expand his or her didactic knowledge, develop necessary communication and interpersonal skills, develop good work

habits, develop clinical competencies and identify role models. Obtaining a variety of experiences fosters the development of a well-rounded, versatile physical therapist assistant and allows the student to assess future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some clinical education sites may offer specialized experiences beyond entry-level, general practice that is representative geographically and through the lifespan is the priority in clinical education site assignments.

SCHEDULE AND TIMELINES

Clinical education is an essential part of the preparation of physical therapist assistants. The PTA curriculum includes 16 weeks of clinical education in a variety of practice settings. Clinical education coursework includes one four-week Clinical Practicum and two longer (six week) Clinical Affiliations.

Term 4:

Clinical Practicum I (four weeks): Offered mid-term

Term 5:

Clinical Affiliation I (six weeks): Offered at the beginning of the term

Clinical Affiliation II (six weeks): Offered mid-term

Site Requirements

Sites for clinical education experiences are available locally and regionally. There are also out-of-area locations that are currently available; however, students must remain in California for their clinical experiences. Clinical education site assignments are made commensurate to the content taught in the curriculum, on the basis of student's educational needs, and on the availability of appropriate sites.

Development of contractual agreements with a variety of clinical sites is an ongoing process. The Program contracts with skilled nursing facilities; acute, subacute, and rehabilitation hospitals; ambulatory care centers; private practices; inpatient and outpatient pediatric facilities; occupational medicine centers; home health locations; and long-term acute care facilities; for example.

A primary goal of the clinical education curriculum is to build competency in generalist physical therapist assistant practice that is representative of practice geographically, across the lifespan, and across the continuum of care. To meet this goal, students are expected to complete one Practicum in either an outpatient or inpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting. An inpatient setting is one in which the patient requires a stay in a facility to receive care. Examples of an inpatient setting include an acute care hospital or medical center, an inpatient rehabilitation facility, a skilled nursing facility, or a long-term acute care facility. Patients who can travel outside of their home to receive medical care at a clinic, center or office are considered outpatient settings. Examples of outpatient settings include pediatric clinics, orthopedic and/or sports medicine clinics, and occupational medicine clinics.

Formal Written Agreement

Before any students are assigned to a specific clinical education facility, a legal written agreement must be completed between the facility and Stanbridge University. Contracts with the PTA program are located in EXXAT, a clinical education management website that houses information related to active clinical sites. On the first of every month, an email from EXXAT is sent out to ACCE and Assistant to the ACCE, with notification of contracts expiring within the next 60 days. Stanbridge University contracts are effective for three years and have an automatic renewal unless otherwise indicated by one party with a written thirty-day notice of end of term. Contracts can also be generated by the specific legal team at the clinical site and may have varying term lengths.

Site Selection

The program makes every effort to select, develop and maintain quality clinical sites. Many of the clinical education sites are located throughout Southern California, primarily in Orange, Los Angeles, Riverside, and San Bernardino counties. Clinical sites are also available in San Diego county as well as in Central and Northern California.

Sites are selected based on the following criteria:

1. Clinical education experiences are planned to meet objectives of the program, Clinical Instructor, and individual student.
2. The site offers a stimulating environment appropriate to the learning needs of students, including an adequate number of qualified Clinical Instructors needed to meet student needs.
3. A willingness to offer clinical experiences on an ongoing routine basis.
4. Clinical site administrative support of clinical education is demonstrated.

The ACCE will consider developing additional sites at the request of students if the proposed site provides an exceptional learning experience, particularly in specialty practices. It is not the intention of the program to develop new clinical education contracts for the sole purpose of students traveling or staying near friends or family. However, every effort will be made to accommodate students who wish to have their clinical experiences out of the area.

Clinical sites may initiate contact with the ACCE to inquire about becoming a clinical education partner.

Students interested in a new site should notify the ACCE or Assistant to the ACCE. The ACCE or Assistant to the ACCE will initiate contact with the clinical site. If appropriate the ACCE may allow the student to contact the facility to gather information about the willingness to accept students from a new contract and to obtain contact information. Students then forward this information to the ACCE. At this point communication is assumed by the ACCE or Assistant to the ACCE, and the potential of formulating a long-term clinical education relationship is determined. A Clinical Experience Contract (unless use of a facility specific contract is requested) and a Clinical Education Reservation Form are sent electronically. The ACCE or Assistant to the ACCE schedules a site visit prior to a student being placed, where the Clinical Education Handbook and PTA curriculum are reviewed with the SCCE or facility designee. In some instances, the review of the clinical education program and curriculum may be done over the phone instead of in person. Electronic copies (or hard copies if requested) of the student professional liability waiver, the Clinical Education Handbook, and an overview of the PTA curriculum and clinical skills are provided once the contract is signed. Information related to the curriculum and clinical skills of the PTA students may be discussed verbally prior the signing of the contract.

Students assess their clinical site and Clinical Instructor during each clinical experience, which helps the ACCE determine if the site should be used for future students. This feedback is provided to the ACCE on the Student Evaluation of the Clinical Practicum Experience (Practicum I) and the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction (Affiliation I and II). Students provide assessments related to their CI's demonstration of clinical competence, professional conduct, effectiveness of instructional and supervisory skills, communication, interpersonal and performance evaluation skills. Information on the clinical site relating to client management and practice environment is gathered, including diversity of the patient mix, patient lifespan, continuum of care, and the components of care that the student participates in. Information is also provided to the ACCE during post-clinical meetings that occur following each clinical experience, through which the students share their experiences with the ACCE and fellow classmates.

Site Visits

Every effort is made to visit new clinical sites prior to a student being placed at a facility. Site visits prior to assigning a student help to determine demographics of the facility including patient population, pace of facility, other disciplines present, common interventions and diagnoses treated, and diversity of equipment and resources. Site visits also assist with development of a positive relationship with the clinical staff and are routinely performed in conjunction with student placement at the facility. The ACCE or other faculty visit each student and CI during both Affiliation I and Affiliation II. Phone consultations are scheduled with the student and clinical instructor when sites are outside of a 75-mile radius. Routinely used sites outside of a 75-mile radius may be visited

approximately every two-to-three years or via other methods.

DISSEMINATION OF STUDENT INFORMATION TO AFFILIATING CLINICS

All student background information and clinical course-specific information are provided to clinical sites four-to-six weeks prior to the clinical experience via EXXAT, the clinical education management website customized to Stanbridge University. An email is generated by the ACCE and sent to the facility's SCCE that contains a link to EXXAT where the SCCE can access the student's vaccination records, background check, student biography, etc. The email contains attachments where the SCCE can find the specific course syllabus, assignment sheet, list of clinical skills/expectations, etc. The Clinical Education Handbook containing clinical education policies is provided to each clinical site prior to the clinical experience, upon establishment of a contract. The handbook is also available to clinical sites electronically on EXXAT for easy reference. In order to ensure that the clinical information is disseminated to the CI from the SCCE, a separate email to the CIs containing the course specific information is sent two weeks later. CIs are encouraged to reach out to the SCCE to obtain the student-specific information as needed, if they have not already received the information from the SCCE. It is the student's responsibility to review the course-specific information with the clinical instructor prior to the clinical experience or on the first day of the experience. Students are expected to contact the clinical site via telephone no later than two weeks prior to the start of the clinical experience, to ensure proper information transfer has occurred, to confirm their daily schedule, and to confirm the ACCE's (or other faculty's) clinical site visit appointment. The student then turns in a form containing this information to the ACCE.

EQUIPMENT SAFETY AND MAINTENANCE

Stanbridge University expects that all individuals who use the Therapy Labs and/or classrooms have access to safe and appropriately maintained equipment.

It is essential that all individuals who use the Therapy Labs, faculty, and students alike, are to check the equipment for proper function before use, and if a deficiency is found, to notify the appropriate personnel.

1. It is the responsibility of all students and faculty members to check equipment used in the classrooms and laboratory rooms for proper function prior to each use. If equipment needs repair, it:
 1. a) should be clearly marked for repair,
 2. b) reported to the program Director or to the appropriate department (e.g. IT, maintenance, logistics, etc.) for repair and,
 3. c) if possible, removed from service.

No one may use defective equipment or supplies.

1. Faculty should instruct students in the safe use of all equipment in labs. Students may not practice with equipment until they have been instructed on its use in class.
2. Equipment manuals are to be kept on file in the Program Director's office or, if possible, with the unit.
3. At a minimum, an annual inventory of existing equipment is conducted under the direction of a faculty member within the PTA department. The Logistics department schedules an annual safety inspection with a clinical engineering company whose staff inspects and calibrates the equipment. The inspectors provide a final inspection report to the program which is designed to bring any equipment functional problems or equipment safety issues to the attention of the Program Director. Records of these inspections are kept in the Logistics department.
4. If an external vendor loans equipment to the program for use in class or laboratories, e.g. continuous passive motion machines, the vendor must provide a memorandum with the equipment that ensures the safety of the equipment.

STORAGE AND USE OF HAZARDOUS MATERIALS

Stanbridge University expects that all individuals who utilize the PTA Therapy Lab and/or classrooms will understand the proper

storage and use of hazardous materials.

A Safety Data Binder is located in all PTA labs which contains the Material Safety Data Sheets for all the chemicals encountered in the labs. All chemicals are stored safely and properly in the lab cabinets.

It is essential that all individuals who utilize the PTA Therapy Lab, faculty and students alike, are to understand and abide by the cadaver lab and lab safety procedures to ensure safety when dealing with hazardous materials in those labs, and if an issue arises, to notify the appropriate personnel.

1. Students will be provided a copy of lab safety procedures during the first session of Anatomy and Physiology lab.
2. Students will be explained the equipment, materials, and hazardous materials they will encounter in these labs and how to maximize safety in these labs.
3. Students will sign policy and procedure forms related to proper laboratory use. These will be kept on file for compliance and understanding of established procedures.

CLINICAL AND LAB SAFETY

Stanbridge University maintains an expectation that a clinical site is considered an extension of the physical campus, and while at a site, students are expected to maintain the highest standards of personal hygiene and safety. Lab sessions on campus should mimic behavior one would expect to see in the clinic. The following standards have been identified:

1. Students will be continually monitored by faculty for practice of safety skills.
2. Students will be reminded by the faculty to incorporate safe practice in all skill labs.
3. Students who do not follow one or more of the safe practices during lab sessions will be advised of the failure and re-instructed by faculty as necessary.
4. If a student fails to follow safe practices on a lab practical, he/she will fail the lab practical and need to retake it per instructions in the syllabus.
5. If a student shows blatant disregard for the safety of a classmate, the patient and/or him/herself at any time, the consequences will be determined on an individual basis. Possibilities include but are not limited to, failure of the lab practical, failure of the class or clinical experience, or removal from the program.

In addition, the following specific guidelines have been established:

Infection Control

1. All students shall practice proper hand washing technique/hand hygiene while utilizing labs.
2. Non-latex gloves are available for those with latex allergy.

LAB SKILLS

1. Students will be instructed to practice only those skills for which they have had prior instruction.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be practiced.
3. Students should practice safe techniques at all times. Standard precautions also should be followed at all times.
4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues, such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.
6. Students must contact the Logistics department, the Learning Resource Center, or a PTA faculty member to be given access to laboratories outside of scheduled class times. Students are allowed to utilize those labs as long as there is not a class scheduled at the same time. Students will clean and return the lab back to its original condition found prior to using the lab.

PTA ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

Ethical behavior for physical therapist assistants is defined by the APTA. Students are accountable for ethical practice and behavior while on campus as well as at clinical sites. The principles for ethical practice of physical therapy can be accessed online at:

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf

Professional Behavior

Any behavior exhibited by the student deemed inappropriate at a clinical site, by the ACCE (course assignments and/or clinical setting), the CI, or the SCCE may result in failure of the clinical education course. Repeated or multiple issues with professionalism during a clinical experience may also result in failure.

Reporting Incidents

An incident out of the ordinary involving or witnessed by the student at a clinical site should be immediately reported to the CI and the appropriate facility incident report should be filled out. The ACCE should be contacted about the incident within 24 hours.

On-site Health Care or Emergency Services

There are no health care or emergency services located on campus.

Classroom Conduct

Stanbridge University adheres to its commitment of promoting an ongoing "student friendly" environment by eliminating distractions from the classroom.

Stanbridge University promotes instructional assessment and improvement of the quality of instruction by providing the instructor with a specific set of guidelines defining what is considered an appropriate or inappropriate classroom.

Classroom Rules

The instructor is the sole individual responsible for monitoring and regulating the following activities:

1. Cell phone use is prohibited when class is in session.
2. No food or drink is allowed in the classroom, except water bottles with a re-sealable cap.
3. The viewing of inappropriate websites at any time is not allowed.
4. Any violation of the school's regulations concerning academic dishonesty will not be tolerated.
5. Professional dress and behavior is expected of students while they are on campus.

PROFESSIONAL IMAGE POLICY FOR PTA STUDENTS

Student Dress Code

- The student should at all times wear their student ID visibly.
- Navy blue Polo shirts must bear the Stanbridge University logo (provided) on the left breast of the shirt.
- Khaki pants (full-length) must be worn as part of the uniform.
- PTA lecture and lab uniforms and lab coats must be clean and unwrinkled.
- Name tags should be worn at all times. Badges may not be embellished with stickers, jewel-like objects, etc. Lanyards, car

keys, etc., may not be hanging in pockets or visible outside of the uniform.

- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve, but must be white if visible. No other undergarments may be visible. Grey or navy blue cardigan sweaters are acceptable outerwear. Hoodies (other than Stanbridge-branded outerwear) are not acceptable.
- Bare feet, bare midriffs, low-cut necklines, and skin-tight clothing are not acceptable.
- Hats are not to be worn inside any of the buildings, classrooms, hallways, or labs.

Shoes and socks must be worn at all times

- Shoes must have a rubber/non-conductive sole.
- Shoes must be closed toe and must be clean at all times. Neoprene or mesh-type tennis shoes are not acceptable. Canvas tennis shoes are not acceptable.
- Plain, black, or gray, non-flashy sneakers are acceptable.

Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring located in the ear. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control) and not be of a faddish or unusual appearance.
- Accessories on the wrist (except for watches), such as metal or silicone bracelets, are not permitted.
- A watch allowing for the ability to track the passing of seconds is mandatory at all times.
- Rings, if worn by the student, should be low profile and limited to one finger per hand.
- Necklaces, if worn, must be inside the shirt and not be obstructive to the student or the student's classmates.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish (e.g. mohawk) or unnatural colors or styles are not permitted.
- Hair accessories must be plain. Decorative bows, ribbons, flowers, and headbands are not permitted.
- Nails must be closely trimmed and kept clean at all times. Only clear nail polish is acceptable - other colors/designs are not allowed. Artificial nails are not allowed.

Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and clinical education site policy.
- Tattoos cannot be visible. White long sleeve shirts or "sleeves" must be worn to cover the tattoos.

(Note: Clinical education facilities may have uniform regulations in addition to the foregoing requirements. Students must comply with any additional uniform requirements at the clinical education facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency.

Lab Clothes

- Laboratory uniform t-shirts will be issued; however, female students are expected to wear sports bras or swimsuits under their lab attire and male students will be asked to remove their shirts at times for laboratory skill activities. All students will be appropriately draped
- Solid light gray or black shorts
- Athletic shoes and socks (same as above)

Student Roles and Expectations

The student's role and level of function is stated in the individual course syllabi. Students are expected to take responsibility for their own learning and demonstrate professionalism at all times. It is the student's responsibility to inform the ACCE as soon as a problem related to clinical learning is identified. Students are required to abide by the requirements of the contract and follow the guidelines laid out in the Clinical Education Handbook, which include:

1. First and foremost, protecting the health and safety of patients at facilities where they perform their clinical education experiences.
2. Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information according to **Health Insurance Portability and Accountability Act (HIPAA)** guidelines. Violation of patient confidentiality may lead to dismissal of the student from the program.
3. Seeking the guidance of the program ACCE should the student have problems in the clinical setting which may include, but are not limited to, interpersonal issues with the clinical instructor that impair the ability of the student to gain clinical knowledge or working in a facility where California laws are not being followed or where the student may be in danger.
4. Arranging for transportation to and from school, clinical education facilities and other designated locations for instruction in the PTA program. (Note: The schedule at some clinical education facilities may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules).
5. Making the didactic and clinical schedule in the PTA program the top priority in their personal schedule.
6. Abiding by the rules and regulations of the clinical education facilities during clinical rotations.
7. Contacting the site at least two weeks in advance to learn the specific requirements of the assigned site.
8. Reviewing all necessary documents (i.e. course-specific information) with the assigned contact, either prior to arrival or upon arrival on the first day of the clinical education experience.
9. Assuming the cost associated with the clinical education experiences including travel, transportation, and housing.
10. Complying with the policies and procedures of the clinical site and the program.
11. Fulfilling all duties and assignments made by the clinical instructor and ACCE within the time limit specified.
12. Removing all patient identifiers for web-based posting of clinical education assignments on EXXAT and maintaining any discussions with in the educational context.
13. Providing honest and constructive feedback to the clinical site and ACCE.
14. Adhering to the profession's Code of Ethics.
15. Coordinating with the CI, SCCE, and ACCE to reschedule make up time for any absences.
16. Writing a letter of appreciation to the appropriate individuals (e. g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.

Travel and Expense Expectations

Students must understand that additional responsibilities and obligations are required for clinical education. These responsibilities include provision of reliable transportation and living expenses (housing, meals, etc.). Students are responsible for their own transportation and living arrangements related to clinical education coursework, unless otherwise supported by the clinical facility. At no time, will the student be considered an employee of the clinical facility.

Emergency Services

If a student is injured in off-campus educational experiences, the student—depending on the severity of injury and the clinical education setting—should access the facility's emergency services. If those services are unavailable on-site, the student should request assistance to receive the necessary emergency services. The student will be responsible for the cost.

Objectives

Each clinical education course has course objectives that are part of the course syllabus.

In conjunction with the clinical instructor, students are expected to create individualized learning objectives compatible with their learning needs and the experiences offered at the clinical site. The clinical site may also have specific objectives it has developed. In addition to the objectives developed by the University, students are expected to meet with their clinical instructors to develop additional objectives to meet the individual student's learning needs.

Student Liability Insurance

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education. Students are required to provide their own health insurance. The student should carry a copy with him/her to the clinical facility as the student may be requested to provide it to the facility for its records.

Physical Examination and Immunizations

Students are first informed of the requirements for background checks, health screens, drug screens, health insurance, BLS certification, tuberculosis (TB) tests (PPD), and vaccinations during new student orientation. This orientation is followed up by an email that clearly defines the details and due dates for each of the stated requirements. Students are required to have a recent physical examination/health screen, and immunizations including measles, mumps, rubella (MMR); polio series; tetanus; diphtheria and pertussis (Tdap); and Hepatitis B. Students must also have evidence of varicella vaccination or proof of having had chicken pox.

Students are also required to have an annual, updated TB screening. A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done at least every year to demonstrate that there is no evidence of active TB.

The university will provide student access to the PPD testing for TB on campus as well as the Hepatitis B vaccination series, MMR, Tdap, varicella, drug screening, and physical examination. The scheduling of this will be the responsibility of the University as part of the Enrollment Agreement. If the student is absent on the day that the PPD test is administered or read or the vaccinations are given, the student will be responsible for obtaining them on his or her own time and at his or her own expense. An individual who requires a chest x-ray to demonstrate that there is no evidence of active TB will be responsible to have this test completed at his or her own expense. Students are responsible for obtaining and paying for any additional immunizations and any updates of these requirements that may be necessary, should a clinical site require it.

Proof of the above is required by all clinical facilities and must be completed two months prior to the first clinical education experience (PTA 2010).

Maintaining Requirements For Clinical Education

All PTA students are responsible for maintaining the accuracy of the above student health information. This includes, but is not limited to the PPD, chest X-ray (if PPD is positive), Hepatitis B vaccine series, a physical, health insurance, MMR, varicella vaccination, Tdap, and American Heart Association BLS/CPR certification. It is mandatory for each student to keep these records current at all times. No student is allowed to begin his/her clinical education with expired health information. It is the responsibility of the student to provide documentation of updated health records prior to his/her expiration. Student Services provides optional health center referrals upon request for any student needing to update his/her health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to begin the clinical education portion of the program without updating the expired information. Any absences accrued due to expired health records will be unexcused. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence. Individual facilities may require additional tests, titers, immunizations, or other information prior to the start of the clinical education course and the student is responsible for meeting these facility-specific guidelines and/or requirements as well as the costs incurred.

Pregnancy

PTA students who are pregnant or become pregnant during the program must inform the PTA Program Director and ACCE and provide medical clearance from their treating physician prior to attending Skills Lab and clinical experience.

CPR

Students are required to attain and maintain a current BLS certification specifically for health care providers. A BLS for health care providers' course will be made available for students per the Enrollment Agreement during Term 3. If the student fails to attend the course at the time that it is offered, the student will be responsible for completing the course on their own time and at their own expense. Other lay person training programs cannot substitute for this requirement. The student should carry a copy of the certification to the clinical facility because it may be requested by the facility for their records.

Drug Screening

Prior to Practicum, all students are required to pass a drug screen at a location determined by the university, during a prescheduled week. A facility may require the student to pass an additional drug screening prior to or during the first week of a clinical education experience as a part of the facility's procedures and requirements. Students are encouraged to ask about these tests and to obtain information in order to avoid ingesting anything that could cause a false positive result on a drug test. This screening is scheduled with the facility and will be done at the student's expense.

Potential Health Risks

Clinical practice poses a potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the clinical experience, the student must be trained in standards for preventing transmission of bloodborne and other infectious agents. The OSHA bloodborne pathogen requirement can be met if the student attended the infection control lectures in PTA 1001 Introduction to PTA and PTA 1007 PTA Practice I. The student must also successfully pass training in injury prevention and safe body mechanics. In addition, a student must complete any additional training required by the clinical site.

It is the student's responsibility to seek all the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury.

Exposure or Workplace Injury Plan

In the event of an exposure to an infectious agent or hazardous material or injury at the worksite, the student should seek treatment through the site's employee health department. The student must follow site protocol for injury or exposure reporting and must promptly notify the SCCE, CI, and ACCE. The student is responsible for the costs incurred during the evaluation and treatment of injuries.

Patient Incident or Injury

Students are to immediately report to their clinical instructors all incidents or accidents involving patients or clients. The clinical instructor should report the occurrence as required by facility policy and procedures. It is the responsibility of the student and the Student Coordinator of Clinical Education to contact the ACCE to notify the latter of such incidents or accidents. Students are advised to speak to no one other than the SCCE or ACCE regarding any incident or accident in which the student was involved or that the student witnessed during the clinical experience. All matters regarding such occurrences are to be processed according to facility policy and procedures.

Statement on Disability

The Stanbridge University PTA Program does not discriminate against any student on the basis of disabling conditions. Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should go to the online ADA Portal on Student Central at <https://ada.stanbridge.edu/> and submit a Request for Accommodation.

Patient Rights

The student is obligated to obtain informed consent. The student must disclose his or her status as a student and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

Institutional Property

All institutional/clinical site resources are considered proprietary. The student may not remove or copy resources or materials from the institution/clinical site without consent.

HIPAA Compliance

The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act during Term 1 in the program in PTA 1001, Introduction to PTA. The student is required to strictly adhere to HIPAA standards. The student must protect patient confidentiality and is not to discuss the patient or patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient identifiers must be removed.

Statement of Student Responsibility

It is the responsibility of each student enrolled in a clinical education course to monitor grades and progress. Clinical education courses are graded with a Pass/Fail grade and will not affect a student's grade point average. Receiving a "Pass" grade in any clinical education course, however, is necessary to continue in the program. What constitutes a "Pass" differs with each clinical experience and is outlined in the respective syllabi related to each clinical course. Students may retake only one clinical education course a single time. If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the ACCE to design a plan for improvement. Unsatisfactory clinical coursework may interrupt the student's ability to proceed within the curriculum or graduate. Depending on the individual circumstance, the student's clinical experience may be extended, or the student may need to repeat the clinical experience.

Clinical Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) (see Appendix D in the Clinical Education Handbook) that provides information pertinent to clinical education. Students may also use feedback from previous graduates to determine if a certain facility is deemed of enough interest to complete a clinical experience. Some facilities also have specific criteria or objectives for clinical education that may be useful in determining facility expectations. The ACCE will inform students where this information may be obtained during the clinical education orientations which are integrated throughout the Program.

The SCCE will be sent Clinical Education Reservation Forms requesting clinical placements 12 months ahead of the planned clinical education coursework start date, or as needed as new clinical education agreements are established. Information received back from clinical sites will be recorded in EXXAT. Students will have an opportunity to research available options and identify their preferences. Please see "Guidelines of Clinical Education Process" for details. The ACCE will be available to discuss the process and answer questions about student's needs or specific facilities of interest. At no time during the selection and assignment process, are students to make contact with clinical sites. Students will rank their preferences on EXXAT on or before the specified deadline.

Clinical education assignments are made approximately six weeks in advance. Based on student input, matching by the EXXAT

system (utilizes a complex algorithm which matches as many students as possible to their most desired clinical experience site), as well as feedback from the Program Director and other faculty members, students are assigned by the ACCE to either an outpatient or inpatient setting for Practicum I. Students are assigned in the same manner for the Affiliations such that they complete one Affiliation in an outpatient setting and one Affiliation in an inpatient setting.

The ACCE will review the assignments for alternative placements if it is deemed to be in the best interest of the students and/or program. Every reasonable effort will be made to share the rationale for reassignments with the students. Students will receive notification of their upcoming assignments via an email through EXXAT and be given an opportunity to discuss any concerns with the ACCE.

SCCEs are provided finalized clinical placement information for the upcoming clinical education experiences, including filled and unmatched time slots, updated clinical education policies and other relevant clinical education program information. Please see "Guidelines of Clinical Education Process" for details.

Once assignments are made, the only changes that will be allowed for students are for unexpected circumstances of hardship. The student may petition the ACCE after the assignment has been made. On an individual basis, the ACCE will consider if the assignment creates a hardship. The ACCE may consult with other faculty members, if needed, to determine the extent of the hardship. If hardship is determined, the student and ACCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the ACCE decides a hardship is not present, the student must attend the assigned site or risk failing the course. If a site becomes unavailable during a planned clinical experience, the student will individually consult with the ACCE, who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

Student Confidentiality

Stanbridge University affords all of its students their full rights as required by the Family Educational Rights and Privacy Act. This law was enacted to protect the privacy of students and provide for the right to inspect and review education records which are directly related to a student and which are maintained by the university or by a party acting for the university, including the clinical education site. The university may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical education site that is a party acting for the institution and performing a service which the institution would otherwise have to perform for itself. The university is not permitted to disclose that information to others without the written consent of the student, and the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

Termination of Clinical Education Course due to Student Performance

If a student's conduct or performance in any way disrupts services to patients or relationships with the clinical education site, the CI may dismiss the student or the ACCE may immediately terminate the student's placement and assign a failing grade for that clinical experience. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not a comprehensive nor all-inclusive list of the unprofessional behaviors that may warrant termination:

1. Student does not exercise sound judgment, placing a patient at serious risk for injury.
2. Student behavior undermines the positive relationship between the university and the clinical site.
3. Student performance jeopardizes relationships between employees at the clinical site.
4. Student fails to adhere to department, program, or university policies and procedures.
5. Student uses poor professional judgment, lending to unsafe patient care or has unethical conduct.
6. Student fails to remediate unacceptable behavior that has been addressed.

7. Student misrepresents level of competency or practices beyond abilities.
8. Student has unreasonable absences or tardiness.
9. Student dates a patient currently undergoing any form of treatment at the clinical site.
10. Student dates a staff member employed at the clinical site.
11. Student deceives the CI or clinical staff.
12. Student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the clinical experience is terminated:

1. The student will be given a grade of "Fail" for the clinical education course.
2. The student may not return to the site for future clinical internships.
3. The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
4. The student must formally meet with the ACCE to outline remediation plan.
5. The student may be granted the opportunity to re-enroll in a clinical education course in which he/she received a failing grade. Students who do not successfully complete the course the second time will be dismissed from the program. Students are only allowed to remediate one clinical education course, one time. Students may not remediate if failed Practicum, only a failed Affiliation.

STUDENT ACKNOWLEDGEMENT OF RISK

As a condition of their presence in the program and clinical facilities for clinical education, Physical Therapist Assistant students will be required to sign an acknowledgement form, which includes the following information:

I, _____, understand that while I am enrolled in the Physical Therapist Assistant program at Stanbridge University, I may be involved in activities that may increase my risk of injury or illness to a level above those associated with everyday activities of daily living. These activities may include, but are not limited to, exposure to potentially infectious blood, body fluids, and airborne pathogens and diseases (Examples: HIV, Hepatitis, TB, needle sticks); musculoskeletal injury due to performing/receiving physical therapy treatment activities on/from partners or patients in the laboratory setting or during clinical education experiences; psychological stress associated with the curriculum load which requires a significant level of commitment to successfully complete the program; and exposure to hazardous materials (Examples: bleach, rubbing alcohol, Betadine).

I am aware that certain clinical education facilities may require the successful completion of drug testing and/or additional background investigation before I am allowed to participate in the provision of care at those facilities.

I agree to follow all clinical education facility protocols regarding patient safety, personal safety, and all other protocols I have been instructed at school, during clinical facility orientations, and during my clinical rotations.

I hereby confirm that I will seek the direction of my clinical instructor (CI) or other supervising facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness or injury I may acquire or get as a result of my participation in my clinical education rotations, including any infectious disease, illness or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a facility in which individuals with mental illness are treated.

I also understand that that it is my responsibility during clinical education coursework in the provision of care to patients to identify myself correctly as a Physical Therapist Assistant student. I also understand that it is the risk-free right of patients to refuse to participate in clinical education.

Student Media Acknowledgement and Waiver

Physical Therapist Assistant students will be required to sign an acknowledgement form, as a condition of their presence in the

program and clinical facilities for clinical education, which includes the following information:

I, _____, hereby irrevocably consent to and authorize the use and/or reproduction of any testimonial information and all photographs or other media taken of me during any aspect of the program for any company purposes, without compensation to me. This is to include use of the original images and any variations created thereof for sale or licensing in, but not limited to, company stock photography, video, promotional media, audio, advertising media, in any way whatsoever. All negatives and positives, or digital media, and any copies of same, shall constitute property, solely and completely, of Stanbridge University.

In giving this consent, I release Stanbridge University and its representatives from any violation of any personal or proprietary right I may have in connection with such sales, reproduction, or use.

I enter into this release on behalf of my dependents, heirs, executors, administrators, and assigns.

PTA GRADUATION REQUIREMENTS

In addition to passing each theory course with a 75% or better grade and each lab course with an 80% or better grade, including all clinical education coursework and the clinical competency skills checklists associated with program, PTA students must pass a program exit examination. This examination has only one remediation attempt.

In order to graduate, students in the Physical Therapist Assistant program must complete a minimum of four hours of community service per term during terms 1 through 4, or a total of 16 community service hours by the end of the program.

PTA LICENSURE REQUIREMENTS

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

BHA GENERAL INFORMATION

BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION (BHA)

The Bachelor of Science in Health Administration (BHA) program is a fully online program that provides students with the required foundations in general education and health administration core knowledge to prepare them for a career in healthcare administration or management. Health administration professionals work to administer and manage healthcare systems, such as hospitals, hospital networks or large healthcare systems, and have an important role in making sure people receive the best possible care while working collaboratively to promote community health and wellbeing.

BHA Mission Statement

The Bachelor of Science in Healthcare Administration (BHA) program prepares students for entry-level administrative leadership roles in health services organizations and systems. Through a comprehensive curriculum, students gain competencies and professional preparation to manage and lead in a dynamic diversified healthcare environment.

BHA Program Learning Outcomes

PLO1. Students will successfully apply business principles to the healthcare environment.

PLO2. Students will employ professional standards within healthcare organizations.

PLO3. Students will choose effective leadership styles within the healthcare system.

PLO4. Students will appropriately apply ethical and legal standards to healthcare administration.

BHA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Healthcare Administration degree:

180 quarter credit hours/\$222.19 tuition rate per quarter credit hour. The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 28-29 months, including holidays and breaks.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
CITI 1000 Information and Technology Literacy	35	0		3.5		Yes
HLTH 1800 Health and Nutrition	40	0		4		Yes
ENG 1005 Introduction to Written Communication	40	0		4		Yes
COM 1050 Fundamentals of Public Speaking	40	0		4		Yes
MATH 1010 College Algebra	40	0		4		Yes
SOC 1010 Introduction to Sociology	40	0		4		Yes
BIO 1010 Biology	50	0		5		Yes
MATH 2020 Statistics	50	0		5		Yes
SCI 1030 Human Anatomy	50	0		5		Yes
PSY 1010 Introduction to Psychology	40	0		4		Yes
PHIL 2010 Critical Reasoning and Ethics	50	0		5		Yes
ENG 2020 Advanced Written Communication	50	0		5		Yes
COM 3010 Business Communication in Healthcare	45	0		4.5		Yes
PSY 3300 Diversity and Inclusion	50	0		5		Yes
ENG 3800 GE Capstone	60	0		6		No
HA 3000 AI and Machine Learning Enabled IT Systems for Healthcare	50	0		5		Yes
HA 3010 Local and Global Health Concepts	50	0		5		Yes
HA 3011 Local and Global Health Concepts Project	30	0		3		Yes
PSY 3020 Organizational Psychology	50	0		5		Yes

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
HA 3030 NextGen Patient Relations and Servicing	50	0		5		Yes
ACCT 3100 Principles of Healthcare Accounting I	50	0		5		Yes
HA 3280 AI and Data Management in Health Information Systems	50	0		5		Yes
HA 3460 AI, Social, Behavioral, and Data Science-Driven Marketing	50	0		5		Yes
ACCT 4100 Principles of Healthcare Accounting II	50	0		5		Yes
HA 4150 Healthcare Quality Management	50	0		5		Yes
HA 4180 Development and Strategic Planning in Healthcare Organizations	50	0		5		Yes
HA 4170 Risk Management in Healthcare	50	0		5		Yes
HA 4190 Human Resource Management	50	0		5		Yes
HA 4200 Healthcare Policy and Law	50	0		5		Yes
HA 4250 Healthcare Reimbursement Systems	50	0		5		Yes
HA 4270 Medical Ethics and Future Challenges	50	0		5		Yes
HA 4160 Healthcare Informatics and AI Innovation	50	0		5		Yes
HA 4280 Healthcare Regulation and Compliance	50	0		5		Yes
HA 4310 Team Building and Leadership	50	0		5		No
HA 4311 Team Building and Leadership Project	30	0		3		No
HA 4400 Ethics and Social Responsibility in Healthcare	50	0		5		Yes
HA 4450 Introduction to Healthcare Research	50	0		5		No
HA 4460 Healthcare Administration Capstone	60	0		6		No

Standard Occupational Classification (SOC):	11-9111
Employment/Job Title:	Medical and Health Services Managers

BHA FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Herbert Axelrod	PhD	Life and Physical Science, Mathematics
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Veral Seagraves	MA	Social and Behavioral Sciences
Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Wayne Cottrell	PhD	Life and Physical Science, Mathematics

BHA ADMISSIONS POLICIES

Bachelor of Science in Healthcare Administration applicants are required to meet the institution's admissions policies and may be considered for admission to the program if they achieve the minimum scores on the required sections of the Next Generation ACCUPLACER test. The ACCUPLACER is designed to provide placement, advisement, and guidance information for students entering the program.

Reading	232
Writing	234
Arithmetic	212
Algebra	206

The applicant may take a section of the ACCUPLACER required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed ACCUPLACER test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking the sections required for admission to the program.

Students who have earned an associate degree, or higher, from an institution accredited by an accrediting agency recognized by the United States Department of Education are exempt from taking the ACCUPLACER test sections.

In addition, an applicant is required to:

- Complete the Academic Readiness Survey
- Take the Online Readiness Quiz

BHA TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

For information regarding BHA transfer credit, refer to the institution's [Transfer Credit Policies](#).

BHA GRADING POLICIES

GRADING

In order to successfully pass each course, students must earn a 75% or above. In order to graduate, students must have a cumulative grade point average of 2.5 at the time of graduation.

Online Courses

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Course Remediation

Remediation for unsatisfactory course performance is required in the event a course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course. Students may take up to three (3) remediation examinations.

BHA ATTENDANCE POLICIES

CLASS HOURS

The BHA program is a fully online program. The online instructional weeks begins on Monday and ends on Sunday, 11:59 PM PT. Students should refer to their class schedule for course start and end dates.

Online Course Attendance

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Students participating in the university's online distance education courses are expected to be in attendance in accordance with the syllabus since participation is essential to student learning and the assessment of the achievement of required outcomes. All online distance education courses require a set number of academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are clarified in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Any course absence must be made-up through a make-up assignment appropriate to the hours missed. A student is considered to be in continuous attendance as long as there are no more than fourteen (14) calendar days between attendance ARAs.

Make-up of Course Examinations Due to Absence

If a student's absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

BHA DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student does not earn a 75% or above in a course.
- The student does not maintain a 2.5 grade point average.
- The student fails to remediate a course failure within twenty (21) days of the course end date.
- The student fails to make-up a course absence.
- The student fails to maintain satisfactory academic progress.
- The student violates the Code of Conduct policy.

BHA ADDITIONAL POLICIES

Online course etiquette, known as “netiquette,” is extremely important to maintain a positive online learning environment. Netiquette refers to the practice of respecting the views of others, even if they differ from our own, and demonstrating common courtesy when interacting with others in an online exchange.

Please keep in mind the following netiquette guidelines when posting in online discussion forums and interacting with peers:

- Never write your discussion posts or other assignment in all CAPS. On the Internet, writing in caps may be considered equivalent to yelling at someone.
- Use of profanity or verbal abuse is never acceptable in an academic environment.
- The online course environment is not a place to send junk mail or spam to your classmates or instructors. Please only send e-mail regarding course-related questions or issues.
- Remember that a “tone” can be misinterpreted in e-mail or online forums because the recipient does not get the benefit of your body language. Avoid sarcasm.
- Always keep in mind that once you send an e-mail, what you have said is in writing forever. Additionally, anything posted in a public discussion forum will be visible to all class participants and others with access to the online course.
- Remember that class discussion forums, chat areas, and e-mail messages are not social media; keep content focused, professional, on relevant topics, and use language and writing style appropriate for an academic environment.
- Be respectful; if you wouldn't say something to someone's face, don't write it in the online environment.
- Always proofread your posts and e-mails and make an effort to use proper spelling and grammar. This includes complete sentences and appropriate punctuation. It's good practice for all kinds of written communication in college and in the workplace!
- Re-read what you have written and take a moment to pause before you click post or send, especially in a moment of frustration or anger.
- Make a point to be kind and professional in your comments in discussion forums, e-mails, and so on, even if you disagree with the person you're responding to.

BHA GRADUATION REQUIREMENTS

To graduate, students in the BHA program must complete all 180 quarter credit hours required to confer a Bachelor of Science in Healthcare Administration degree and have a cumulative grade point average of 2.5 or higher.

BHA LICENSURE REQUIREMENTS

The Bachelor of Science in Healthcare Administration does not lead to licensure.

BSN GENERAL INFORMATION

BACHELOR OF SCIENCE IN NURSING (BSN)

Registered nurses (RN), regardless of specialty or work setting, treat and educate patients and the public about various medical conditions and provide advice and emotional support to patients' family members. RNs record patients' medical histories and symptoms, help perform diagnostic tests and analyze results, operate medical equipment, administer treatment and medications, and help with patient follow-up and rehabilitation.

RNs teach patients and their families how to manage their illnesses or injuries by explaining post-treatment home care needs; diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RNs may work to promote general health by educating the public on warning signs and symptoms of disease. RNs also run general health screening or immunization clinics, blood drives, and public seminars on various conditions.

When caring for patients, RNs establish a care plan or contribute to an existing plan. Plans may include numerous activities, such as administering medication, including careful checking of dosages and avoiding interactions; starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; administering therapies and treatments; observing the patient and recording those observations; and consulting with physicians and other healthcare clinicians. Some RNs provide direction to licensed vocational nurses and nursing aides regarding patient care.

BSN MISSION STATEMENT

The Bachelor of Science in Nursing degree program provides students with a theoretical and evidence-based education that incorporates knowledge through the development and mastery of clinical reasoning, nursing skills, and professional values. The goal of the program is to prepare graduates for positions where they will provide quality health care services in diverse settings and function as professional providers of care, managers of care, and leaders within nursing practice.

BSN PROGRAM LEARNING OUTCOMES

PLO1. Implement evidenced-based nursing interventions as appropriate for managing care of patients and promoting health across the lifespan

PLO2. Provide a patient-centered, evidenced-based practice using developmentally and culturally appropriate approaches.

PLO3. Demonstrate effective critical thinking and decision-making skills to advance nursing practice and quality outcomes.

PLO4. Apply leadership principles and quality improvement to promote health policy and patient advocacy.

PLO5. Integrate the professional standards of moral, ethical, and legal concepts into nursing practice.

PLO6. Value the inherent worth of individuals and populations through self-evaluation, service, social justice, and lifelong learning.

BSN PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Nursing degree:

180 Quarter Credit Hours/\$691.22 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 36-37 months including holidays and university breaks.

Scholarship requirements: A minimum of a 77% in the theory component and a PASS in the clinical component of each nursing course and a 75% in the general education courses. A cumulative GPA of 77% or above is required. All students must achieve a minimum score of 94% predicted probability in the Comprehensive Predictor Examination on the first attempt at the end of NUR 4600.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Eligible for Credit Transfer
MATH 1010 College Algebra*	30			3	Y
ENG 1005 Introduction to Written Communication**	30			3	Y
CHEM 1010 Chemistry with Lab*	30		10	3.5	Y
SOC 1010 Introduction to Sociology**	30			3	Y
BIO 1010 Biology with Lab*	45		10	5	Y
ENG 2020 Advanced Written Communication**	40			4	Y
PSY 1010 Introduction to Psychology**	30			3	Y
SCI 1050 General Microbiology with Lab*	45		35	6	Y
SCI 1030 Human Anatomy with Lab*	45		35	6	Y
SCI 1040 Physiology with Lab*	45		35	6	Y
COM 1050 Fundamentals of Public Speaking*	30			3	Y
PSY 2070 Developmental Psychology**	30			3	Y
SCI 3050 Pathophysiology	50			5	N
HLTH 1800 Health and Nutrition**	35			3.5	Y
MATH 2020 Introduction to Statistics	40			4	Y
PHIL 2010 Critical Reasoning and Ethics**	30			3	Y
PHIL 2300 Applied Critical Thinking in Simulation	20		40	4	N
PSY 3300 Diversity and Inclusion**	30			3	Y
SEM 1200 NursingPrep RN*	35			3.5	N

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Eligible for Credit Transfer
NUR 1000 The Nature of Nursing Practice	50			5	N
NUR 1250 Introduction to Pharmacology*	50			5	N
NUR 2100 Fundamentals of Nursing with Lab	45		40	7	N
NUR 2100C Fundamentals of Nursing Clinical		108		5	N
NUR 1060 Gerontology**	25			2.5	N
NUR 2200 Behavioral Health with Lab	45		8	4.5	N
NUR 2200C Behavioral Health Clinical		36		1.5	N
NUR 2300 Medical Surgical I with Lab	50		32	5.5	N
NUR 2300C Medical Surgical I with Clinical		108		5	N
NUR 3300 Medical Surgical II with Lab	50		16	4.5	N
NUR 3300C Medical Surgical II Clinical		96		3	N
NUR 3033 Health Assessment with Lab	45		10	5	N
NUR 3500 Maternal and Newborn Nursing with Lab	45		12	5	N
NUR 3500C Maternal and Newborn Nursing Clinical		54		1.5	N
NUR 3600 Family and Child Nursing with Lab	45		12	5	N
NUR 3600C Family and Child Nursing Clinical		54		1.5	N
NUR 3043 Evidence-Based Nursing Practice**	60			6	N
NUR 4300 Medical Surgical Nursing III with Lab	50		16	4.5	N
NUR 4300C Medical Surgical Nursing III Clinical		84		2.5	N
NUR 4200 Population Health and Technologies*	45			4.5	N
NUR 4400 Community Based Nursing with Practicum	45	90		9	N
NUR 3053 Healthcare Informatics**	30			2.5	N
NUR 4250 Health Systems Leadership*	45			4.5	N

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Eligible for Credit Transfer
NUR 4600 Transformational Nursing Leadership	35			3.5	N
NUR 4600C Transformational Nursing Leadership Clinical		60		2	N

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1141
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Employment/Job Title:

Registered Nurses

BSN FACULTY

Julie Amenta	MSN-Ed, RN
Sherry Choquette	BSN, RN
Jeremy Christie	BSN, RN
Karyn Dickinson	MSN, RN
Tina Ghazarian‡	MSN, RN, FNP
Aneta Giz	BSN, RN
Gwen Hunt‡	BSN, RN
Kelli Jo Paul	MSN, RN
Dr. Jeny Joy‡	PhD, RN
Dr. Zoya Minasyan‡	PhD, RN, FNP
Bien Nguyen	MSN, RN
Karen Nguyen‡	MSN-Ed, RN
Lisa Runels	MSN, RN
Ali Tehrani	MSN, RN, CCRN
Jincy Thomas‡	BSN, RN
Brian Tran	BSN, RN
Katy Upadhyaya	MSN, RN
Minerva Valdenor	MSN, RN, CCRN
Dr. Lucy VanOtterloo	PhD, RNC, CNS
Diedre Yarak‡	MSN, RN

‡ Faculty are located at Los Angeles, Alhambra campus.

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics

Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

BSN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Bachelor of Science in Nursing degree program. Click [here](#) to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click [here](#) to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 250; Sentence Skills 237; Arithmetic 237; and Elementary Algebra 237. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

The applicant may take each of the Accuplacer tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed Accuplacer test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the Accuplacer tests required for admission to the program. The applicant will be allowed to take each of the Accuplacer tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the Accuplacer tests again for admission to a program at the university.

The university will also accept the TEAS VI admissions test scores from applicants, taken at outside institutions, for consideration of admission into the Bachelor of Science in Nursing:

- For the TEAS VI to be considered for admission into the program, the applicant must have achieved a TEAS score of 70% or higher composite (proficient level).
 - The TEAS VI must have been taken and passed within three years from the date of acceptance by the university
3. Take the ATI Critical Thinking Assessment Entrance Exam and achieve a minimum score of 68% to be eligible for an interview. Applicants may take the ATI Critical Thinking exam up to two times, with at least 10 days between attempts. If the minimum score is not achieved after two attempts, applicants are required to wait 60 days before retaking the exam up to two more times.

Upon completion of steps 1 through 3, applicants may proceed to the following:

4. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.
5. Complete a background check.
6. Schedule and attend a meeting with a Financial Aid Officer.
7. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.
8. Interview with the Program Director or designee. Interviews are offered virtually through Zoom video conferencing meeting temporarily.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer

work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

9. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:
 - Required prerequisite science courses must have been completed within two (2) years of the date of enrollment with a 77% or higher.
 - All transfer credit policies of the institution have been met.
10. File all required documents with Admissions at least two (2) calendar weeks prior to the interview with the Program Director or designee and ensure all required proof of physical examination, immunizations, and valid CPR card issued by the American Heart Association is submitted to Admissions seven (7) days prior to the start of orientation.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above when reapplying for admission to the program.

The thirty (30) applicants who have met the minimum requirements for admission to the BSN program, and who have the highest number of combined points awarded according to the departmental rubric, 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 thirty (30) individuals qualified for admission to a given cohort, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.

Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

APPLICANTS WITH CRIMINAL CONVICTIONS

Background Check and Licensure

California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice. The California Board of Registered Nursing (BRN) requires that all convictions be reported, except for minor traffic violations, on applications for licensure. Both misdemeanor and felony convictions must be reported. This includes "driving under the influence." Convictions must be reported even if they have been expunged. All prior or current disciplinary action against a healthcare related license must be reported, whether it occurred in California or in another state or territory. The BRN reviews all prior convictions substantially related to the qualifications, functions, or duties of a registered nurse. Each application for licensure is evaluated on a case-by-case basis. See the California Board of Registered Nursing website at <http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc> for further information.

Background Check and Clinical Facilities

Some clinical facilities require background checks for all employees, volunteers, and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the BSN program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors which will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities may require submission of fingerprints as part of the background check.

BSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit will only be granted under the following conditions:

- Required prerequisite science courses must have been completed within two (2) years of the date of enrollment with a grade of B or higher.
- All transfer credit policies of the institution have been met.

Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience

Students may apply for competency-based credit, which will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. The Program Director or designee will administer this process.

Any student who wishes to challenge a nursing course (with an NUR prefix), Anatomy and Anatomy Lab, Physiology and Physiology Lab, or Microbiology and Microbiology Lab courses to earn academic credit by examination must successfully complete the culminating examination appropriate to the course. In the nursing theory or non-clinical courses, the terminal measures are often a final examination and/or term paper. In the case of the challenge examination, the student must receive a passing grade of 80% or higher to receive credit. In the nursing clinical laboratory classes, students must demonstrate competent clinical practice by way of a return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the demonstration with 100% skill and accuracy.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$50 for each written examination and a one-time, nonrefundable fee of \$100 for each demonstration of the mastery of clinical objectives.

Prior to enrollment, a student desiring entry into the VN 45-Unit Option may receive transfer credit for courses in Physiology and Microbiology designed for health pre-professionals or Biology majors taken previously at another institution as long as the student has achieved a GPA of 3.0 or greater in these courses. The courses must include a laboratory component.

Stanbridge University will conduct an evaluation of previous education and training for all veterans and will grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

Stanbridge University complies with California Board of Registered Nursing regulations SB 466 as follows:

1. The University Student Catalog shall include a section referring to Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience for all students, including those who have served or are serving in the United States Armed Forces.
2. The University's Bachelor of Science in Nursing webpage shall provide a link identified as "Transfer Credit for Military Experience" that directs to the policy.
3. A form outlining the procedures will be provided and kept as a record in the student's file.
4. The student's file will reflect the awarding of credit on the student transcript.

BSN GRADING POLICIES

GRADING

Regardless of the overall course grade, all assigned work must be completed in order to pass each nursing course. The theory and clinical components of each nursing course must be taken concurrently. In accordance with program requirements, a student must pass both theory and clinical components of a course to be allowed to continue with the program. If a student fails either the theory or clinical component of a nursing course, he/she must repeat both components of the course and successfully complete these components before progressing in the program. Students must have a cumulative grade point average of "C+" or above in order to graduate.

NURSING THEORY COURSES

Students will be given a grade based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course. Nursing students must earn a minimum grade of a 77% in the theory component of all nursing theory courses in order to progress in the program.

NURSING CLINICAL COURSES

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in the clinical component of each nursing course. Students must receive a PASS in all nursing clinical courses in order to progress in the program.

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. Make-up of clinical absences will be determined on an individual basis. Evaluation of clinical performance is obtained through the objectives on the Clinical Performance Evaluation Tool. The evaluation tool is completed at midterm and end of quarter.

CONTENT MASTERY ASSESSMENTS (CMA) EXAMINATIONS

In addition to passing each course with the minimum passing grade, students must pass the program exit examination on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

GENERAL EDUCATION COURSES

Remediation for unsatisfactory course performance is required in the event a general education course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three (3) remediation examinations.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and

assignments for each course. Students participating in the university's blended or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Attainment of satisfactory progress (attendance, credit earned, and GPA) will be monitored at the completion of each quarter. Students must achieve a 77% or higher in the theory component and a PASS in the clinical component of each nursing course. In the general education courses, students must achieve a 75% or higher. Tutorial sessions may be mandatory for students at risk of not meeting course requirements. Students may also be referred to the Academic Success Coordinator in the Learning Resource Center for assistance with study skills and time management in order help the student make academic progress.

Student progress will be measured at the end of each term. In order to maintain satisfactory academic progress, students must meet the university's Satisfactory Academic Progress (SAP) policy.

BSN ATTENDANCE POLICIES

CLASS HOURS

Students should refer to their schedule for the actual class dates. BSN theory and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings.

THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of BSN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course in a 10-week term with exception to the theory component of the Behavioral Health course. Students may be absent no more than three (3) hours in the theory component of the Behavioral Health course. Documentation for an absence will not be collected, as there is no "excused absence." An absence will simply count towards the maximum allowable absence. Students must notify the instructor in advance of any absence. Failure to provide advanced notification will result in a Notice of Deficiency.

Students who accumulate greater than one (1) day of absence from each theory course in a 10-week term or more than three (3) hours in the theory component of the Behavioral Health course will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

Students must make-up the theory hours missed due to an absence before progressing to the next term. The theory instructor will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

Students are responsible for signing in the e-roster at the beginning of each theory course. Failure to sign in the e-roster will result in an absence. Having a proxy student sign in the e-roster will result in disciplinary action, up to and including dismissal.

LEAVING EARLY AND TARDINESS (THEORY)

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives after the start of class or after a scheduled return from a break. Students must notify the instructor in advance when leaving early or arriving late at the start of class. Failure to provide advanced notification will result in a Notice of Deficiency.

Students must make-up theory hours missed due to leaving early or tardiness before progressing to the next quarter. Students who miss more than 5% of total class time for the course or have more than two (2) occurrences of leaving early or tardiness will meet with the Program Director, or designee, for disciplinary action, up to and including dismissal. The theory instructor will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

MAKE-UP OF COURSE EXAMINATIONS DUE TO ABSENCE

If the absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services.

Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 77%.

CLINICAL ATTENDANCE

Students are required to attend all clinical days. Students MUST attend the first hospital orientation day and electronic charting in-service for each clinical facility. Failure to attend the first clinical day and/or mandatory computer training will result in dismissal from the program.

Students may be absent one (1) day from each clinical course in a 10-week term except in the Behavioral Health course. Students may not miss any clinical hours in the clinical component of the Behavioral Health course. Hospital rotations, skills labs, simulation labs, and any required community shifts are all counted as clinical hours. An absence on any of these scheduled days will be counted as the one (1) allowed absence. Students must make-up any clinical absence before progressing to the next term or they will be dismissed from the program. A missed clinical make-up will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program. The lead instructor or clinical manager will determine the make-up assignment appropriate for the hours missed as well as the deadline for submission.

Students who are unable to attend clinical must do the following:

1. Call the clinical instructor at least one (1) hour prior to the scheduled clinical time. Failure to provide proper advanced notification may result in disciplinary action, up to and including being dropped from the course.
2. Give the clinical instructor a physician's release prior to returning to the clinical area if the absence was due to a contagious illness or injury. Boots, slings or other support devices are not allowed in the clinical area.
3. Arrange for make-up of missed clinical time/clinical objectives on the scheduled day or by arrangement with instructor.
4. Submit satisfactory make-up assignment in a timely manner to the clinical instructor.

LEAVING EARLY AND TARDINESS (CLINICAL)

Students are required to attend all clinical hours. Failure to complete a clinical shift or leaving a clinical session prior to being dismissed by the instructor is considered an absence and subject to the same policy as a clinical absence.

Tardiness results in unsafe patient care due to lack of or a curtailed shift report. Students are considered tardy when they arrive later than the designated start time at the designated location as defined by each clinical instructor. Failure to notify the instructor of tardiness will result in disciplinary action and/or the student may be sent home and incur an absence if deemed unsafe by the clinical instructor.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

BSN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student receives below a 75% in any of the program's general education courses.
- The student receives below a 77% in any of the program's nursing theory courses.
- The student receives a FAIL in any of the program's nursing clinical courses.
- The student accumulates greater than three (3) hours of absence in the theory component of the Behavioral Health course or is absent for more than one (1) day in a nursing theory courses in any term excluding the Behavioral Health course.
- The student misses any clinical hours in the clinical component of the Behavioral Health course, or more than one (1) day of clinical absence in the clinical component of one (1) course in any term excluding the Behavioral Health course.
- The student fails to attend the first clinical day and/or mandatory computer training.
- The student fails to make up any absences before progressing to the next term.
- The student fails to pass with Comprehensive Predictor Examination with a score of 94% or more.
- The student commits unsafe nursing practice.
- The student does not complete a minimum of twenty-eight (28) hours of community service by the end of the program.

BSN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under Admission Policies, applicants to the Bachelor of Science in Nursing (BSN) program must provide the following prior to admission to the program:

Physical Exam

Proof of Health Exam signed by a medical provider (MD, NP, or PA) with no restrictions. Students are required to carry health insurance and may be asked to provide a copy to the nursing department along with their immunization.

Immunizations

MMR: Students must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated.

Students who have had measles-mumps-rubella do not need to be immunized, but will need to submit proof of immunity.

Varicella: The student must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated.

Students who have had chickenpox do not need to be immunized, but need to submit proof of having the disease.

TDaP: Students must submit proof of immunization within the last 5 years.

Hepatitis B: Students must submit proof of a 3-shot series of immunization (or proof the series has been started). If the student wishes to decline the Hepatitis B vaccine series, he or she must sign a declination form provided by Stanbridge University.

The student may also present a titer if previously immunized for Hepatitis B.

PPD: Students must submit proof of a PPD skin test within one year. If the student has a previous positive PPD or BCG vaccine, the student will have to submit results from a current chest X-ray. Students must initially provide a two- step TB test unless they can provide proof of previous annual testing. A regular one-step TB test must be updated annually.

Influenza Vaccine or Declination: Students must submit proof of influenza vaccine. If the student wishes to decline the influenza vaccine series, he or she must sign a declination form provided by Stanbridge University. Students should be aware that declining the influenza vaccine may result in inability to attend clinical education at some facilities and may lead to delay of graduation.

BLS/CPR CARD

A BLS/CPR card must be obtained from the American Heart Association. Students are responsible for maintaining the currency of their BLS/CPR card during the entire duration of the program. Students without a current CPR card will be removed from the clinical rotation until the CPR card is renewed. Make up of missed clinical time will be required as outlined in the Attendance Policies.

BSN Dress Code

Students are expected to comply with the dress code as outlined below. Students who do not comply with the dress code will be requested to leave campus or the clinical facility. The student will be marked absent for the period and a Notice of Deficiency will be given.

- Student ID badge must be worn at all times above the waist.
- All students must be neat and well groomed. Students will bathe daily and use deodorant. The student should have no offensive body odor or cigarette smell. Appropriate top and bottom undergarments are required.

- Clothing must fit properly and not tight-fitting.
- On campus uniform includes red polo shirt with the Stanbridge polo, plain white under shirt or white "sleeves" to cover tattoos, plain black scrub pants (no print, no colorful embroideries or borders, no jogger scrub pants), white socks or neutral nylons, and white or black shoes.
 - o Shoes must be closed-toed, closed-heeled and low-heeled. Shoes must be without print except for the shoe logo.
 - o White shoes must be clean.
 - o Only white or black shoelaces are allowed.
- In clinical, blue scrubs with Stanbridge logo must be neat and pressed.
 - o Pregnant students must adopt a similar maternity scrub uniform.
 - o Only clean white, closed-toed, closed-heeled and low-heeled shoes with non-skid soles and white vinyl or leather top is acceptable. Shoe logo and shoelaces, if present, must be white.
 - o Only white socks or neutral nylons may be worn in clinical.
 - o Stethoscope, penlight, bandage scissors, watch with second hand, calculator, black pen, paper pad are part of the clinical uniform. A "fanny pack" or "apron" may be worn over the uniform to increase the number of pockets.
- Sweaters on campus and in clinical must be solid color (only black, grey, blue, or white) without print except for Stanbridge logo.
 - o Sweaters in clinical may not have a hood.
- No hats or scarves are permitted.
- Hair must be pulled back out of the face and off the shoulders.
 - o Hair in a ponytail is acceptable on campus but must be pulled out of the face.
 - o Hair must be pulled back out of the face and in a bun in clinical or when in scrubs for Skills Lab or Simulation Lab.
 - o Hair color must be of a natural color. Faddish or unnatural colors or styles are not permitted.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment as recommended by the Centers for Disease Control. Facial hair must not be of a faddish or unusual appearance.
- Gum is not allowed.
- Makeup must be suitable. Perfume, cologne or after-shave is not permitted.
- New tattoos and piercings are discouraged while in school due to increased risk of infection and the ability to comply with clinical site policy.
 - o Tattoos cannot be visible. Plain white long-sleeved shirts or "sleeves" must be worn to cover the tattoos.
 - o Except for pierced ears, body piercings with jewelry (brow, nose, tongue, and/or lip) are not allowed.
- Jewelry must be kept to a minimum for safety and to be consistent with professional appearance. Jewelry may include only a watch, wedding ring, engagement ring, and small-post earrings if ears are pierced (only one pair of post earrings).
- Nails must be clean, short and neatly trimmed. Only clear nail polish is permitted. Artificial nails and nail wraps or extenders are not permitted.

BSN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, BSN students must achieve a cumulative GPA of 77% or above in the program and pass the nursing program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the BSN program must complete a minimum of four (4) hours of community service per term, or a total of twenty-eight (28) community service hours by the end of the program.

BSN LICENSURE REQUIREMENTS

Graduates with an pre-licensure Bachelor of Science in Nursing degree from a BRN-accredited nursing program may apply to the Board of Registered Nursing for permission to take the examination required for licensure, the National Council Licensure Examination for Registered Nurses (NCLEX-RN)®

After passing this examination and receiving a license from the BRN, the student will be eligible to obtain employment as a licensed Registered Nurse.

RNBSN GENERAL INFORMATION

BACHELOR OF SCIENCE IN NURSING PROGRAM (RN TO BSN DEGREE COMPLETION)

The online RN to BSN Degree Completion program is designed for RNs to earn a Bachelor of Science Degree in Nursing. The curriculum prepares students for advanced education in nursing designed to meet the needs of the patients and the future healthcare needs of society. It also provides a foundation for management and leadership positions to apply well-developed problem-solving skills in healthcare settings. The RN student will grow from practicing bedside nursing into a professional educated nurse promoting health and wellness, preventing illness, and better assisting and educating patients in culturally diverse communities.

Applicants must have an Associate of Science Nursing degree from an accredited program, current RN license, successful background check, and a cumulative GPA of 2.5 to meet the program requirements.

Course lengths are 5 to 6-weeks and are designed especially for RNs to continue working while taking online classes. This program will prepare RNs for entry into a graduate nursing program.

Program Learning Outcomes

PLO1. Analyze the concepts of risk management and HIPAA in relation to critical thinking, decision-making, and problem solving.

PLO2. Describe the importance of interdisciplinary collaboration and communication in leadership roles.

PLO3. Describe how communication can influence healthcare policy and shape perceptions related to health issues.

PLO4. Analyze the importance of health promotion and its impact on patients, families and the community.

PLO5. Analyze the issues surrounding provision of care, treatment, and services requiring decision-making skills using evidence-based practice.

PLO6. Identify and discuss the application of ethical principles as they relate to the professional practice of nursing.

PLO7. Identify key elements of successful diversity management, and culturally and linguistically appropriate care, based on research and evidence-based practice.

PLO8. Identify and describe the need for health promotion, health informatics, effective communication and cultural awareness in patient care.

The purpose of the Bachelor of Science (Degree Completion) program is to present theoretical and evidence-based education that incorporates knowledge from nursing and related disciplines. These experiences will be facilitated by the acquisition of knowledge and expertise in every nursing course. The goal of the program is to prepare graduates for positions where they will provide quality health care services in diverse settings and function as professional providers of care, managers of care, and members within the discipline. Graduates will earn a Bachelor of Science in Nursing (BSN) degree upon satisfactory completion of the program. Graduates will be prepared for positions where they will care for patients and families in a variety of settings.

The following essentials of Baccalaureate Education for Professional Nursing Practice are fundamental to the practice of nursing and support the mission and goals of the nursing program while assisting in the development of the professional nurse. These elements are singularly important and collectively essential as the fundamental foundation for nursing practice and are adopted from the American Association of Colleges of Nursing.

- Liberal Education for Baccalaureate Generalist Nursing Practice

- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence-Based Practice
- Information Management and Application of Patient Care Technology Healthcare Policy, Finance, and Regulatory Environments
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

This framework forms the basis for the curricular structure and selection of content. It shapes the way the student will learn, develop, and practice professionally. Included in the philosophy are the following concepts:

The nursing program supports the concept that each person is a unique individual endowed with dignity and self-worth and worthy of reverence, protection, and preservation throughout the span of his or her life. The person or client possesses physiological, psychological, socio-cultural, developmental, and spiritual needs which are met in varying degrees through interactions with others. Clients are individuals, families, aggregates, or communities. Human relationships and interactions take place in diverse ways depending on the context and environment. During an individual's life span, each person develops a personal system of values, which give meaning and purpose to life.

The environment is composed of all factors that are ever-changing, whether internal or external to the person, and that influence their development and functioning. The environment can be altered to positively or negatively affect the client's health by modifying stressors and enhancing resources. The person is influenced by and responsive to the environment and can choose to alter his or her internal and external environments to impact health and quality of life.

Health is viewed as a dynamic state of being with adaptation to developmental and environmental changes over the life span that allows individuals to maximize potential. Health is evidenced in effective functioning within one's environment influenced by physical, psychological, social, or spiritual variables. Wellness is defined as functioning at one's best, given any limitations of one's abilities. Health care by an interdisciplinary team is based on needs and promotes, maintains, and restores the person to an optimal level of wellness on the health-illness continuum or to a dignified death. Each person has a right to quality health care, delivered with respect for the individual and respect for differences among individuals.

Nursing is a dynamic, evolving discipline and has been shaped by its history. Nursing may be viewed as a personal calling to provide compassionate service to others and as a science that encompasses a specialized body of knowledge built upon science and the liberal arts and with specified outcomes related to health and holism. It is based on understanding human conditions and relationships across the life span. Nursing practice provides an essential service to clients and is directed to the promotion, maintenance, and restoration of health or creation of an environment supportive of a dignified death. Nurses function in a variety of health care settings as professional providers of care, members of the discipline, and managers of care within the scope of nursing practice. Through nurse-client collaboration, the health needs of individuals with diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.

In an ever-changing health care delivery system, nurses must make complex decisions, adapt to new situations, and continually update knowledge and skills by using critical thinking. Critical thinking is a cognitive process that involves unbiased, reflective reasoning in order to arrive at purposeful conclusions based on fact and principles. The nurse uses critical thinking in applying evidence and theory when providing and managing care. The nurse is accountable for abiding by all laws and regulations related to nursing practice.

Teaching-Learning Practices

This program's teaching and learning beliefs assert that an education in the arts and sciences provides a foundation for the development of critical thinking. Learning is a continuous, life-long process and results in the acquisition of new insights and behavioral changes. Students are encouraged to use critical thinking when applying program content to situations they encounter

in their clinical practice.

Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry. The amount of learning achieved is influenced by the learner's value system, experiences, knowledge, and active participation. The faculty considers all these factors in the presentation of the curriculum.

Learning is enhanced in a humanistic environment that fosters growth of ideas and appreciates human diversity in an open forum where students freely and critically evaluate information, raise questions, and formulate responses. Ethnic and cultural differences as well as individual learning styles must be considered when developing an active learning environment.

Online Courses

The RN to BSN program is delivered online with an on-ground clinical component.

Lab Requirements

There are no onsite lab requirements.

NUR 4033 includes a virtual clinical component, which is not included in the cost of the program.

Clinical Fieldwork

NUR 4043 includes a clinical component of 75 hours.

RNBSN PROGRAM OVERVIEW

The Bachelor of Science in Nursing (RN to BSN Degree Completion) program is 90 quarter credit hours. The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23-24 months, including holidays and breaks. The program is designed to be completed primarily online with clinical hours in the Community Health and Advanced Physical Assessment classes. The courses are tailored to the needs of today's competitive healthcare employers and designed to challenge and refine the student as a nurse. There are a comprehensive set of nursing and general education courses, including Advanced Physical Assessment, Pathopharmacology, Evidence-based Practice, and Healthcare Informatics.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
NUR 3013 Role Transformation in Nursing	50	0		4		Yes
NUR 3023 Health Promotion through the Life Cycle	60	0		6		Yes
NUR 3033 Theoretical Models of Nursing	50	0		5		Yes
NUR 3043 Evidence-Based Practice	50	0		5		Yes
NUR 3053 Healthcare Informatics	50	0		5		Yes
NUR 3063 Principles of Teaching	50	0		4		Yes
NUR 3073A Pathopharmacology I	60	0		6		Yes
NUR 3073B Pathopharmacology II	60	0		6		Yes
NUR 4013 Ethics in the Life Sciences	50	0		5		Yes
NUR 4023 Leadership and Management	60	0		6		Yes
NUR 4033 Advanced Physical Assessment†	50	32		6		No
NUR 4043 Community-Based Nursing††	60	75		8		No
NUR 4053 Nursing Research	50	0		5		No
NUR 4103 Capstone	50	0		5		No
COM 3010 Business Communication in Healthcare	40	0		4		Yes
MATH 3010 Statistics for the Social Sciences	60	0		6		Yes
SOC 3010 Cultural Identity and Diversity	40	0		4		Yes

†NUR 4033 includes a virtual clinical component, which is not included in the cost of the program.

††NUR 4043 includes a clinical component of 75 hours.

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses
Standard Occupational Classification (SOC):	11-9111
Employment/Job Title:	Medical and Health Services Managers

RNBSN FACULTY

Ms. Annabelle Anglo	MSN, RN
Dr. Janet Baghoomian,	EdD, MSN-ED, RN, MBA, MHA
Dr. Jolie Bell	PhD, MS
Ms. Cynthia Douglas-Ybarra	MSN, RN
Ms. Michela Leytham	MHA, MSN, BSN, RN

GENERAL EDUCATION FACULTY

Dr. Alexander Moran	PhD	Faculty Chair, Written and Oral Communication
Annabella Kraut	MA	GE Chair, Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Dr. Jolie Bell	PhD	Social and Behavioral Sciences
Kristen Chrisman	MA	Written and Oral Communication
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Nathaniel Nesbitt	MA	Written and Oral Communication
Dr. Peter Poon	PhD	Life and Physical Science; Mathematics
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Dr. Warren Washington	PhD	Social and Behavioral Sciences

RNBSN ADMISSIONS POLICIES

Applicants will be admitted to the Bachelor of Science in Nursing (RN to BSN Degree Completion) program after filling out an application; speaking to an admissions representative (before or after filling out the application); submitting an official transcript of record from an accredited institution that shows completion of the required associate degree; and providing proof of RN licensure. Applicants for admission to the Bachelor of Science in Nursing (RN to BSN Degree Completion) program must provide proof of RN licensure from the state in which they practice and completion of an associate degree (Associate of Arts or Associate of Science) program from an accredited institution. Applicants who possess an AA or AS degree from a foreign college or nursing program must provide a translation and an evaluation of their degree prior to consideration for admission.

RNBSN TRANSFER CREDIT POLICIES

Since the Bachelor of Science in Nursing is an RN to BSN degree completion program based on the successful completion of an associate's degree and successful RN licensure, there is a limited amount of transfer credit that is allowed beyond the associate's degree. The program will allow for a maximum of 25% or 22.5 quarter credits or 15 semester credits to be transferred toward the completion of this degree. All courses are eligible for transfer with the exception of NUR 4033 Advanced Physical Assessment, NUR 4043 Community-Based Nursing, and NUR 4103 Capstone.

RNBSN GRADING POLICIES

GRADING

Graded assignments will include a grading rubric that delineates the points earned for each portion of the graded assignment. Grading rubrics may be found each week with the listed assignments and discussion boards. A grade of C (75%) or better is required to pass each course. To achieve a passing grade, the student must meet attendance requirements and complete all course assignments, including any clinical components. Students must have a cumulative grade point average of 2.5 to graduate from the program.

LATE SUBMISSION OF ASSIGNMENTS

Completing work in a timely manner and learning to meet deadlines is an important part of a collegiate education. Late submissions of assignments will have a grade penalty. Assignments will be considered late if they are not posted by 11:59 P.M. PST on the day that the assignment is due. Late work will be assessed a 10% penalty for the first two days it is late, 20% for the next two days and 30% for the last two days the work is late. If work is more than six days late, the assignment will receive a zero. If special circumstances arise that prevent the student from submitting assignments on time, the student needs to discuss these circumstances with the instructor, who will communicate with the program director regarding the late work.

Technological issues are not considered valid grounds for late assignment submission. If students have difficulty uploading an assignment or think their assignment might not have uploaded, they must email the instructor about the difficulty and send the instructor a copy of the assignment via email before the assignment deadline. The assignment would then not be considered late. The instructor should acknowledge receipt of the paper within 24 hours and whether the assignment is also in Edverum. If the assignment is not in Edverum, the Director of Online Training will assist the student with uploading their paper. If this procedure is not followed, the paper will be considered late and graded accordingly.

No coursework will be accepted after the end of the course unless an incomplete has been granted.

FAILED COURSES

There is no remediation for a failed course in the Bachelor of Science in Nursing program. No coursework will be accepted for a course after the course has been completed, except in cases where an incomplete has been granted. Students who fail a course will need to repeat the course at a later date.

INCOMPLETE POLICY

If a student is passing the course before week four (or week five in a six-week course) and has a compelling reason that he or she cannot complete the course by the end date, the student may apply to the instructor to take an incomplete for the course. The incomplete will need to be approved by the instructor and program director. The instructor and student will complete an Incomplete Agreement that will state what work will need to be completed and set a date for work submission in the agreement. The incomplete work will need to be submitted by that date. One letter grade decrease will be assessed for the course when a student elects to take an incomplete. The student must be passing the course at the time the incomplete is granted. Discussion Forum posts will not be included in the work to be completed for the course.

RNBSN ATTENDANCE POLICIES

ATTENDANCE POLICIES

Attendance is based on weekly discussion forum postings. In order to be counted as "present" for each week, each student is required to post two initial discussion board posts which are due on Thursday by 11:59 P.M. PST each week. Each student is required to post four responses to classmates, two in each discussion forum in addition to the initial posts each week (as noted above). Subsequent responses to other students are due no later than Sunday at 11:59 P.M. PST each week. An attendance week is from Monday at 12:00 A.M. to the following Sunday at 11:59 P.M. PST.

RNBSN DISMISSAL POLICIES

DISMISSAL POLICIES

A student in the RNBSN program who fails more than three (3) theory courses or who does not receive a grade of C (75%) or better when repeating a failed course will be dismissed from the program.

A student in the RNBSN program who has a lapsed RN license will be dismissed from the program.

A student in the RNBSN program who does not maintain a 2.5 GPA before the completion of the Capstone course will be dismissed from the program.

RNBSN ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

Plagiarism is defined as a student's submission of word-for-word passages or paraphrases of others' published or unpublished, electronic or paper, words or ideas, without proper acknowledgement of the original source. Taking the words and/or ideas of another person without acknowledgment is considered fraud and is a violation of the student Code of Conduct with regard to academic dishonesty. Students may not submit their own previously written work without modification and instructor permission. Doing so is also considered academic dishonesty.

See the university's Academic Integrity policy in this catalog for the consequences of academic dishonesty.

RNBSN GRADUATION REQUIREMENTS

Program Requirements

Completion of the 90 total quarter hours of credit, when added to the 90 quarter hours of transferred credit from the required associate degree, will total the 180 quarters hours of credit required for a bachelor's degree in nursing.

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Nursing degree.

Scholarship requirements: A final GPA of 2.5 for all units attempted at Stanbridge University is required to graduate.

RNBSN LICENSURE REQUIREMENTS

The Bachelor of Science in Nursing (Degree Completion) program does not lead to any specific licensing.

MHA GENERAL INFORMATION

MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION (MHA)

The Master of Science in Healthcare Administration Program (MHA) provides students with the essential competencies and advanced knowledge in strategy, policy, planning, and ethics in order to successfully lead in dynamic and diversified healthcare environments and organizations

MHA Mission Statement

The Master of Science in Healthcare Administration (MHA) program prepares students for administrative leadership roles in healthcare organizations and industries to improve services based on ethical leadership and sound practices. Through a diversity of leadership and planning skills, students will have an important role in the future of healthcare policy and the decisions that lead to improved healthcare access, equity, and care for local and global communities.

MHA Program Learning Outcomes

PLO1. Students will analyze issues and construct evidence-based solutions to problems in healthcare administration.

PLO2. Students will manage resources in healthcare organizations safely and with quality.

PLO3. Students will create strategic and innovative plans to improve outcomes in healthcare organizations.

PLO4. Students will appropriately apply ethical and legal standards to healthcare administration and leadership.

MHA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Master of Science in Healthcare Administration degree:

45 quarter credit hours/\$555.44 tuition rate per quarter credit hour.

The approximately time to complete the program will vary according to the start and end dates of a cohort and ranges from 13-14 months, including holidays and breaks.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
HA 5000 Essentials of Healthcare Research	40	0		4		Yes
HA 5010 Principles of Leadership Economics and Intelligent Workflows	40	0		4		No
HA 5005 Organizational Transformation through Human Resource Management	40	0		4		Yes
HA 5015 Healthcare Policy, Ethics, and Future Challenges	40	0		4		No
HA 5080 Financial Management and Technologies in Healthcare Organizations	40	0		4		No
HA 5125 AI and Data Management in Healthcare Information Systems	40	0		4		No
HA 5140 Using AI for Safety, Quality Measurement, and Improvement in Healthcare	40	0		4		No
HA 5180 Strategic Planning and Market-Making Networking	40	0		4		No
HA 5250 Advanced Leadership and Change Management	40	0		4		No
HA 5200 Global and Community Health Issues	40	0		4		No
MHA 5210 Capstone Research	50	0		5		No

Standard Occupational Classification (SOC):	11-9111
Employment/Job Title:	Medical and Health Services Managers

MHA ADMISSIONS POLICIES

Master of Science in Healthcare Administration applicants are required to meet the institution's admissions policies and may be considered for admission to the program after:

- Interview with University Admissions Representative.
- Submission of an official transcript of record that shows completion of the required bachelor's degree at an institution of higher education accredited by an accreditation agency that is recognized by the U.S. Department of Education. Transcripts for degrees awarded by foreign schools must be translated (if the transcript is not in English) and evaluated for equivalency to those awarded by accredited institutions in the United States (at applicant expense) before the applicant can be admitted to a master's degree program.
- Complete the Academic Readiness Survey.
- Take the Online Readiness Quiz.

MHA TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

For information regarding transfer credit, refer to the institution's [Transfer Credit Policies](#).

MHA GRADING POLICIES

Grading

In order to graduate, students must have a cumulative grade point average of 3.0 at the time of graduation.

Online Courses

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Course Remediation

Remediation for unsatisfactory course performance is required in the event a course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course. Students may take up to three (3) remediation examinations for a failed course. Throughout the program duration, up to two (2) courses may be remediated. A student will be dismissed upon third course failure.

MHA ATTENDANCE POLICIES

Class Hours

The MHA program is a fully online program. The online instructional weeks begins on Monday and ends on Sunday, 11:59 PM PT. Students should refer to their class schedule for course start and end dates.

Online Course Attendance

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Students participating in the university's online distance education courses are expected to be in attendance in accordance with the syllabus since participation is essential to student learning and the assessment of the achievement of required outcomes. All online distance education courses require a set number of academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are clarified in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Any course absence must be made-up through a make-up assignment appropriate to the hours missed. A student is considered to be in continuous attendance as long as there are no more than fourteen (14) calendar days between attendance ARAs.

Make-up of Course Examinations Due to Absence

If a student's absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

MHA DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student does not maintain a 2.5 grade point average.
- The student fails to remediate a course failure within twenty (21) days of the course end date.
- The student fails a third course in the program.
- The student fails to make-up a course absence.
- The student fails to maintain satisfactory academic progress.
- The student violates the Code of Conduct policy.

MHA ADDITIONAL POLICIES

Online course etiquette, known as “netiquette,” is extremely important to maintain a positive online learning environment. Netiquette refers to the practice of respecting the views of others, even if they differ from our own, and demonstrating common courtesy when interacting with others in an online exchange.

Please keep in mind the following netiquette guidelines when posting in online discussion forums and interacting with peers:

- Never write your discussion posts or other assignment in all CAPS. On the Internet, writing in caps may be considered equivalent to yelling at someone.
- Use of profanity or verbal abuse is never acceptable in an academic environment.
- The online course environment is not a place to send junk mail or spam to your classmates or instructors. Please only send e-mail regarding course-related questions or issues.
- Remember that a “tone” can be misinterpreted in e-mail or online forums because the recipient does not get the benefit of your body language. Avoid sarcasm.
- Always keep in mind that once you send an e-mail, what you have said is in writing forever. Additionally, anything posted in a public discussion forum will be visible to all class participants and others with access to the online course.
- Remember that class discussion forums, chat areas, and e-mail messages are not social media; keep content focused, professional, on relevant topics, and use language and writing style appropriate for an academic environment.
- Be respectful; if you wouldn't say something to someone's face, don't write it in the online environment.
- Always proofread your posts and e-mails and make an effort to use proper spelling and grammar. This includes complete sentences and appropriate punctuation. It's good practice for all kinds of written communication in college and in the workplace!
- Re-read what you have written and take a moment to pause before you click post or send, especially in a moment of frustration or anger.
- Make a point to be kind and professional in your comments in discussion forums, e-mails, and so on, even if you disagree with the person you're responding to.

MHA GRADUATION REQUIREMENTS

To graduate, students in the MHA program must complete all 45 quarter credit hours required to confer a Master of Science in Healthcare Administration degree and have a cumulative grade point average of 3.0 or higher.

MHA LICENSURE REQUIREMENTS

The Master of Science in Healthcare Administration does not lead to licensure.

MSN GENERAL INFORMATION

MASTER OF SCIENCE IN NURSING PROGRAM (MSN)

The Master of Science in Nursing program offers an advanced practice specialty in nursing education to prepare nurses for the nurse educator role in academics or staff development settings. The program offers core master's-level concepts, advanced clinical foundations, and education-focused courses. The program is offered in an online format with individualized on-ground practicums to allow the student to apply learning in a real-world practice setting.

Mission Statement

The Master of Science in Nursing program advances the skills and expertise of the baccalaureate prepared nurse to lead and create change within the nursing profession through evidence-based practice, innovation, and person-centered care, with diverse populations, across a wide range of settings. Graduates of program influence policy development and advocacy through effective communication and collaborations that improve healthcare quality, value, access, and outcomes.

Nursing Education Specialty

The Nursing Education specialty prepares nurses to work as nurse educators in diverse settings such as colleges and universities, hospitals, long-term care, or home health and public health. The program emphasizes holistic teaching methods, instructional design, and teaching/learning principles. The MSN-Ed graduate will be an innovative change agent while teaching within academic or health care settings with experience in using best practices in teaching. A practicum experience is required for a total of 140 hours.

Program Learning Outcomes

1. Demonstrate competence with current trends, including health policy and advocacy to influence practice improvements that will transform knowledge gained into ethical and evidence-based clinical practice to optimize health promotion, disease management, and health outcomes for diverse patient populations.
2. Utilize statistical analysis, research methodologies, and information technology to identify and address process and practice disparities by recommending and implementing evidence-based changes to meet the diverse needs of clients in a variety of healthcare settings.
3. Employ educational theory and evidence-based research to the design and development of nursing and healthcare curriculum that facilitates learning, understanding and improved outcomes.
4. Synthesize instructional, evaluation, and educational interventions to meet the individual needs of learners in diverse environments to improve educational outcomes
5. Demonstrate a commitment to lifelong learning through personal and professional growth.

MSN PROGRAM OVERVIEW

Upon completion of the below requirements, Stanbridge University will confer the Master of Science in Nursing, Nursing Education degree.

Total Credit Hours: 46 Quarter Credit Hours

Program Duration: The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 18-19 months, including holidays and breaks.

Program Modality: This program is delivered completely online with exception to the practicum hours. Practicum hours may be completed in an online or on-ground modality.

Course Number and Title	Clock Hours	Total Credit Hours	Eligible for credit transfer (Yes/No)
NUR 5000 Theoretical Foundations of Advanced Nursing	30	3	Yes
NUR 5005 Trends in contemporary Nursing	30	3	Yes
NUR 5010 Leadership, Economics, and Management	30	3	Yes
NUR 5015 Health Care Policy and Ethics	30	3	Yes
NUR 5020 Nursing Research Methodologies	30	3	Yes
NUR 5030 Capstone I	30	3	No
NUR 5140 Advanced Physiology and Health Assessment	35	3.5	Yes
NUR 5145 Advanced Pathopharmacology	35	3.5	Yes
NUR 5150 Nurse Educator - Roles, Responsibilities, and Relationships*	50	3.5	Yes
NUR 5155 Teaching Strategies for the Nurse Educator*	50	3.5	Yes
NUR 5160 Curriculum Design and Evidenced-Based Practice	30	3	Yes
NUR 5165 Integrating Technology into Nursing Education*	50	3.5	Yes
NUR 5200 Education Teaching Practicum*	95	4	No
NUR 5210 Capstone II	35	3.5	No

*This course contains practicum hours.

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses
Standard Occupational Classification (SOC):	11-9111

Employment/Job Title: Medical and Health Services Managers

MSN FACULTY

Dr. Janet Baghoomian	RN, Ed.D., MSN/ED, MBA, MHA
Dr. Phoebe (Yeon) Kim	DNP, RN, CCRN

MSN ADMISSION POLICIES

Applicants applying for the Master of Science in Nursing program must possess an associate's degree in nursing with a bachelor's degree in healthcare administration or related field or a Bachelor of Science in Nursing degree from an accredited institution and provide proof of their degree. Applicants seeking admission to the Master of Science in Nursing program will also have to show proof of unencumbered RN licensure (RN license not in denied, revoked, probationary or suspended status) from the state in which they practice.

MSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded for coursework, with the exception of the Capstone courses, if the course:

- was taken within two (2) years of enrollment;
- was completed with a B (or better);
- is equivalent in didactic/lab learning and hour components; and
- meets the university's transfer credit requirements.

All other transfer credit policies of the university apply.

MSN GRADING POLICIES

STUDENT ACADEMIC PROGRESS

In order to graduate, students must have a cumulative grade point average of 3.0 at the time of graduation.

Online Courses

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Course Remediation

Remediation for unsatisfactory course performance is required in the event a course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course. Students may take up to three (3) remediation examinations for a failed course. Throughout the program duration, up to two (2) courses may be remediated. A student will be dismissed upon third course failure.

MSN ATTENDANCE POLICIES

Class Hours

The MSN program is a fully online program with exception to the practicum hours, which can be online or on-ground. The online instructional weeks begins on Monday and ends on Sunday, 11:59 PM PT. Students should refer to their class schedule for course start and end dates.

Online Course Attendance

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Students participating in the university's online distance education courses are expected to be in attendance in accordance with the syllabus since participation is essential to student learning and the assessment of the achievement of required outcomes. All online distance education courses require a set number of academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are clarified in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Any course absence must be made-up through a make-up assignment appropriate to the hours missed. A student is considered to be in continuous attendance as long as there are no more than fourteen (14) calendar days between attendance ARAs.

Make-up of Course Examinations Due to Absence

If a student's absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

MSN DISMISSAL POLICES

Dismissal may occur for the following reasons:

- The student does not maintain a 2.5 grade point average.
- The student fails to remediate a course failure within twenty (21) days of the course end date.
- The student fails a third course in the program.
- The student fails to make-up a course absence.
- The student fails to maintain satisfactory academic progress.
- The student violates the Code of Conduct policy.
- The student has a lapsed RN license, CPR certification, or professional liability insurance policy.

MSN ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR/CODE OF CONDUCT

Nursing Code of Ethics

Students in the program are expected to follow the university's Code of Conduct and Nursing Code of Ethics at all times.

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Netiquette

Online course etiquette, known as “netiquette,” is extremely important to maintain a positive online learning environment. Netiquette refers to the practice of respecting the views of others, even if they differ from our own, and demonstrating common courtesy when interacting with others in an online exchange.

Please keep in mind the following netiquette guidelines when posting in online discussion forums and interacting with peers:

- Never write your discussion posts or other assignment in all CAPS. On the Internet, writing in caps may be considered equivalent to yelling at someone.
- Use of profanity or verbal abuse is never acceptable in an academic environment.
- The online course environment is not a place to send junk mail or spam to your classmates or instructors. Please only send e-mail regarding course-related questions or issues.
- Remember that a “tone” can be misinterpreted in e-mail or online forums because the recipient does not get the benefit of your body language. Avoid sarcasm.
- Always keep in mind that once you send an e-mail, what you have said is in writing forever. Additionally, anything posted in a public discussion forum will be visible to all class participants and others with access to the online course.
- Remember that class discussion forums, chat areas, and e-mail messages are not social media; keep content focused, professional, on relevant topics, and use language and writing style appropriate for an academic environment.
- Be respectful; if you wouldn't say something to someone's face, don't write it in the online environment.
- Always proofread your posts and e-mails and make an effort to use proper spelling and grammar. This includes complete sentences and appropriate punctuation. It's good practice for all kinds of written communication in college and in the workplace!
- Re-read what you have written and take a moment to pause before you click post or send, especially in a moment of frustration or anger.
- Make a point to be kind and professional in your comments in discussion forums, e-mails, and so on, even if you disagree with the person you're responding to.

MSN GRADUATION REQUIREMENTS

To graduate, students in the MSN program must complete all 46 quarter credit hours required to confer a Master of Science in Nursing degree and have a cumulative grade point average of 3.0 or higher.

MSN LICENSURE REQUIREMENTS

The Master of Science in Nursing program does not lead to any specific licensing.

MSOT GENERAL INFORMATION

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

The registered occupational therapist works in a variety of settings, including hospitals, out-patient clinics (adult and pediatric), skilled nursing facilities, schools, mental health programs, and community-based programs. The occupational therapist will plan, organize, and conduct occupational therapy programs in hospital, institutional, or community settings to help rehabilitate those impaired because of illness, injury or psychological or developmental problems. As part of their responsibilities, occupational therapists test and evaluate patients' physical and mental abilities and analyze medical data to determine realistic rehabilitation goals for patients; select activities that will help individuals learn work and life-management skills within the limits of their mental and physical capabilities; evaluate patients' progress and prepare reports that detail progress; complete and maintain necessary records; train caregivers how to provide for the needs of a patient during and after therapy; recommend changes in patients' work or living environments, consistent with their needs and capabilities; develop and participate in health promotion programs, group activities, or discussions to promote client health, facilitate social adjustment, alleviate stress, and prevent physical or mental disability; consult with the rehabilitation team to select activity programs and coordinate occupational therapy with other therapeutic activities; and plan and implement programs and social activities to help patients learn work and school skills and adjust to handicaps.

Upon satisfactory completion of the program, Stanbridge University will confer the Master of Science in Occupational Therapy degree on graduates.

FACULTY TO STUDENT RATIOS

For the Master of Science in Occupational Therapy program, the faculty-student ratio for laboratory courses is 1 to 16 and the faculty-student ratio in lecture courses is 1 to 32/64.

MISSION STATEMENT OF MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

The mission of the Master of Science in Occupational Therapy program is to support the mission of Stanbridge University and to provide a transformative learning experience where deep learning empowers students to become engaged, innovative, and ethical practitioners with the capacity to build an occupational therapy career based on excellence. The balanced curriculum is founded on the ideals of occupational justice, occupational deprivation, and occupational engagement and recognizes the importance of a sound knowledge base, caring attitude, and the practical skills needed to serve a complex, diverse, and changing society. Through the allocation of high-quality resources, the overarching goal of the program is to produce graduates confident in the use of occupation to increase participation in meaningful activities. Students also recognize the importance of psychosocial aspects of care and psychological support with strong clinical reasoning skills. This is accomplished by combining rich, inter-professional connections on campus and in the community with academic rigor so that our graduates are highly valued and recognized by the profession and society.

THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

Man is an active being whose development is influenced by the use of purposeful activity. Using their capacity for intrinsic motivation, human beings are able to influence their physical and mental health and their social and physical environment through purposeful activity. Human life includes a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may interrupt the adaptation process at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired. Purposeful activity facilitates the adaptive process.

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Activity, as used by the occupational therapist, includes both an intrinsic and a therapeutic purpose.

PROGRAM CURRICULAR FRAMEWORK

The curriculum framework of the MSOT program is student-centered and prepares students to use meaningful occupation with individuals, communities, and organizations to promote occupational justice, occupational enrichment, and participation. The MSOT program prepares students for employment as a generalist qualified to work in physical rehabilitation, geriatrics, pediatrics, or mental health settings. These educational goals are accomplished through the use of a graduate curriculum framework blending the best of both the traditional and narrative models of curriculum design. See Figure 1 for the student's experience in the MSOT program.



Figure 1. Student Experience, Stanbridge MSOT

PROGRAM LEARNING OUTCOMES

Upon graduation from Stanbridge University, the occupational therapy master's student will:

PLO1. Demonstrate excellent clinical reasoning based on their commitment to transformative and lifelong learning and through applying therapeutic use of self, psychosocial aspects of care, theoretical approaches, occupational therapy frames of reference,

assessment, intervention, and health care ethics.

PLO2. Apply knowledge of the history and philosophy of occupational therapy and occupational science that addresses the impact of occupational injustice and diversity on engagement in meaningful occupations and demonstrate the role of occupation across the lifespan in supporting health and participation in life.

PLO3. Analyze and implement current evidence-based assessments grounded in occupational therapy theory and research, and design and deliver best practice interventions after gathering information regarding factors that influence occupational performance.

PLO4. Model exemplary professional and ethical behavior with effective oral and written communication through engagement in interdisciplinary and community relationships, fieldwork, advocacy, and professional organizations.

PLO5. Pass the National Board for Certification in Occupational Therapy (NBCOT) examination and become an employable generalist who can practice in all areas of occupational therapy safely, effectively, and efficiently applying current technology.

PROGRAM THREADS

The following threads are elements of occupational therapy practice valued by the program and aligned with the mission and philosophy of the program. They are introduced in the first two terms of the curriculum and emphasized in increasing complexity as students move through the curriculum.

THREAD	
Psychosocial Aspects of Care & Psychological Support	Addressed in all practice areas: mental health, adult physical disabilities, and pediatrics.
Ethics	Addressed by using the AOTA Code of Ethics: use of case studies and discussions of occupational justice, deprivation, and engagement.
Occupation-Based Focus	Addressed by using the Occupational Therapy Practice Framework: Domain and Process as a guide to practice intentional delivery of the occupation-based message by all faculty to students in all relevant lecture and labs.
Healthcare Communication	Addressed by development of listening skills, dyadic communication, group communication, documentation, community program development, and research.
Evidenced-Based Clinical Reasoning	Addressed by use of case studies, technology and interdisciplinary learning opportunities.
Diversity	Addressed by reviewing content in all courses for issues involving ethnicity, gender, sexual orientation, socio-economic status, and age relative to engagement in meaningful occupations and checking for any bias or stereotyping within content.
Technology	Addressed by teaching students about high and low technology for clinical use and practice with technology in labs, academic components include use of netbooks, PowerPoint and online test taking.
Transformative and Lifelong Learning	Addressed by using engaged learning, experiential learning, practical learning, service learning, fieldwork learning, and professional organization involvement.
Employability	Addressed by emphasizing professional behavior, writing skills, job-related therapy skills, and use of skills check-outs, professional behavior evaluations, and leadership opportunities.

MSOT PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Master of Science in Occupational Therapy degree:

117 Quarter Credit Hours/\$878.44 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 28 - 29 months, including holidays and breaks.

Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. In addition, students in the Master of Science in Occupational Therapy program must achieve a passing grade in all fieldwork experiences.

*This course contains practicum hours.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
OT 5008 Human Anatomy	15			1.5		No
OT 5008 Human Fundamentals of Anatomy Lab			14	0.5		No
OT 5010 Foundations of Occupational Therapy*	36		28	5		No
OT 5012 Clinical Conditions in Occupational Therapy**	43			4		No
OT 5003 Applied Neuroscience and Occupations*	43			4		No
OT 5004 Psychosocial Foundations of Practice*	50		35	6.5		No
OT 5011 Analysis and Assessment of Functional Human Movement*	43		35	6		No
OT 5013 Occupations of Adults	57			5.5		No
OT 5013L Occupations of Adults Lab			42	2		No
OT 5014 Research Methods in Occupational Therapy	46.5			4.5		No
OT 5016 Master Thesis I*	32.5			3		No
OT 5000 Level IA Fieldwork				1	40	No
OT 5100 Cultural Humility in Occupational Therapy	33.5			3		No
OT 5101 Community Program Development	33.5			3		No

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
OT 5017 Master Thesis II*	32.5			3		No
OT 5001 Level IB Fieldwork				1	40	No
OT 5007 Gerontology*	40			4		No
OT 5103 Leadership, Health Policy, and Management**	40			4		No
OT 5104 Ethics of Health Care**	33.5			3		No
OT 5105 Occupations of Children and Adolescents	57			5.5		No
OT 5105 Occupations of Children and Adolescents Lab			35	1.5		No
OT 5050 Clinical Reasoning & Documentation in OT*	33.5			3		No
OT 5200 Professional Development & Education in OT**	39			3.5		No
OT 5002 Level IC Fieldwork				1	40	No
OT 5020 Advanced Occupational Therapy Skills	14		28	2		No
OT 5030 Fieldwork Skills Review*	36			2		No
OT 5040 Level IIA Fieldwork Level				16	480	No
OT 5041 Level IIB Fieldwork				16	480	No
OT 5500 Review and Exit Exam*	34			2		No

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1122
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Employment/Job Title:

Occupational Therapists

GROUP A		GROUP B	
Term 1			
OT 5008	Human Anatomy	OT 5008	Human Anatomy
OT 5008L	Human Anatomy Lab	OT 5008L	Human Anatomy Lab

GROUP A		GROUP B	
OT 5010	Foundations of Occupational Therapy	OT 5010	Foundations of Occupational Therapy
OT 5010L	Foundations of Occupational Therapy Lab	OT 5010L	Foundations of Occupational Therapy Lab
OT 5003	Applied Neuroscience and Occupations	OT 5003	Applied Neuroscience and Occupations
OT 5012	Clinical Conditions in Occupational Therapy	OT 5012	Clinical Conditions in Occupational Therapy
OT 5104	Ethics of Health Care	OT 5104	Ethics of Health Care
Term 2			
OT 5011	Analysis and Assessment of Functional Human Movement	OT 5011	Analysis and Assessment of Functional Human Movement
OT 5011L	Analysis and Assessment of Functional Human Movement Lab	OT 5011L	Analysis and Assessment of Functional Human Movement Lab
OT 5004	Psychosocial Foundations of Practice	OT 5004	Psychosocial Foundations of Practice
OT 5004L	Psychosocial Foundations of Practice Lab	OT 5004L	Psychosocial Foundations of Practice Lab
OT 5014	Research Methods in Occupational Therapy	OT 5014	Research Methods in Occupational Therapy
OT 5000	Level IA Fieldwork	OT 5000	Level IA Fieldwork
Term 3			
OT 5103	Occupations of Adults	OT 5105	Occupations of Children and Adolescents
OT 5103L	Occupations of Adults Lab	OT 5105L	Occupations of Children and Adolescents Lab
OT 5103	Leadership, Health Policy, and Management	OT 5103	Leadership, Health Policy, and Management
OT 5016	Master Thesis I	OT 5016	Master Thesis I
OT 5001	Level IB Fieldwork	OT 5002	Level IC Fieldwork
Term 4			
OT 5105	Occupations of Children and Adolescents	OT 5103	Occupations of Adults
OT 5105L	Occupations of Children and Adolescents Lab	OT 5103L	Occupations of Adults Lab
OT 5007	Gerontology	OT 5007	Gerontology
OT 5017	Master Thesis II	OT 5017	Master Thesis II
OT 5020	Advanced Occupational Therapy Skills	OT 5020	Advanced Occupational Therapy Skills
OT 5002	Level IC Fieldwork	OT 5001	Level IB Fieldwork
Term 5			
OT 5030	Fieldwork Skills Review	OT 5030	Fieldwork Skills Review
OT 5040	Level IIA Fieldwork	OT 5040	Level IIA Fieldwork
Term 6			
OT 5100	Cultural Humility in Occupational Therapy	OT 5100	Cultural Humility in Occupational Therapy

GROUP A		GROUP B	
OT 5101	Community Program Development	OT 5101	Community Program Development
OT 5200	Professional Development & Education in OT	OT 5200	Professional Development & Education in OT
OT 5050	Clinical Reasoning & Documentation	OT 5050	Clinical Reasoning & Documentation
Term 7			
OT 5041	Level IIB Fieldwork	OT 5041	Level IIB Fieldwork
OT 5500	Review and Exit Exam	OT 5500	Review and Exit Exam

MSOT FACULTY

Dr. Naomi Achondo	OTD, OTR/L
Dr. Macy Burr	OTD, OTR/L , CAS
Dr. Shain Davis	OTD, OTR/L
Dr. Shari Emas	OTD, OTR/L
Dr. Enjoli Filemu	OTD, OTR/L
Dr. Joahnes Gatdula	OTD, OTR/L
Dr. Christopher Goffredo	OTD, OTR/L, BCP, ATP
Sela Han	MS,OTR/L, BCPR, CSRS, CBIS
Dr. Annette Hatala	OTD, OT/L
Dr. Irene Hong	OTD, OTR/L
Dr. Lena Huang	OTD, OTR/L
Dr. Ingrid Leu	OTD, OTR/L
Akemi McNeil	AFWC, OTR/L
Denise Miller	MBA, OT/L
Tanya Miller	MS, BS in OT
Dr. Kaitlin O'Hara	OTD, OTR/L
Adrianna Olch	MS, OTR/L
Ellenore Palmer	MSc, BSc, PT
Cristina Scionti	MSc in OT
Dr. Jeremy Seip	OTD, OTR/L, CHT
Dr. Vikas Sharma	OTD, OTR/L
Dr. Jason Tse	OTD, OTR/L
Eileen Wang	MA, OTR/L, AFWC
Dr. Dominique Wascher	PhD
Dr. Cong Bang Wong	OTD, OTR/L

MSOT ADMISSION POLICIES

To be considered for admission into the Master of Science in Occupational Therapy program, applicants are required to:

- Complete an application and speak with an admissions representative
- Submit an official transcript of record demonstrating admissions criteria has been met:
 - Earned a bachelor-level degree at an institution of higher education accredited by an accreditation agency that is recognized by the U.S. Department of Education with a cumulative GPA of 3.0 or higher.
 - Transcripts for degrees awarded by foreign schools must be translated (if the transcript is not in English) and evaluated for equivalency to those awarded by accredited institutions in the United States (at applicant's expense) before the applicant can be admitted.
 - Meet the prerequisite course requirements with a grade of C or higher, equivalent to 3 semester credits or 4.5 quarter credits, and completed within five years of the date of enrollment:[^]
 - Human Anatomy (with laboratory)^{^^}
 - Physiology
 - Introduction to Statistics
 - One course in Anthropology or Sociology
 - Abnormal Psychology
 - Lifespan or Developmental Psychology
- A minimum of thirty (30) hours of documented volunteer experience or observation in an occupational therapy-related or other health care setting. At least sixteen (16) of the thirty (30) total hours must be in direct observation of an occupational therapist Registered/Licensed (OTR/L) in a practice setting.
 - This criterion is waived for applicants who are certified occupational therapy assistants.
 - **Due to COVID-19, if the applicant is not able to complete the onsite observation hours, the university will accommodate this by allowing the applicant to complete the required hours by requesting the ICE Supplemental Videos Review assignment form from the Admissions department.**
- An application essay to be submitted as a writing sample. The content of the application essay will be specified during the application process.
- Successful completion of an interview with the Program Director or designee. Applicants will also be required to successfully complete a writing sample following the interview.
- Three letters of recommendation from faculty members, therapists, and employers.

[^]For Applicants Bridging from Other Healthcare and Human Services Fields: Some time limits on prerequisites may be waived if applicants have been continually employed or licensed/certified in certain healthcare or human services fields (OTA, PTA, Chiropractor, Acupuncturist, Athletic Trainer, etc.) since completion of the undergraduate program. Applicants will need to provide documentation for admission to the MSOT program.

^{^^} If Human Anatomy and Physiology are taken as a combined course, they must be taken for two consecutive terms and must have a laboratory course in each term.

Applicants with Criminal Convictions

Applicants to the Master of Science in Occupational Therapy program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

As part of an overall employment policy many clinical facilities will not permit student occupational therapists (or employees/volunteers) in the facility who have or who acquire certain felony or misdemeanor convictions. Stanbridge University cannot admit MSOT applicants who cannot attain the mandated 960 level 2 fieldwork hours. Accordingly, applicants for admission

with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include some drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Applicants with misdemeanor convictions, other than those listed above, may be asked to provide additional information regarding the conviction in order for university administration to make a decision on admission based on the type, age, and gravity of the offense. Students who acquire certain types of felony or misdemeanor convictions during their program may be dismissed.

Some fieldwork facilities require background checks for all employees, volunteers and students working in the facility, independent of the required felony questions on the NBCOT application and the Live Scan for state regulatory boards. Students will be required to submit their personal information for a background check in order to attend fieldwork sessions at these facilities.

Since Stanbridge University has no input in the decision of the facility to accept a student or not, and since the university cannot predict how all facilities will decide upon a less than favorable result of a background check, the university cannot offer any definitive answer as to the possible barring of a student from a fieldwork facility. As some types of experience are limited to a single facility, a student could potentially be prevented from completing his or her education if the facility denies the fieldwork experience to the student.

Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.

In addition to the background check for fieldwork facilities, a second background check of California Department of Justice and FBI records must be completed prior to licensure. This background check is not satisfied by the preadmission check.

More advanced background checks, such as Live Scan, may be required for some fieldwork placements.

Multiple background checks/Live Scans may be required for certain fieldwork settings at the student's expense.

Graduates of the MSOT program must pass the certification exam administered by the National Board for the Certification of Occupational Therapy (NBCOT) in order to work as an occupational therapist. Applicants must be aware that felony convictions and other character issues could disqualify them from taking the NBCOT exam, as well as from receiving individual state licenses. The NBCOT describes the nature of the questions asked on exam candidate applications as follows:

Individuals applying for the NBCOT Certification Examination for OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) must answer each of the following questions on the examination application:

1. Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)
2. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
3. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
4. Have you ever been suspended and/or expelled from a college or university?

For more information regarding this and other certification questions or to obtain an Early Determination Review prior to starting your program, please contact the NBCO Credentialing Services at:

NBCOT

12 S. Summit Avenue, Suite 100,

Gaithersburg, Maryland 20877.

Phone: (301) 990-7979.

Email: character.review@nbcot.org

Individual state regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about certification questions or restrictions.

MSOT TRANSFER CREDIT POLICIES

The Master of Science in Occupational Therapy program does not accept transfer credit for any course in the program.

MSOT GRADING POLICIES

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Students must achieve a grade of C or better to pass individual courses in the program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.

Any student who receives less than a 3.0 GPA for a term will be placed on academic probation during the term following the receipt of the deficient grade point average. If the student receives a term grade point average during the term of academic probation that is not a minimum of 3.0 and is not sufficient to increase the student's cumulative grade point average to a minimum of 3.0, the student will be dismissed from the MSOT program. Academic probation is only granted for one term of the MSOT program.

If the student receives a term GPA of less than 3.0 in Term 4, the student will be placed on academic probation and be required to raise her or his GPA to a minimum of 3.0 in Term 6 prior to attending Level IIB fieldwork.

COURSE FAILURE OR WITHDRAW

Any student failing a single course in Term 1 will be allowed to take a one-time remediation exam for only one (1) course. Prior to giving this remediation exam, a student may require additional tutoring based on the discretion of the instructor responsible for teaching that given course. For the remaining terms, students failing a course in the MSOT program must repeat the course and are prohibited from taking any course where the failed course is the pre-requisite.

A student may remediate a failed Level II Fieldwork course one (1) time only. An unsuccessful remediation or subsequent failures will result in dismissal from the program.

Students who withdraw will receive a grade of "INC" for the course in progress. Enrolled students who do not complete a course on time will receive a grade of "F" within twenty-one (21) days after the conclusion of the course if assignments have not been completed.

TERM EXIT EXAM OR END OF PROGRAM EXAMINATION

The Term Exit Exam and End of Program Examination exams are graded as PASS or FAIL. Students who fail the exams will have the opportunity to take a remediation exam. If a student fails the remediation exam, they will need to meet with the Program Director for advisement and adhere to a remediation plan. Students who fail to successfully adhere to the remediation plan for the Term Exit Exam or Program Exit Examination will be dismissed from the program.

MSOT ATTENDANCE POLICIES

Students are expected to be on-time, and in attendance, in accordance with all course and term schedules. Students will not graduate without the successful completion of all course grading and attendance requirements. This includes all theory, laboratory, and fieldwork courses.

Class Hours

Students generally attend class two to four days per week, depending upon the academic calendar and term. Classes are typically scheduled during the hours of 8:00am and 9:30pm PT, Monday through Friday. However, weekend classes might be necessary due to extraneous circumstances. As a professional graduate program, student engagement and attendance are considered an academic and professional responsibility.

Full-time fieldwork experiences are required for successful program completion, unless it is a part-time fieldwork rotation. Fieldwork, and fieldwork related sessions, may be scheduled any day of the week, including Saturdays and Sundays. Students should be prepared to meet the schedule expectations of the particular location's practice. This includes alternative days or shifts due to clinical facility scheduling practices, student census restrictions or facility availability. Some clinical education or fieldwork may be offered on a 10- or 12-hour shift to match clinical facilities' schedules.

Theory and Laboratory Classes

If a student misses a theory or laboratory class due to illness or extenuating circumstances, the student is responsible for informing the faculty member, Program Director, and student services officer. Students who miss a class are still responsible for all class content and should make arrangements accordingly. Three (3) or more absences from a course will result in course failure and dismissal. A theory and laboratory class missed on the same day is counted as one (1) absence. A theory class and laboratory class missed on separate days are counted as two (2) absences.

Late Examinations

Any examination(s) missed due to absence must be made-up within forty-eight (48) hours of returning to campus or a grade of zero will be assigned to the examination. Make-up exams are scheduled through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record will be 75%.

Fieldwork Courses

Students are required to complete Level 1 and Level 2 Fieldwork experiences. Fieldwork 1 is completed in three (3) courses and Fieldwork 2 is completed in two twelve (12) week courses. Each fieldwork rotation requires a full-time commitment unless the student is in a part-time fieldwork rotation. If extenuating circumstances exist and a student is unable to attend a scheduled fieldwork, the student is required to make-up the missed day, as scheduled by the Fieldwork Educator. The program's Academic Fieldwork Coordinator should be notified of any absence prior to occurrence and be informed of the make-up plan. If the Fieldwork Educator is unable to provide a make-up for the missed day, the Academic Fieldwork Coordinator will provide an appropriate fieldwork make-up assignment. It is the student's responsibility to obtain the assignment from the Academic Fieldwork Coordinator.

For Level 1 Fieldwork, a maximum of two (2) fieldwork day make-up assignments are allowed. For Level 2, a maximum of three (3) fieldwork day make-up assignments are allowed. Make-up assignments for all absences incurred in the first Level II Fieldwork course must be completed prior to beginning the second Level II Fieldwork course. Make-up assignments for all second Level II Fieldwork absences must be completed prior to graduation and recommendation to NBCOT® for the student to be allowed to take the certification examination.

MSOT DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The MSOT student accumulates more than three (3) absences per course.
- The MSOT student fails to complete all required fieldwork weeks.
- The MSOT student fails to successfully remediate a Term 1 course.
- The MSOT student fails a Level I fieldwork course.
- The MSOT student fails to successfully remediate a Level 2 Fieldwork course or fails more than one (1) Level 2 Fieldwork course.
- The MSOT student fails the same course twice.
- The MSOT student receives a term or cumulative grade point average less than 3.0 in the sixth term of the program.
- The MSOT student receives a term grade point average, during the term of academic probation, that is not a minimum of 3.0 and is not sufficient to increase the student's cumulative grade point average to a minimum of 3.0.
- The MSOT student is repeatedly late for, or leaves early from, any class, fieldwork, or other program-related function, on or off campus.
- The MSOT student receives three (3) Unsatisfactory Professional Behavior Evaluation ratings in the program.
- The MSOT student commits an unsafe or unethical practice in any class, fieldwork, or other program-related function, on or off campus.
- The MSOT student does not complete a minimum of sixteen (16) hours of community service by the end of the program.
- The MSOT student fails to successfully remediate, or comply with a remediation plan, for a failed Term Exit Exam or Program Exit Examination.

MSOT ADDITIONAL POLICIES

GRADUATE WRITING STANDARDS

Graduate level writing is expected of all students in the MSOT program. This includes correct grammar, spelling, punctuation, sentence structure, and use of American Psychological Association (APA) Publication Manual, 6th edition. The Learning Resource Center and the Student Services department offer a variety of resources and assistance to students for improving their writing skills.

COMMUNITY SERVICE REQUIREMENT

MSOT Students are required to participate in a community service activity during Terms 1, 2, 3, and 6 for a minimum of 4 hours in each term.

PROGRAM TUTORING

The MSOT program offers tutoring available for every student who may sign-up through their Student Central Account to schedule a time to meet with a peer tutor individually or with a small group at any time throughout the program.

PROGRAM STUDENT ORGANIZATION

Student Focus Groups

A student focus group will be held annually to gather information from students who have completed their Level II fieldwork. The focus group will report on strengths and challenges in the curriculum. Focus groups will be held on campus and are open to the entire cohort. One faculty facilitator will also be present.

The Stanbridge Student Occupational Therapy Association (SSOTA)

The Stanbridge Student Occupational Therapy Association (SSOTA) is a student group at Stanbridge University. All students are encouraged to participate in SSOTA to learn how to advocate for the professional of Occupational Therapy, develop leadership skills and serve the community. The MSOT program stresses leadership and occupational justice. The specific goals of SSOTA are the following:

- Encourage collegiality and a sense of community among occupational therapy students.
- Promote awareness of occupational therapy on campus and in the community.
- Support professional development and leadership in occupational therapy students.
- Promote occupational justice in the community.
- Advocate for the profession of occupational therapy.
- Raise funds to use for special events or causes important to SSOTA.

Pi Theta Epsilon (PTE) - Delta Psi Chapter

The purpose of PTE is to recognize and encourage scholastic excellence in occupational therapy students. To contribute to the advancement of the fieldwork of occupational therapy through scholarly activities. To provide a vehicle for professional, entry level students enrolled in accredited programs in occupational therapy to exchange information and to collaborate regarding scholarly activities.

Pi Theta Epsilon strives to instill in its members the ideal of respect for learning, and commitment to scholarship throughout ones professional life. By joining the society we have conferred upon students an honor and an obligation.

This honor is in recognition of students' integrity, high standards of scholarship, and the promise of their future as one of achievement. In accepting the invitation to become a member of this honor society students have taken the obligation to devote their efforts to the advancements of Occupational Therapy, through scholarship and research, and to the maintenance of the high standards of Pi Theta Epsilon.

Professional Memberships

All Stanbridge occupational therapy students are required to join the American Occupational Therapy Association (AOTA), and the Occupational Therapy Association of California (OTAC). Membership in national and state professional associations will be an important part of the two leadership courses in the curriculum. Membership in these organizations has many benefits for the student. Both AOTA and OTAC have a wealth of professional information on their websites that can be used to deepen knowledge in specific areas of occupational therapy. Other benefits include student scholarships, conferences, and access to peer-reviewed publications. Proof of membership in AOTA and OTAC is required by the third week of OT 5010 Foundations of Occupational Therapy course and must be maintained annually.

Most importantly, AOTA and OTAC advocate for the profession at the national and state level. On-line applications are available at the sites below.

American Occupational Therapy Association

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

(301) 652-2682

<http://www.aota.org>

Occupational Therapy Association of California

950 Glenn Drive, Suite 150

Folsom, CA 95630

(916) 567-7000

www.otaconline.org

National Board for the Certification in Occupational Therapy

Each student who graduates from the Stanbridge University MSOT program is required to take the national certification examination given by the National Board for the Certification in Occupational Therapy (NBCOT). Students will find information about this examination at <http://www.nbcot.org>. Students must pass the NBCOT exam before they are eligible to be licensed in the state in which they wish to practice. The MSOT program is committed to a 100% pass rate on the examination by our students. To this end we use exams modeled after the NBCOT exam in our courses, demand a 75% average on all examinations in each course, and provide review tests throughout the curriculum. In addition, each student will take a mock NBCOT exam in the OT 5200 Professional Development Seminar.

It is each student's responsibility to contact NBCOT upon completion of their Level IIB fieldwork, and establish eligibility for and apply to take the NBCOT examination. There are several companies who publish review books for the NBCOT examination, and students are encouraged to purchase and study a review book prior to taking the examination. Students who do not pass the examination on the first attempt should consult with their academic advisor to set up a remediation plan.

NBCOT Exam FAQs will link you to FAQ's about the NBCOT examination. You may take the exam as many times as you like, though there is a 30 day waiting period between examinations.

PROFESSIONAL LIABILITY INSURANCE

Students are covered by Stanbridge University for Professional Liability Insurance. The university will provide proof of this insurance to you before you begin your first fieldwork placements. Students are required to also carry individual health insurance.

HUMAN SUBJECT RESEARCH PROTOCOL

MSOT students engaged in human-subject research must identify a faculty advisor, complete an Institutional Review Board application, and have that application approved prior to starting the Research.

STUDENT EVALUATION OF PROGRAM, COURSES, AND FACULTY

Each term, students will be asked to complete an electronic survey on each course in the term. This allows students to provide the program with feedback on teaching methods, assignments, and testing. An area for comments will also be provided

INFECTION CONTROL AND UNIVERSAL PRECAUTIONS

Purpose of the Policy:

Universal Precautions will be used to avoid contact with patients' bodily fluids and is a form of infection control. Universal precautions must be followed by all students, faculty, and staff at all times and also when working with members of the community.

Policy Statement and Procedure

1. Hand Hygiene: Before all laboratory activities, students are to use plain or anti-bacterial soap and water before and after touching a peer, faculty, or staff and/or immediately after touching blood, body fluids, non-intact skin, mucous membranes or contaminated objects. An alcohol gel may also be used to maintain hand hygiene throughout the day. Always use hand hygiene before eating, after using the restroom, and after coughing or sneezing or use of a tissue.
2. Use of Gloves: wear gloves at all times when 1) contact with blood or body fluids is anticipated; 2) contact with utensils or kitchenware used by a contaminated individual; and 3) never reuse gloves.
3. Any specimens must be contained in a leak-proof plastic bag labeled "bio-hazard."
4. Disposable mouth pieces, resuscitation bags, or other ventilation devices should be used, when available for mouth-to-mouth resuscitation.
5. Any persons with respiratory symptoms must cover their nose and mouth when coughing or sneezing with a tissue or mask (if these are not available, the elbow may be used), must dispose of any used tissues or masks properly and use proper hand hygiene after contact with any respiratory secretion.
6. Students with any exudative lesions or weeping dermatitis MUST refrain from coming into contact with peers, faculty, staff, or community members until the condition is resolved
7. Use of gowns, goggles, masks, aprons: wear these items during any procedure -where you anticipate coming into contact with blood or body fluids, including mucous membranes of the nose, mouth, and eyes.

8. Dispose all blood or body fluid contaminated items in a red container labeled "Infectious Waste." All non-disposable objects used in lecture or lab should be cleaned after each use with an approved disinfectant.
9. The MSOT program does not anticipate using needles; however, students, faculty, and staff should be cautious with all sharp objects and clean the area of injury immediately with soap and water.
10. Any blood spill must be cleaned promptly with a solution of 5.25% sodium hypochlorite diluted with water. A 1:10 ration of household bleach can also be applied.

APPROPRIATE USE OF EQUIPMENT, SUPPLIES, AND ALL EDUCATIONAL ACTIVITIES

Purpose of the Policy:

Lab space, equipment, supplies, and materials are the property of the Stanbridge University and the MSOT Program and are not to be removed from designated areas. All educational activities are to be conducted in the presence of a trained and qualified instructor following strict safety guidelines for each laboratory activity. The purpose of this policy is to maintain maximum use of lab space, equipment, supplies, and materials; secure that lab space, equipment, and materials are utilized in safe and appropriate educational activities; and monitor location of lab equipment and materials. This policy and procedure is located in the syllabus for each course with a laboratory component.

POLICY STATEMENT AND PROCEDURE

1. All lab spaces and materials are to be used for instructional purposes only and should not leave Stanbridge University unless approval is gained from the instructor.
2. All lab space, materials, and equipment (including splinting, orthotics, modalities, transfers, adaptive equipment, etc.) will be utilized in a safe and appropriate manner in the presence of a qualified and trained lab instructor following the lesson plan for each lab activity.
3. All lab materials and equipment must be returned to their designed storage areas upon completion of the lab.
4. Lab 4 driving simulator and sensory room are for instructional purposes only and should not be entered without permission from the instructor.
5. Lab 4 in building 2041 has a working kitchen that is to be used for student instruction only. This kitchen is NOT to be used by students for their personal meal preparation and the lab should not be used as a place to have a meal.
6. Students may ONLY use the Lab 4 kitchen under the supervision of a faculty member during an approved departmental activity. If students wish to use the kitchen in Lab 4 they must get prior permission from a faculty member for a school-related activity.
7. At no time should any adapted equipment, utensils or kitchenware be taken from Lab 4.
8. Students are expected to use the student lounge for their meals.

MSOT PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

OCCUPATIONAL THERAPY CODE OF ETHICS

In addition to the Student Code of Conduct Policy, students are to abide by the Occupational Therapy Code of Ethics and Ethics Standards (American Occupational Therapy Association [AOTA], 2015), which can be obtained on www.AOTA.org under "Practice / Ethics."

As described by AOTA (2015), "The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct" (p. 1).

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 1-8. <http://dx.doi.org/10.5014/ajot.2015.696S03>

The Occupational Therapy Code of Ethics and Ethics Standards is driven by 6 principles and Stanbridge University has adopted these principles for all instructors of the Occupational Therapy program. Quoting from the Occupational Therapy Code of Ethics and Ethics, these principles are the following:

Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Non-maleficence

Occupational therapy personnel shall intentionally refrain from actions that cause harm.

Autonomy

Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

Justice

Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Fidelity

Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

Email Etiquette

Please follow email etiquette at all times when communicating with faculty or peers because these messages reflect on our program. Use your subject line for ease of sorting emails. Do not have extended conversations over email, and beware that "voice tone" is absent and your meaning may not be communicated accurately. Be simple and direct, and avoid all capitalizations unless

you feel you need them for emphasis. Email should never be substituted for directly contacting someone if there is a crucial conversation that needs to occur. Remember, our time is valuable so do not send chain letters or jokes. Please use a signature that includes your contact information. Most of all, remember that email is not private and can be retrieved and used in a court of law. Do not say anything in an email that you do not want others to see.

MSOT Notice of Deficiency Policy

A Notice of Deficiency may be issued to an MSOT student who exhibits poor academic performance, academic dishonesty, a failure to meet clinical or skills lab objectives or inappropriate behavior on campus, off campus, in a classroom, or in a clinical setting. An accumulation of Notices of Deficiency may result in a negative professional behavior evaluation or dismissal from the University. All Notices of Deficiency forms will be part of the student's permanent academic file.

MSOT Professional Behavior Evaluation Policy

The MSOT program faculty are responsible for training students to become professionals in the health care field who are entrusted with the care of people whose mental or physical health may be compromised. As such, it is incumbent upon the faculty to assess students' fitness for the profession through an evaluation of the degree to which students meet professional behavior standards. Professional behavior includes demonstrating a commitment to learning, appropriate interpersonal verbal and non-verbal skills, graduate level written communication, problem solving skills, critical thinking skills, and acceptance of responsibility. In addition, academic honesty, emotional maturity, reliability, and motivation are aspects of professional behavior. A certain level of professional behavior is expected as a part of the admission requirements to the MSOT program, but professional behavior is continually refined during the didactic phase of the program so that once a Stanbridge University student enters Fieldwork Level I and II, the student's professional behavior is commensurate with the expectations of professional clinicians in the field of Occupational Therapy.

Each student in the MSOT program will receive a Professional Behavior Evaluation (PBE) by the end of each term in this format:

- Term 1: In-person meeting
- Term 2 & 3: Optional, either in-person or electronically depending on the situation of the student and preference of the academic advisor
- Term 4: In-person meeting
- Term 6: In-person meeting

The purpose of the PBE is to provide the student with feedback on his or her professional development to enhance positive scores during fieldwork and ultimately to improve employability. To obtain a satisfactory PBE, students must receive a rating of "in progress" or "satisfactory" on all items in the PBE, as well as a passing grade on the Term Exit Exam for that term. Items rated as "unsatisfactory" are expected to improve to "in progress" by the following term's PBE. Items rated as "in progress" are expected to improve to "satisfactory" within 2 terms; except in Term 4 where all items in the PBE should be rated as "satisfactory". Instructors have the right to issue a Notice of Deficiency (NOD) to any student who is not demonstrating professional behaviors at any point in the program. NODs will be factored into PBEs. Three unsatisfactory PBEs will result in dismissal from the MSOT program. Negative PBEs will not be expunged from a student's record should that student be dismissed or withdraw from the program for other reasons, and later request reenrollment. Please note that other university policies may supersede this policy.

DRESS CODE

Student Professional Image Policy

The MSOT program is a professional program and wishes to maintain an atmosphere where learning, scholarship, and community service can occur. Students in the program are expected to be well groomed and appropriately attired at all times during lectures, labs, and all other school-related activities.

Students who violate the dress code will be advised to alter their appearance for reasons of safety, health, or modesty.

Theory Courses

The Student ID must be worn at chest level and be conspicuous at all times.

Undergarments may not be visible.

Business casual is best and full coverage of cleavage and buttocks is mandatory.

Clothing must provide appropriate coverage of the body.

Fieldwork and Lab Courses

For safety and decorum reasons students must follow the recommendations below while on fieldwork:

Shoes and Stockings

- Shoes must have a rubber/non-conductive sole. No high heels.
- Shoes must be closed toe and must be clean at all times.

Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, large rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.

Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy. Tattoos cannot be visible. White, long sleeved shirts or "sleeves" must be worn with scrubs to cover the tattoos.

MSOT GRADUATION REQUIREMENTS

- The MSOT student must pass all courses within the program in order to graduate.
- The MSOT student must achieve a grade of C or better to pass individual courses in the MSOT program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.
- The MSOT student must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation.
- The MSOT student must achieve a passing grade in all fieldwork experiences.
- The MSOT student must complete the Level IIB fieldwork courses within twelve (12) months following completion of the theory and fieldwork components of Terms 1 through Term 6.
- The MSOT student must complete a minimum of sixteen (16) community service hours by the end of the program.

MSOT LICENSURE REQUIREMENTS

Upon completion of the program graduates will be eligible to apply to the National Board for Certification in Occupational Therapy (NBCOT) in order to take the national certification examination. After passing the national certification examination, graduates will be able to apply for a state license and then seek employment as a registered occupational therapist.

ALL COURSE DESCRIPTIONS

Course ID and Title	Description	Type
ACCT 3100 Principles of Healthcare Accounting I	The course explores cost concepts such as activity-based costing, variable costing, and cost-volume-profit relationships. Students learn about budgeting, master budgets, differential analysis and building financial statements.	GenEd
ACCT 4100 Principles of Healthcare Accounting II	This course is a continuation of ACCT 3100 Principles of Healthcare Accounting I and deepens knowledge on cost concepts such as activity-based costing, variable costing, and cost-volume-profit relationships. Students learn about budgeting, master budgets, differential analysis and building financial statements.	GenEd
BIO 1010 Biology	This course is an introduction to biology. Topics covered include basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, natural selection, evolution, and characteristics of vertebrates.	GenEd
BIO 1010 Biology With Lab	This course is an introduction to biology. Topics covered include basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, natural selection, evolution, and characteristics of vertebrates.	GenEd
BUS 1110 Project Management	This course will provide students with the ability to discern their role as project managers and team members and to describe the process of turning a project mandate into quality results that are on time and on budget.	GenEd
CHEM 1010 Chemistry with Lab	This course is an introduction to basic chemistry. Topics are both descriptive and mathematical and include acids and basis, atomic structure, chemical equations, chemical language, gases, molecular structure, solution chemistry, and chemical mathematics.	GenEd
CHM 1010 Chemistry	This course is an introduction to chemistry. Topics are both descriptive and mathematical and include acids and basis, atomic structure, chemical equations, chemical language, gases, molecular structure, solution chemistry, and chemical mathematics.	GenEd
CIS 1006 Computer Applications	This course provides students not enrolled in IT courses instruction and hands-on practice with word processing software, spreadsheets, presentation software and email clients. Microsoft Office applications are used in the labs, while course topics are applicable to the most common packages Office suite applications. Common professional communication formatting and email etiquette are included in the instruction. Use of accessibility software and assistive devices are explored.	GenEd
CIS 1014 Computer Applications for Veterinary Technicians	This course provides Veterinary Technology students instruction and hands-on practice with Microsoft Word, Excel, PowerPoint and Outlook as well as an introduction to Cornerstone, a typical veterinary office management software application. Common professional communication and business related project development is included. Students will learn how to use Excel Spreadsheets to create data tables, format and sort data, create charts and identify causes of Excel errors. Students will use PowerPoint to create effective presentations that include transitions and animations. Students will be instructed and given hands-on practice using Microsoft Outlook including creating business emails and scheduling calendar appointments. Cornerstone topics include entering client and patient data, appointment scheduling and medical charting.	GenEd
CITI 1000 Information and Technology Literacy	The focus of this course is on the application and use of information technology and literacy to understand how to evaluate the vast amount of information available to support clinical and managerial decision making in healthcare. Focus is on the methods and processes used to find, evaluate, and use scholarly information and ethical and legal issues including managing and safeguard data integrity and privacy.	GenEd

Course ID and Title	Description	Type
CLI 2214 Term 4 Clinical	This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing specialties appropriate to the term and experience level of the student nurse. Clinical practice in Mental Health, Maternal and Pediatric facilities is included during this term.	VN
CLI 2215A Term 1 Clinical Skills Lab and CLI 2215B Term 1 Clinical	This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2215A clinical sessions occur in the Skills Lab and CLI 2215B sessions are held in clinical facilities.	VN
CLI 2216A Term 2 Prefacility Clinical Proficiency and CLI 2216B Term 2 Clinical	This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2216A is conducted in the Skills Lab to confirm the student's readiness to perform the additional responsibilities expected of a Term 2 Student Nurse.	VN
CLI 2217A Term 3 Prefacility Clinical Proficiency and CLI 2217B Term 3 Clinical	This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2217A is conducted in the Skills Lab to confirm the student's readiness to perform the additional responsibilities expected of a Term 3 Student Nurse.	VN
COM 1047 Public Speaking	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outlining, and developing speeches for a variety of purposes	GenEd
COM 1050 Fundamentals of Public Speaking	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.	GenEd
COM 3010 Business Communication in Healthcare	This course is designed to develop the application of written, oral, and interpersonal communication theory in the healthcare business environment. Based on an overview of relevant theory, students will refine their skills as business communicators through various techniques used widely in healthcare organizations today.	GenEd
ENG 1005 Introduction to Written Communication	This course provides students with an introduction to the demands of college-level academic writing including the foundations necessary for effective research writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd
ENG 1015 College Writing	This course provides students with an introduction to the demands of college-level academic writing including the foundations necessary for effective research writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd
ENG 1020 College Writing II	This course continues the development of University writing begun in English 1010. The course concentrates on critical reasoning, analysis, evaluation, argumentation, and research in response to selected readings and classroom discussion. Students will complete a research paper as part of the course requirements.	GenEd
ENG 1030 Effective Professional English	This course provides students the tools and strategies they need to be clear, effective, and professional communicators. Students will learn to format and write numerous business documents, effectively research any given topic, and develop their public speaking skills.	GenEd

Course ID and Title	Description	Type
ENG 1050 Fundamentals of Speech Communication	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.	GenEd
ENG 1060 English Composition	This course provides students with an introduction to the demands of college-level academic writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd
ENG 2020 Advanced Written Communication	This course exposes students to a number of different types of writing that they may encounter across academics with a focus on research writing. The course addresses advanced strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will be asked to respond constructively to their peers and use peer review to improve the quality of their own work.	GenEd
ENG 3020 Advanced Writing and Research	This course presents a systematic approach to research writing through the critical analysis of source materials. Students will study the methods of inquiry, research, and argument with an emphasis on critical thinking and clarity in writing according to the standards of academic discourse.	GenEd
ENG 3030 Scientific Writing	This course focuses on writing scientific articles and papers. Topics include research methods and writing aimed at publication of original research in professional journals, conference proceedings, books, and technical reports.	GenEd
ENG 3800 GE Capstone	This is the General Education Capstone wherein students have the opportunity to make connections between key learning objectives of General Education to their discipline. Students will complete a research project that allows them to integrate knowledge, skills, and experiences related to General Education.	GenEd
GOV 1010 Introduction to American Government and Politics	This course is an introduction to the theory and practice of American politics. Topics include the constitutions of the United States and California; political parties and elections; the legislative, executive, and judiciary branches; civil liberties and rights; the federal and state bureaucracies; and national, state, and local policy making.	GenEd
HA 3000 AI and Machine Learning Enabled IT Systems for Healthcare	In this course, students will learn about IT systems utilizing artificial intelligence and applied machine learning in order to advance healthcare management through intelligent data management, data analysis, and data visualization. The course will introduce evolving healthcare systems, meaningful use of digital health information, and health informatics.	BHA
HA 3010 Local and Global Health Concepts	This course examines socioeconomic, environmental, epidemiological, legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in local and global communities. Assessment, risk appraisal, and application of local and global health management strategies are emphasized.	BHA
HA 3011 Local and Global Health Concepts Project	This course is taken consecutively with the HA 3010 Local and Global Health Concepts course. Throughout this course, students will create a unique project relating to developing innovative programs that provide health education and assist communities to achieve optimum levels of health.	BHA
HA 3030 NextGen Patient Relations and Servicing	This course explores the problems facing healthcare patient relations and provides innovative strategies to transform the patient experience through relationships and service. Specific skills and strategies will be developed to address concern resolution process, conflict management/resolution strategies, customer service coaching, and quality improvement and how it relates to improving the patient experience and contributes to relationship building and outcomes in a healthcare setting.	BHA

Course ID and Title	Description	Type
HA 3280 AI and Data Management in Health Information Systems	This course builds on learning from HA 3000 AI and Machine Learning Enabled IT Systems for Healthcare and deepens knowledge on ways to integrate essential informatics concepts into healthcare administration and transform the information lifecycle through advanced and innovative approaches using artificial intelligence and machine learning applications.	BHA
HA 3460 AI, Social, Behavioral, and Data Science-Driven Marketing	This course helps students understand the strategic foundations of consumer behavior that acknowledges recent change in mobile and social media marketing, ethnic subcultures, internal and external influences, global science-driven marketing, and other emerging trends. A particular focus is paid to artificial intelligence and its advantages in marketing and how science-driven information develops and benefits focused applications.	BHA
HA 4150 Healthcare Quality Management	Students in this course explore major quality and safety issues within healthcare organizations. Learners will examine methods of assessing quality and explore techniques to improve quality as well as opportunities to advance healthcare outcomes and reduce risk. Principles and the importance of applying quality and risk management strategies to influence organizational performance will be addressed.	BHA
HA 4160 Healthcare Informatics and AI Innovation	In this course, students will be introduced to the ways artificial intelligence and machine learning are innovating the way information is being collected, analyzed, and shared to reduce operational costs, increase the quality of care, and enhance the patient experience.	BHA
HA 4170 Risk Management in Healthcare	In this course, learners will deepen learning from HA4150 Healthcare Quality Management by focusing learning on the role and responsibilities of a risk manager and development risk management plans. Learners apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Students will create a portfolio that identifies both real and potential risk exposures in a healthcare setting and the application of risk management tools to help minimize, avoid, and/or mitigate these exposures by implementing loss prevention and loss control techniques.	BHA
HA 4180 Development and Strategic Planning in Healthcare Organizations	Learners in the course will be introduced to common organizational structures, performance matrixes, and practical strategies for planning that increase an organization's focus and flexibility to meet change needs. Specific strategies such as SWOT analysis, portfolio planning, and the steps of strategic decision-making will be explored.	BHA
HA 4190 Human Resource Management	This course examines the strategic role of managing human resources within today's health care organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and improving performance. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are explored.	BHA
HA 4200 Healthcare Policy and Law	This course examines legal and ethical considerations in healthcare management. Students will be introduced to the basic of and primary sources of law, classifications of law, physicians' and patients' rights and responsibilities, professional liability, medical records, informed consent, and policies and laws pertaining to telemedicine.	BHA
HA 4250 Healthcare Reimbursement Systems	Learners in this course examine current trends and traditional methods of payment in the health care industry, and analyze evolving reimbursement trends, methods, and technology. In particular, learners examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting	BHA
HA 4270 Medical Ethics and Future Challenges	This course will examine the major ethical issues and opposing opinions on various arguments surrounding healthcare, medical treatment, and medical technology. Frameworks presented will help learners understand how to build and sustain the healthcare workforce of the future.	BHA

Course ID and Title	Description	Type
HA 4280 Healthcare Regulation and Compliance	In this course, learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Throughout the course, learners develop and demonstrate competence in applying standards to meet requirements of governing bodies and various agencies with regulatory oversight authority. Learners also investigate fraud and abuse, risk management, business ethics, and corporate compliance.	BHA
HA 4310 Team Building and Leadership	This course helps learners explore the many types of healthcare teams, competencies for successful teams, and team building strategies. Concepts such as fostering creativity, managing conflict, and the future of teamwork are introduced.	BHA
HA 4311 Team Building and Leadership Project	This course is taken consecutively with the HA4310 Team Building and Leadership course. Throughout this course, students will create a unique project related to student learning.	BHA
HA 4400 Ethics and Social Responsibility in Healthcare	This course will introduce learners to the ethical challenges of balancing care and efficiency and improving access to healthcare with relationship to individuals, organizations, and communities. Emphasis is placed on ethical issues that affect healthcare decisions and providing learners with a foundation for success in becoming ethically and socially responsible healthcare professionals.	BHA
HA 4450 Introduction to Healthcare Research	In this course, students examine the basic components required for the conduct of health-related research and the analytic tools needed to understand and assess research methods described in the scientific literature. Research methods needed for systematic investigation and expansion of healthcare administration knowledge are examined. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, use of primary and secondary data, and statistical techniques for analyzing and interpreting data. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings in a literature review for the final Capstone project.	BHA
HA 4460 Healthcare Administration Capstone	This is the capstone course in the Bachelor of Science in Health Care Administration program. All students are expected to demonstrate the ability to conduct directed research on a concept in the healthcare administration field, utilizing the methods of inquiry previously learned in the curriculum including experimental data collection, statistical analysis, and integration of concepts from the program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes.	BHA
HLTH 1800 Health and Nutrition	This course provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Content includes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals.	GenEd
HUM 1020 World Religions	This course is an introduction to major religions of the world. The course will explore the personalities, texts, principles, rituals, and social institutions of Hinduism, Buddhism, Confucianism, Judaism, Christianity, Islam, and other religious traditions.	GenEd
HUM 1030 The Socio-Cultural Experience	This course is an introduction to major cultures and societies of the world. The course will explore the principles and social institutions of Southern California's varied social, ethnic, cultural, and religious populations. Practices and traditions in conflict with today's modern world and methods to deconflict will be explored.	GenEd
HUM 4010 Contemporary Fine Art	This course is designed to expose students to the contemporary world of fine arts. Topics include the visual arts, music, dance, and film as well as stylistic trends, historical, and technological developments.	GenEd

Course ID and Title	Description	Type
MATH 1010 College Algebra	This course is designed to provide you with fundamental algebraic concepts and with the necessary skills needed to solve and formulate algebraic problems. This course will also help you to develop your logical thinking and problem-solving skills. You will have the opportunity to apply your prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, you will be required to communicate mathematical ideas using symbolic and written forms. Topics in this course include laws of exponents, factoring, inequalities, polynomials, roots, linear and quadratics equations, complex numbers, rational functions, systems of equations, logarithmic functions, and inverse functions.	GenEd
MATH 1014 College Algebra	This course prepares students to use algebra to solve mathematical problems. Topics include integers, variable expressions, exponents, real numbers, polynomials, linear equations, and interpreting graphs	GenEd
MATH 1020 Statistics	This course introduces the student to the basics of statistics - techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include: Scope, nature, tools, language, and interpretation of elementary statistics, descriptive statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis, elementary probability theory, discrete and continuous probability models.	GenEd
MATH 1040 Elementary Statistics	This course examines the use of data collection and statistics as tools to reach reasonable conclusions. Students will recognize, examine, and interpret the basic principles of describing and presenting data.	GenEd
MATH 2020 Introduction to Statistics	This course introduces the student to the basics of statistics - techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include scope, nature, tools, language, and interpretation of elementary statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis, elementary probability theory, discrete and continuous probability models.	GenEd
MATH 2020 Statistics	This course introduces the student to the basics of statistics - techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include scope, nature, tools, language, and interpretation of elementary statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis, elementary probability theory, discrete and continuous probability models.	GenEd
MATH 3010 Statistics for the Social Sciences	The course is an introduction to statistics and statistical techniques that are commonly used by social scientists to summarize numeric data obtained from censuses, surveys, and experiments. In addition, the course will assist students towards acquiring a comprehensive understanding of statistical methodology as a basis for identifying statistical problems. It will further enable students to evaluate statistical concepts and understand the importance of utilizing those findings to improve the quality of nursing practices. Importantly, it will provide a sound foundation for those who choose to expand a nursing career into medical research.	RNBSN
MED 2044 Pharmacology Fundamentals	This course covers basic concepts of pharmacology including targeted systems, safeguards, and delivery of drug medications. Expected effects, adverse effects, and side effects are emphasized. Units of measurement and beginning dosage calculations are included.	VN
MED 2045 Integumentary System	This course is the first second of five six beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised integumentary systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2046 Sensory System	This course is the second fifth of six beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised sensory systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN

Course ID and Title	Description	Type
MED 2047 Musculo-Skeletal System	This course is the third fourth of five six beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised musculo-skeletal systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2048 Digestive System	This course is the fourth first of five six beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised digestive systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2049 Fluid and Electrolyte Balance and Renal System	This course is the fifth third of five six beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised renal systems is taught. Fluid and electrolyte balance is also covered. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2050 Emergency and Surgical Nursing	This course is an introduction to nursing care in the perioperative environment and responses to emergency situations.	VN
MED 2051 Cardiovascular System	This course is the first of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised cardiovascular systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2052 Immune System	This course is the second of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised immune systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2053 Oncology	This course is the fifth of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with cancer is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2054 Respiratory System	This course is the third of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised respiratory systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2056 Endocrine System	This course is the fourth of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised endocrine systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN

Course ID and Title	Description	Type
MED 2057 Neurological System	This course in advanced medical-surgical nursing focuses on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised nervous systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.	VN
MED 2058 Reproductive and Maternal Nursing	This course discusses the antepartum, intrapartum, and postpartum nursing care and goals, fetal development, and the importance of nutrition and diagnostic requirements. Client education regarding use of drugs and alcohol during pregnancy is stressed. Care of the neonate is covered in this course.	VN
MED 2059 Pediatric Nursing	Pediatric care is focused on providing nursing care for infants, children, and their families, with an emphasis on family-centered nursing, education, health promotion and illness prevention. Normal growth, development patterns of the growing child and nursing needs in areas of functional physiological, social, and psychological integrity are exercised in the clinical environment. Calculation of pediatric dosages for pharmaceutical products and pediatric nutrition are covered.	VN
MED 2060 Nursing Fundamentals I	This is the first of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.	VN
MED 2061 Nursing Fundamentals II	This is the second of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.	VN
MED 2062 Nursing Fundamentals III	This is the third of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.	VN
MED 2107 Nursing Leadership and Supervision	This course introduces students to Vocational Nurse leadership and management practices. It shows the role of communication skills and critical thinking as the basis for leadership and management decisions, and the legal and ethical implications of those decisions and their relevance to professional standards.	VN
MED 2115 Community Nursing	This course introduces students to the role of the Licensed Vocational Nurse under the Vocational Nursing Practice Act, customer-centric service delivery and career goal achievement. Rehabilitative nursing and ambulatory care are discussed. Ethics, informed consent, advance directives, and other medico-legal topics are covered. Home care, hospice care and disaster nursing are covered.	VN
MED 2118 Mental Health Nursing	This course is an introduction to the major concepts, theoretical perspectives, and empirical findings in psychology, oriented to optimizing patient interaction techniques, including the role of the vocational nurse on the mental health care team. Substance abuse and addiction are discussed.	VN

Course ID and Title	Description	Type
MED 2261 Term 1 Cumulative Exam	This course is a review of Term I concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term I are reviewed. Test taking techniques and stress-reduction practices are also presented.	VN Review
MED 2262 Term 2 Cumulative Exam	This course is a review of Term II concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term II are reviewed. Test taking techniques and stress-reduction practices are also presented.	VN Review
MED 2263 Term 3 Cumulative Exam	This course is a review of Term III concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term III are reviewed. Test taking techniques and stress-reduction practices are also presented.	VN Review
MED 2264 Exit Exam and NCLEX Preparation	This course is a review of Term I-IV concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term I-IV are reviewed. Test taking techniques and stress-reduction practices are also presented. MED 2264 includes 40 hours of review preparation for greater success taking the National Council of State Boards of Nursing NCLEX-PN® licensing examination.	VN Review
NUR 1000 The Nature of Nursing Practice	This course facilitates students' ability to conceptualize the experiences of individuals and families coping with illness, and populations living in communities to adopt healthy lifestyle choices. It is the introduction to the science of integrating professional nursing knowledge as a complement to other disciplines as the basis for practice. The course integrates the blended NLN/QSEN element as a core theme to characterize the nature of nursing practice.	BSN
NUR 1060 Gerontology	This course will provide the student with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health and socialization, financial considerations, legal considerations of the aging client, cultural needs and interaction with the healthcare system. The need for multidisciplinary interaction with the aging client will be discussed. Common concerns of an aging population will be covered within the course.	ADN/BSN
NUR 1100 Fundamentals of Nursing I	This course provides the foundation for nursing practice for the student at the beginning level using the National League of Nurses Educational Competencies Model. Nursing educational, ethical, and legal concepts as well as principles of safety, evidence-based practice, quality, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel and bladder elimination, geriatric nursing and wellness care are examined. Students are introduced to utilization of the nursing process, critical thinking, and therapeutic communication. Basic fluid, electrolyte, and acid-base concepts, and dysfunction in glucose homeostasis. Students will begin to use health assessment while providing care for adult and geriatric clients with predictable outcomes and their families in the acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care.	ADN
NUR 1101 Medication Administration	The course focuses on development of the knowledge and attitudes to ensure client safety while administering medications. Key concepts include therapeutic communication, health teaching, preparation, and administration of medication by the topical, oral, nasogastric, intradermal, subcutaneous, and intramuscular routes. Students are introduced to the administration of intravenous fluids for hydration and the concepts of administering intravenous medications within the scope of the Nurse Practice Act. Client monitoring and the legal implication of documenting medication administration are incorporated. Focus is placed on meeting the holistic needs of the client within the scope of nursing practice throughout the life span. Skills lab and some simulation exercises will reinforce concepts learned in theory lectures	ADN

Course ID and Title	Description	Type
NUR 1200 Fundamentals of Nursing II	This course continues to provide the foundation for nursing practice for the student at the beginning level using the NLN Educational Competencies Model. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills and the nursing process as the foundation of nursing practice. Students will begin to use health assessment while providing care for adult and geriatric clients and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will continue to learn to work collaboratively with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care.	ADN
NUR 1201 Psychiatric Mental Health Nursing	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological and psychiatric disorders and conditions. Communication and simulation scenarios will allow students to reinforce concepts learned during the theory class.	ADN
NUR 1250 Introduction to Pharmacology	This course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process.	BSN
NUR 1300 Medical- Surgical Nursing I	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medicalsurgical/ geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress and coping, religion, culture, perioperative nursing, complementary and alternative healing modalities, evidence-based practice, informatics, safety, nutritional disorders, metabolic dysfunction, hematologic dysfunction, endocrine dysfunction, immune and connective tissue disorders, gerontology, care of the older adult, oncology, chronic pain and hospice care, and neurological dysfunctions. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	ADN
NUR 1400 Medical- Surgical Nursing II	This course has an expanded emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medicalsurgical/ geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about evidence-based practice, care of the elderly, intravenous therapy, the client requiring blood and blood transfusion, cardiovascular dysfunction, renal disorders, and liver disorders. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.	ADN

Course ID and Title	Description	Type
NUR 1500 Maternal and Newborn Nursing	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family.	ADN
NUR 1600 Family and Child Nursing	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	ADN
NUR 1700 Advanced Nursing I	This course allows application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory and neurological dysfunctions as well burns and transplants. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families.	ADN
NUR 1800 Advanced Nursing II	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Care for patient with acute geriatric dysfunctions is included. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	ADN

Course ID and Title	Description	Type
NUR 2100 Fundamentals of Nursing with Lab	This course provides the foundation for nursing practice for the novice student exercising the blended NLN/QSEN Model . Nursing educational, ethical, and legal concepts, as well as, principles of safety and quality, evidence-based practice, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel & bladder elimination, basic fluid, electrolyte & acid-base concepts, dysfunction in glucose homeostasis, geriatric nursing, and holistic wellness care are examined. Students are introduced to utilization of the nursing process and will begin to use health assessment skills while providing care for adult and geriatric clients with predictable outcomes and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will learn to actively work in collaboration with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills as the foundation of nursing practice.	BSN
NUR 2100C Fundamentals of Nursing Clinical	This course provides the foundation for nursing practice for the novice student exercising the blended NLN/QSEN Model . Nursing educational, ethical, and legal concepts, as well as, principles of safety and quality, evidence-based practice, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel & bladder elimination, basic fluid, electrolyte & acid-base concepts, dysfunction in glucose homeostasis, geriatric nursing, and holistic wellness care are examined. Students are introduced to utilization of the nursing process and will begin to use health assessment skills while providing care for adult and geriatric clients with predictable outcomes and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will learn to actively work in collaboration with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills as the foundation of nursing practice.	BSN
NUR 2200 Behavioral Health with Lab	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN
NUR 2200C Behavioral Health Clinical	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN

Course ID and Title	Description	Type
NUR 2300 Medical Surgical I with Lab	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress & coping, safety, IV therapy, perioperative nursing, metabolic dysfunction, neurological dysfunctions, respiratory dysfunction, gastrointestinal dysfunction, neurological dysfunction, genitourinary dysfunction, cardiovascular dysfunctional, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 2300C Medical Surgical I Clinical	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress & coping, safety, IV therapy, perioperative nursing, metabolic dysfunction, neurological dysfunctions, respiratory dysfunction, gastrointestinal dysfunction, neurological dysfunction, genitourinary dysfunction, cardiovascular dysfunctional, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 3013 Role Transformation in Nursing	This course focuses on the professional aspects of nursing. The current practice of nursing is examined and a framework is developed to meet professional and educational goals. Tools utilizing evidence-based practice are integrated throughout the course. The role of professional values, nursing knowledge, and professional practice are explored and compared to the student's current practice.	RNBSN
NUR 3023 Health Promotion through the Life Cycle	This course explores the needs of children and adults requiring healthcare from infancy through the lifespan. Through a family-centered approach, the course addresses health problems in children and adults and the impact of illness on the family. Students correlate normal growth and development with care of individuals and families throughout the lifespan while promoting healthy lifestyle strategies. There will be a focus on current issues in the health care system as they relate to health promotion in the pediatric and adult population and the need for an emphasis on health promotion, maintenance, and restoration. The need for nurses to provide care to individuals in a variety of settings throughout their lifespan is explored.	RNBSN
NUR 3033 Health Assessment with Lab	This course introduces concepts and principles underpinning performing the health assessment as a basis for the nursing process. Emphasis is placed on communication and assessment skills to develop knowledge required for interviewing, identifying major physical and psychosocial elements, including sequence and methodology of nursing diagnosis formulation for health assessments across the life span.	BSN
NUR 3033 Theoretical Models of Nursing	This course introduces the nature of nursing theory. Nursing theory is analyzed as a foundation for nursing practice and research. Origins and strategies of theory development in nursing are examined in terms of importance for the development of professional nursing.	RNBSN

Course ID and Title	Description	Type
NUR 3043 Evidence-Based Nursing Practice	This course will provide a foundational overview of the research-practice gap in the field of healthcare. The seven steps of the Evidence-based practice (EBP) research process in nursing and health sciences will be established as a strategy supported and woven through the programmatic core nursing courses for implementation of EBP in real world settings.	BSN
NUR 3043 Evidence-Based Practice	This course focuses on the definition and use of evidence-based practice in nursing and healthcare as the basis for providing appropriate, efficient, and cost-effective care, treatment and services to clients and families. Application of evidence-based care in practice will be examined during the course.	RNBSN
NUR 3053 Healthcare Informatics	This course provides an introduction to nursing informatics focusing technology applications, computer and health information science as it applies nursing utilization for effective data collection, research and management of health care information, support clinical reasoning with a focus on enhancing safe, patient-centered care. This application will include clinical documentation, e-health (telehealth), interdisciplinary communication systems, and the role of the informatics nurse.	BSN
NUR 3053 Healthcare Informatics	This course introduces students to the concepts and practices of health informatics. Topics include major applications and vendors, decision-making methods and technologies, information systems, and emerging trends in the field.	RNBSN
NUR 3063 Principles of Teaching	This course provides a comprehensive overview of key educational concepts for health professionals in all disciplines. The course covers teaching and learning strategies and techniques, learner characteristics, learning styles, and the evaluation of teaching and learning.	RNBSN
NUR 3073A Pathopharmacology I	This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology I focuses on the cellular and immune systems, cardiopulmonary, renal, and gastrointestinal systems, and associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence-based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.	RNBSN
NUR 3073B Pathopharmacology II	This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology II focuses on the endocrine, nervous system, GU, musculoskeletal and skin system, and the associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.	RNBSN

Course ID and Title	Description	Type
NUR 3300 Medical Surgical II with Lab	<p>This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about neurological dysfunction, immunology & connective tissue dysfunction, hematological/oncological/blood dyscrasia & transfusion, respiratory dysfunction, genitourinary dysfunction, cardiological dysfunction, endocrinological dysfunction, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.</p>	BSN
NUR 3300C Medical Surgical II Clinical	<p>This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about neurological dysfunction, immunology & connective tissue dysfunction, hematological/oncological/blood dyscrasia & transfusion, respiratory dysfunction, genitourinary dysfunction, cardiological dysfunction, endocrinological dysfunction, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.</p>	BSN
NUR 3500 C Maternal and Newborn Nursing Clinical	<p>The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.</p>	BSN

Course ID and Title	Description	Type
NUR 3500 Maternal and Newborn Nursing with Lab	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600 Family and Child Nursing with Lab	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600C Family and Child Nursing Clinical	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4013 Ethics in the Life Sciences	Ethics is studied as a branch of philosophy. The goal of ethics is to rationally determine what is right and wrong. Ethics is distinguished from morals. Complexities in ethical reasoning that arise from the impact of technological advances in the life sciences are discussed. The relationship between local, state and federal laws and the subject of ethics is studied with a view to how this relationship affects the practice of healthcare.	RNBSN
NUR 4023 Leadership and Economics in Management	This course focuses on the exploration of leadership, economic and management principles, and leadership theories with application to nursing practice in the provision of health care among an ever-changing healthcare spectrum. Students will also examine the fundamental economics of the U.S. health care system and how financial issues affect the role of nursing and nursing leaders. Student development in the roles of problem solver, change agent and leader are emphasized.	RNBSN

Course ID and Title	Description	Type
NUR 4033 Advanced Physical Assessment	This course focuses on the application of critical thinking and deductive and inductive reasoning in the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions will be used. Information discussed will include information about comprehensive assessments based on a logical sequence of interview and physical examination. It includes the process for performing "regional examinations." There will be review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.	RNBSN
NUR 4043 Community-Based Nursing	This course focuses on the synthesis of population-based health and public health concepts to promote, maintain, and restore health to individuals, families, and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in a community experience. This course includes a clinical component. The student will visit two community agencies to evaluate their services. In addition, the student will follow the health of a family for six weeks in the community. A plan of intervention will be developed and implemented to meet identified needs of the family members. The student will also complete a neighborhood assessment and complete the General and Healthcare Mandated Child Abuse Reporter Training offered by the Department of Social Services of California.	RNBSN
NUR 4053 Nursing Research	Nursing research and evidence-based practice relies on results from valid studies, which are reviewed for applicable implementation into practice. Research methods needed for systematic investigation and expansion of nursing knowledge are examined. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings into the practice setting and planning for the final Capstone project.	RNBSN
NUR 4103 Capstone	This is the capstone course in the Bachelor of Science in Nursing program. All students are expected to demonstrate the ability to conduct research on a concept in the nursing field, utilizing the methods of inquiry previously learned in the curriculum and integration of concepts from the program.	RNBSN
NUR 4200 Population Health and Technologies	This course merges concepts of population health management and care delivery technologies to advance understandings of the equitable distribution of public health, disease prevention, risk stratification, enhancing clinical decision-making, and reducing unnecessary hospitalizations and costs in local, regional, national, and global communities.	BSN
NUR 4250 Health Systems Leadership	This course will examine healthcare delivery as a multidisciplinary system of dynamic interactions concerned with healthcare delivery, quality, and costs. The management of health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes, and accessibility of care. Emphasis is placed on the importance of measuring outcomes that matter to patients and defining different cost terms and payment models.	BSN

Course ID and Title	Description	Type
NUR 4300 Medical Surgical III with Lab	This course has an expanded emphasizes of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions, and transplants, shock & trauma/burns/emergency & disaster. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4300C Medical Surgical III Clinical	This course has an expanded emphasizes of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions, and transplants, shock & trauma/burns/emergency & disaster. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4400 Community Based Nursing with Practicum	This course examines socioeconomic, environmental, epidemiological, and legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in communities and society. Students work with community partners and various populations to help develop programs, provide health education, and assist with helping people achieve optimum levels of health. The clinical practicum is community-based and population-focused public health nursing practice that meets the requirements for the California Board of Registered Nursing's PHN certificate.	BSN
NUR 4600 Transformational Nursing Leadership	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN

Course ID and Title	Description	Type
NUR 4600C Transformational Nursing Leadership Clinical	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN
NUR 5000 Theoretical Foundations of Advanced Nursing	This course examines selected theories in nursing and health. Approaches to the analysis, critique and utilization of theories in nursing practice and scholarship are emphasized. Students develop and apply theories and analysis to an area of interest.	MSN
NUR 5005 Trends in Contemporary Nursing	The course explores issues and trends in the nursing profession including such topics as: current nursing shortage, transcultural nursing, workplace issues, policy, healthcare reform, ethical behavior, and practice competencies in professional practice. Students will develop advanced knowledge about the complex issues of nursing within multidisciplinary practice in a variety of environments.	MSN
NUR 5010 Leadership, Economics, and Management	This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process of planning, organizing, directing, budgeting, and controlling provides the structure for the course. Emphasis is given to organization theory, management theory, and behavioral theory. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized.	MSN
NUR 5015 Health Care Policy and Ethics	This course deals with health care policy and ethics as it relates to nurses in more advanced practice roles. Topics included: current health care policies and its impact on equitable and positive patient outcomes, the role of nurses to engage in discussions to promote understanding and advocate for change to improve outcomes.	MSN
NUR 5020 Nursing Research Methodologies	This course introduces students to qualitative and quantitative research practices in rhetoric, composition, and technical communication in nursing. Students learn to critically analyze and evaluate existing research data, develop workable research questions, and choose the best methods to address the questions they ask. Students start to design their capstone project for their master's degree in this course.	MSN
NUR 5030 Capstone I	This is the first Capstone in the Master of Science in Nursing Program. In this course, the student will begin to incorporate and integrate the concepts of nursing theory, leadership, communication, research, the nursing process, and critical thinking across the health-illness continuum into their capstone project. This course will focus on the student's use of nursing theory that addresses an identified educational need in an area of interest. With the use of evidence-based research the student will design and develop their capstone paper.	MSN
NUR 5040 Advanced Physiology and Health Assessment	This course focuses on the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach will be used which includes the assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.	MSN
NUR 5045 Advanced Pathopharmacology	This course focuses on advanced pathophysiology and how it relates to the application of critical thinking in the administration of medications. The student will focus on a holistic approach to pathophysiology and pharmacology to enhance their understanding of how lifestyle, age and culture affect medication use and the disease process. Integrative therapies and special populations will be included.	MSN

Course ID and Title	Description	Type
NUR 5050 Nurse Educator - Roles, Responsibilities, and Relationships	This course will introduce the student to the Nurse Educator role in a variety of settings. This will include roles in the academic setting, staff development, and clinical nurse educator. A key focus of this course will be developing an understanding of the role of the nurse educator within the academic community. Certification standards will be an additional topic of the course.	MSN
NUR 5055 Teaching Strategies for the Nurse Educator	This course will introduce the student to instructional, evaluation, and educational strategies to meet the individual needs of learners in diverse environments. This course will include research and analysis of current educational evidence-based practices and their use in the academic setting, staff development, and as a clinical nurse educator. A key focus of this course will be developing teaching strategies to address the unique needs of a diverse student population and promote improved educational outcomes.	MSN
NUR 5060 Curriculum Design and Evidenced-Based Practice	This course will introduce the student to educational theory and evidence-based research to assist in the design and development of nursing and healthcare curriculum. A key focus of this course will be developing a curriculum that facilitates learning and understanding well meeting the educational needs of a diverse population.	MSN
NUR 5065 Integrating Technology into Nursing Education	This course will introduce the student to the Nurse Educator role in a variety of settings. This will include roles in the academic setting, staff development, and clinical nurse educator. A key focus of this course will be developing an understanding of the role of the nurse educator within the academic community. Certification standards will be an additional topic of the course.	MSN
NUR 5070 Capstone II	This is the second Capstone and the final course in the Master of Science in Nursing Program. The course requires application of and builds on previous learning in nursing theory, psycho- social sciences, basic statistics, nursing research, and experiential learning from students' professional experiences. The student is encouraged to integrate the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking across the health-illness continuum. Students who have completed their capstone project paper need to present an oral presentation or a video presentation of their capstone project in the course.	MSN
OT 5000 Fieldwork Level IA	This course provides students with the opportunity to observe an occupational therapist or other professional working with children, adolescents, adults, and older adults in a hospital, community-based setting, or other social support service. The focus of this Level I fieldwork is on psychological support and/or mental illness. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5001 Fieldwork Level IB	This course provides students with the opportunity to observe an occupational therapist or other professional working with adolescents or adults in a hospital, rehabilitation, or community-based setting. The focus of this Level I fieldwork is on physical disabilities. Students will observe evaluations, treatment sessions, community focused activities and groups, as well as the role of other professionals in these settings.	MSOT
OT 5002 Fieldwork Level IC	This final Level I experience provides students with the opportunity to observe an occupational therapist or other professional working with children or adolescents in a hospital, rehabilitation, or community-based setting. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5003 Applied Neuroscience and Occupations	This course is designed to introduce students to the structures and physiology of the nervous system. Specific topics will include gross anatomy of the brain and spinal cord, cellular organization and function, development of the nervous system, and functional divisions including somatosensory, autonomic, motor, visual and vestibular systems. The influence that the organization and function of these systems have on occupational performance will also be examined.	MSOT

Course ID and Title	Description	Type
OT 5004 Psychosocial Foundations of Practice	This course is foundational to all practice and inculcates in students the importance of psychological support for all clients. Students will learn about psychological theories and OT frames of reference used in acute and community-based mental health practice. Students will gain an understanding of the origins of the theories and frames of reference used in psychiatry and the evaluation methods, role of the OT, and interventions used to influence occupational performance. A psychotropic lecture will inform students about the types of medications commonly used in practice and their side-effects. Students will also learn about group process and dynamics and how to design and implement group interventions for children, adolescents, adults, and older adults. These concepts will be practiced in the laboratory part of this course. In particular, theory and evidence-based groups in stress and illness management, time management, coping skills, values clarification, leisure, and Ross's Five-Step Group will be performed and evaluated. Students will use standardized and non-standardized screening and assessment tools to determine the need for OT intervention, as well as practice documentation and exhibit professional skills in the laboratory part of the course.	MSOT
OT 5005 Grand Rounds	Grand Rounds are a critical component of medical education. This course provides a venue for students to incorporate prior knowledge with content and experiences from co-occurring courses, service learning projects, and interdisciplinary connections. The course fits into the curriculum design by providing opportunities for reflection on and development of clinical reasoning, deep learning, and ethical practice. Discussion of cases, guest lectures on research or diagnoses, and videos will be used to promote a community of practice where collaborative learning and teaming take place.	MSOT
OT 5007 Gerontology	The emphasis in this course is on rehabilitation and aging well with and without disabilities. Students will learn about the aging process as it relates to occupational therapy. Topics include but are not limited to theories of aging, biological aspects of aging, aging in the workplace, aging in place, caregiver training and leisure counseling. The evaluation of occupational performance in ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Students will use both standardized and non-standardized screening, assessment, and evaluation tools, to determine the need for occupational therapy intervention. Students will use state-of-the-art technology to learn evaluation, intervention, and community tools for various diagnosis. Students will also design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for adults and older adults. Course content will be delivered through lecture, hands-on activities, guest speakers, assignments, student presentations and group discussions with an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Assistive technology interventions, arts & crafts, and other emerging interventions will also be explored to address the needs of this population.	MSOT
OT 5008 Human Anatomy	This course reviews foundational anatomical concepts to allow students to understand the structure and function of body systems that support participation in daily occupations. Students will learn how to classify movements that occur during daily activities and will learn to identify structures related to movement at each joint during those activities. Students will begin to understand how body systems work together to create and support movement. The class will also facilitate critical thinking skills needed to understand how an acute injury affects various body systems and functional movement/participation in functional activities. The laboratory portion of this course gives students the opportunity to synthesize and apply information from lecture through hands on exploration of the body. Use of the cadaver, syn-daver and VR simulation lab reinforce understanding of the body systems and movement through visual and tactile mediums. Students will also be introduced to techniques for palpation to identify surface anatomy and bony landmarks on the body.	MSOT

Course ID and Title	Description	Type
OT 5010 Foundations of Occupational Therapy	This lecture and laboratory course provides an overview of occupational therapy. The course introduces students to the American Occupational Therapy Association (AOTA), the Official Documents of AOTA, OT frames of references and models, and the Occupational Therapy Practice Framework: Domain and Process. Students learn about the safe use of occupations to support client participation in meaningful activities. Students will begin to practice the skills of occupational analysis, grading, adaptation, and documentation. Models of practice will also be introduced in this course. Finally, certain policies, procedures and practices standard in occupational therapy and health care, including HIPAA/client confidentiality and infection control in healthcare settings and the home will be discussed.	MSOT
OT 5011 Analysis and Assessment of Functional Human Movement	This course examines the theory behind how individuals move their bodies from infancy to older adulthood and how movement affects occupational performance. Students learn the scientific principles of movement, including anatomical and biomechanical elements and external and internal forces affecting movement. In addition, students will learn how to analyze and assess human movement. Principles learned in the lecture part of the course will be practiced in the laboratory part of the course. The laboratory provides students with an opportunity to use clinical reasoning while analyzing and assessing human movement. Manual muscle testing, joint range of motion, palpation of muscle and bone, and evidence-based practice are key elements of the laboratory sessions. Principles learned in the lectures will be applied to supportive and functional activities in the laboratory, including stability, posture, mobility, seating, transfers, and other movement required for work, play, and leisure.	MSOT
OT 5012 Clinical Conditions in Occupational Therapy	This course introduces students to the pediatric, physical and psychiatric conditions typically seen in occupational therapy. Psychiatric, neurological, general medical, surgical, and orthopedic diagnoses found across the lifespan will be emphasized. Etiology, signs and symptoms, course of illness, and impact on occupational performance will be discussed.	MSOT
OT 5013 Occupations of Adults	Theories, models, and frames of references used to intervene with physical conditions that affect occupational performance in adulthood will be discussed. This course will use an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Students will learn concepts of treatment planning for adult physical disabilities, including evaluation methods and emerging and commonly used interventions. Use of clinical reasoning in adult physical disabilities is emphasized in the laboratory. Students will use state of the art technology to learn how to evaluate and treat orthopedic, cardiovascular, pulmonary, and neuromuscular conditions. Students will use standardized and nonstandardized screening and assessment tools to determine the need for OT intervention. Students will practice clinical reasoning while using assistive devices such as wheelchairs, crutches, canes, walkers, transfer benches, reachers, and more to enhance occupational performance. Documentation Practice will include writing evaluation reports, problem statements, long and short term goals, SOAP notes, reports, and discharge planning.	MSOT
OT 5014 Research Methods in Occupational Therapy	This course is an introduction to concepts of research, including history, methodology, review of literature, research design, scientific writing, and statistical concepts. Emphasis is placed on evaluating research methodology, interpreting, and utilizing research results, composing a literature review, and understanding the impact of research to theory and clinical practice in occupational therapy. Students will also understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities. Students will apply research methods to assigned thesis topics in order to set the foundation for coursework in Master Thesis 1.	MSOT
OT 5015 Educational Principles of Healthcare	Educational principles, learning theory, health care literacy, and the impact of education on occupational performance will be discussed. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principles related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue.	MSOT

Course ID and Title	Description	Type
OT 5016 Master Thesis I	This course builds upon Research Foundations and allows students to refine and integrate their professional interests with prior course content. With guidance from their thesis advisors, students will design, write, and present an original thesis proposal for either a community-based program or research project. Students will also submit an IRB application in preparation for implementation of their thesis project during Master Thesis 2.	MSOT
OT 5016 Thesis Proposal	This thesis proposal course is the first in a series of 3 courses allowing students to integrate their professional interests with prior course content. Students will write an original thesis proposal and literature review for either a community-based program or research project under the direction of a thesis advisor. Students will understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.	MSOT
OT 5017 Master Thesis II	This course represents the culmination of the thesis sequence. Upon IRB approval, students will work closely with their thesis advisors to implement their project, collect, and analyze data, and disseminate the results. A final written thesis will also be fully developed and completed in this course. Students will prepare a poster for formal presentation through the Academic Showcase as well as prepare a sample application appropriate for a local, national, or international conference.	MSOT
OT 5017 Thesis Completion	This second in a series of three courses in the thesis sequence will support students in their completion of a research or community-based project based upon their literature review. Students may be collecting and analyzing data or implementing a community-based project by working closely with a faculty advisor.	MSOT
OT 5018 Thesis Dissemination	This is the last course in the thesis series. As such, it represents the culmination of the thesis experience. In this course, students will have finished their data collection and analysis or their community-based project and evaluation. Students will write a thesis document to be submitted to the University's repository and develop a poster for presentation. Participation in local, national, and international conference presentations or publications are encouraged and based on the advisor's recommendations as appropriate.	MSOT
OT 5020 Advanced OT Skills Lab	This is a theory and laboratory course where students will learn assessment and interventions for hand therapy and feeding and swallowing disorders in pediatrics and in various diagnoses. Students will also learn safe and effective application of physical agent modalities as it applies to occupational therapy interventions. Experts in these areas will use an experiential format with opportunities for hands-on practice.	MSOT
OT 5030 Fieldwork Skills Review	This culminating fieldwork skills review course will prepare students for their first Level II Fieldwork. Under the instruction of content experts, students will have the opportunity to review basic knowledge and skills needed to transition successfully to the Level II Fieldwork experience. Foundational course content will be reviewed through a combination of interactive learning experiences. Students will focus on the use of practical skills related to OT evaluation, basic assessments, goal setting, interventions, and documentation. Basic skills such as therapeutic listening, transfers, manual muscle testing, sensory testing, group leadership, equipment use and patient management related to safety will be discussed.	MSOT
OT 5040 Fieldwork Level IIA	The Level IIA Fieldwork experience involves a minimum of 12 weeks of full-time or part-time clinical experience under the direct supervision of a registered occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may either be in a pediatric, adult, or older adult practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT

Course ID and Title	Description	Type
OT 5041 Fieldwork Level IIB	The Level IIB Fieldwork experience involves a second rotation of a minimum of 12 weeks, full-time or 24 weeks part-time clinical experience under the direct supervision of a licensed occupational therapist. The Level II fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of clinical practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may be in a pediatric, adult, older adult, community, or academic practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT
OT 5050 Clinical Reasoning & Documentation in OT	This is a course that reinforces the student's development of the process of clinical reasoning and how it guides the formation and application of occupational therapy services. Course topics will include the occupational therapy frame of references and models, 5 stages of the clinical reasoning process, clinical reasoning development, problem solving strategies, and application to clinical practice across various settings and populations. Documentation practice will include writing evaluation reports, problem statements, long and short-term goals, SOAP notes, reports, and discharge planning. Students will integrate the experiences learned from their Level 2A fieldwork rotation and continue to further develop their clinical reasoning skills as demonstrated through documentation of assessment and appropriate interventions leading to meaningful outcomes measures and discharge planning.	MSOT
OT 5100 Cultural Humility in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5100 Cultural Competence in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5101 Community Program Development	Innovative program development is the overarching goal of this course. The course will teach students how to locate a community need, perform a needs assessment, and develop a community-based program that is relevant to the knowledge and skills base of occupational therapy. The course will emphasize occupational justice, deprivation, and engagement through clinical reasoning and problem-solving in order to enhance the occupational performance and health of individuals, groups, or populations. A service learning component will be included in this course	MSOT

Course ID and Title	Description	Type
OT 5102 Occupations of Adults II	The emphasis in this course is to develop skilled practitioners able to apply practical rehabilitation assessments and interventions for effective client-centered return to meaningful occupations. Students will design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for adults and those over the age of 65. This will be accomplished through lecture, discussion, and hands-on learning with an integrated focus of cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. In the companion laboratory section, students will learn both standardized and non-standardized screening and assessment tools to determine the need for occupational therapy, develop applicable interventions with various diagnosis and various settings. The evaluation of occupational performance for ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Documentation skills for evaluation reports, problem statements, long and short-term goals, SOAP notes, reports, and discharge planning will be refined. State of the art assistive technology, arts & crafts, and emerging interventions will be explored. Students will develop and apply a deeper level of clinical reasoning skills leading to reimbursement for assessments and relevant interventions, meaningful outcomes, and appropriate discharge planning.	MSOT
OT 5103 Leadership, Health Policy, and Management	This first course in the leadership, health policy and management sequence will introduce leadership theories, applicable health policy, and management concepts within sociopolitical systems that impact health care delivery in the U.S. The course will introduce the various leadership and management roles that occupational therapy practitioners take on at different levels and in different practice areas. Students will learn about the U.S. Department of Health and Human Services Healthy People 2020 and analyze social and political trends in health care. Students will be encouraged to begin developing their own leadership style. A service learning component will be included in this course.	MSOT
OT 5103A Leadership, Health Policy, and Management I	This first course in the leadership, health policy and management sequence will introduce leadership theories, applicable health policy, and management concepts within sociopolitical systems that impact health care delivery in the U.S. The course will introduce the various leadership and management roles that occupational therapy practitioners take on at different levels and in different practice areas. Students will learn about the U.S. Department of Health and Human Services Healthy People 2020 and analyze social and political trends in health care. Students will be encouraged to begin developing their own leadership style. A service learning component will be included in this course.	MSOT
OT 5103B Leadership, Health Policy, and Management II	This second course in the leadership, health policy and management sequence take these concepts to a deeper level and prepares students to become change agents in the profession of occupational therapy. Personal leadership skills and style will be cultivated and refined through hands-on experiences. Collaborative and empowerment models of local and global best-care practices will be explored. Issues of occupational justice, occupational deprivation, and occupational engagement will be discussed, and cases studied. Students will take sociopolitical action by addressing a social/healthcare need and visit or write to leaders, policy makers, or the media.	MSOT
OT 5104 Ethics in Healthcare	In this course, students will examine the essentials of ethical health care service delivery. Students will become familiar with the AOTA Code of Ethics and the ethical principles guiding practice. Case studies will give students the opportunity to demonstrate strategies for analyzing ethical issues and making decisions to resolve personal and organizational ethical conflicts. Students will also articulate the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.	MSOT

Course ID and Title	Description	Type
OT 5105 Occupations of Children and Adolescents	This course covers the epidemiology, etiology, and course of conditions seen in childhood and adolescence. Theories and frames of reference used in pediatric OT, principles of learning, and developmental processes will be reviewed. Students will learn how to work with families, schools, and community organizations to meet the needs of this population. Governmental regulations affecting children will be discussed. Cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance will be reviewed. The lab portion of this course will focus on evaluation, treatment planning, and interventions to use with children and adolescents. The evaluation of occupational performance in ADL's, IADL's, education, play, rest, sleep, and social participation will be emphasized and practiced. Use of high and low technology will be introduced. Documentation covering Individual Education Plans, reports, progress notes and discharge planning will be practiced.	MSOT
OT 5200 Professional Development & Education in OT	This course provides an integrative opportunity for students to reflect on their professional development as they transition from student to clinician. Students will examine their own effective and skillful behaviors, habits, and reactions within the clinical setting and how this impacts their effectiveness as professionals. Students will also learn educational principles, learning theory, health literacy and the impact of education on maximizing occupational therapy service delivery. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principals related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue. In addition, goals for success in Level II Fieldwork, preparing for the NBCOT examination, as well as building a career in occupational therapy, will be explored. Students will review the process for licensure, identify professional strengths and weaknesses, and develop a professional portfolio to prepare for future employment as an occupational therapist.	MSOT
OT 5200 Professional Development Seminar	This course provides a final opportunity for students to reflect on their professional development as an occupational therapist. Students will synthesize their skills and create a professional portfolio. Goals for Level II fieldwork success will also be identified. Key OT competencies and skills will be reviewed in preparation for the NBCOT examination. Students will also review the process for licensure and prepare for employment as an occupational therapist.	MSOT
OT 5500 Review and Exit Exam	This curriculum review and exam will prepare students for the national Board for Certification in Occupational Therapy (NBCOT) exam. Students will review each of the domains of the NBCOT exam and take a practice test of questions involving each of the four domains. Students will have an opportunity to work with peers and faculty on analysis of questions. Students will also review test taking strategies.	MSOT Review
OTA 1000 OTA Foundations	This course introduces the student to the field of Occupational Therapy, its history, and theories/models of practice. The contribution of the COTA to client wellness as part of the healthcare team is stressed, as well as the organizations regulating and guiding the practice of Occupational Therapy. AOTA's Code of Ethics and Standards of Practice are presented. The student also will become acquainted with procedures and practices standard in the healthcare field, including HIPAA/client confidentiality and infection control in healthcare settings and the home.	OTA
OTA 1001 Human Components I	The first in a series of three courses. This course studies medical terminology and the terminology of the occupational therapy practice framework.	OTA
OTA 1001 Terminology	This course covers healthcare-related terminology and occupational therapy-specific terminology. Student develop a foundation of root-word meanings and how they are combined together for understanding and communicating in occupational therapy environments and general healthcare environments.	OTA
OTA 1002 Human Components II	The second in a series of three courses. This course focuses on human development. Human Components II explores physical and developmental aspects of the human: infant, childhood, adolescent and adult. Support for quality of life, well-being, and occupation as part of the OTA's professional responsibility are explored, with reference to social, ethical and health and welfare issues affecting occupation.	OTA

Course ID and Title	Description	Type
OTA 1002 Occupational Life-Span Development	This course covers human development, and occupational development from infancy through end-of-life. This course builds a foundation of normal developmental sequences for the acquisition of physical, cognitive, and emotional skills that inform the occupational therapy process.	OTA
OTA 1003 Disease Conditions	This course covers the causes, mechanisms, signs & symptoms, and current management of human disease conditions that may be encountered by occupational therapy personnel in various practice settings.	OTA
OTA 1003 Human Components III	The third in a series of three courses. This course covers pathology. Human Components III explores the mechanisms of disease, diseases of systems and prevention.	OTA
OTA 1004 Mental Health Basics	This course explores psychopathology throughout the life span. The evolution of the Diagnostic and Statistical Manual of Mental Disorders is examined, and models of practice in mental health and, more specifically occupational therapy, are examined. Psychiatric disorders, their signs and symptoms, impact on function, and current management are reviewed.	OTA
OTA 1005 Kinesiology	This kinesiology course covers the anatomy of movement. Each major joint of the body will be analyzed in relation the muscles that produce specific movements will be covered in detail. Student will learn the to analyze human movement in both function and dysfunction.	OTA
OTA 1005 Kinesiology Lab	This kinesiology lab accompanies OTA 1005-Kinesiology, and provides practice identifying the structures and movement principles associated with the anatomy of human movement. Structures of each major joint of the body will be analyzed in relation the muscles that produce specific movements. Students will also practice analyzing human movement in both function and dysfunction. Paper models, synthetic models, and cadavers, may all be utilized in this course.	OTA
OTA 1006 Fundamentals of OTA Practice	Building on the concepts introduced in Term 1, this course explores the professional responsibilities, legalities, ethics, and Standards of Practice demanded of a Certified Occupational Therapy Assistant. The use of research of professional literature, continuing education, and the need to mentor OTA students is presented.	OTA
OTA 1007 Physical Dysfunction I	In this course, the normal occupational performance in development of adult roles is developed. Physical, socioeconomic, environmental factors, lifestyle choices, and physical factors that influence adult occupational performance in the roles of adulthood including homemaker and worker roles are examined. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. Involvement in assessment, intervention, and therapeutic activities that facilitate age appropriate occupational behaviors is practiced. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.	OTA
OTA 1008 Physical Dysfunction II	In this course, the normal occupational performance in development of adult roles is continued, to include knowledge and application of assistive devices that are fundamental in the practice of occupational therapy across diagnostic categories and age groups, an introduction to a broad range of equipment from "low technology" to complex "high-technology" devices involving micro-electronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility, communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.	OTA
OTA 1009 Pediatric OT	This course covers the causes, course and prognosis of disorders that occur from birth through adolescence. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision-making, work-role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.	OTA

Course ID and Title	Description	Type
OTA 1010 Psychosocial Dysfunction	This course provides students with a comprehensive view of OT practice in psychosocial dysfunction. The course covers intervention techniques, interacting with clients, safety, the OTA's role in assessment, documentation, and theoretical issues that guide mental health practice.	OTA
OTA 1011 Documentation	This course introduces students to the role of documentation in client care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the health record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the client and billing/reimbursement as well as to legal and ethical issues is also discussed.	OTA
OTA 1102 Term 2 Review	OTA 1102 Term 2 Review This course summarizes material from Term 2 in preparation for the Term 2 Exit Exam. Selected topics come from OTA 1000 OTA Foundations, OTA 1001 Human Components I, OTA 1002 Human Components II, OTA 1005 Kinesiology, and OTA 2001 Lab 1.	OTA Review
OTA 1104 Term 4 Review	This course summarizes material from Term 4 in preparation for the Term 4 Exit Exam. Selected topics come from OTA 1006 Fundamentals of OTA Practice, OTA 1009 Pediatric OT, OTA 1010 Psychosocial Dysfunction, and OTA 2003 Lab 3.	OTA Review
OTA 1104 Term 4 Review	This course summarizes material from Term 3 in preparation for the Term 3 Exit Exam. Selected topics come from OTA 1003 Human Components III OTA 1007 Physical Dysfunction I, OTA 1008 Physical Dysfunction II, and OTA 2002 Lab 2.	OTA Review
OTA 2001 OTA Lab I	This OT Skills Lab course builds a foundation of basic abilities and practical knowledge that are fundamental to the practice of occupational therapy assistants. Students will focus on acquiring usable skills related to client mobility, self-care, standard equipment use, and safety issues. Students will practice a variety of skills and begin learning how to instruct others as well as document interventions. Students will begin to analyze aspects of the whole person and begin to exercise judgment and clinical reasoning skills. Students will also complete CPR/BLS certification. Students also begin to learn how to view themselves as therapeutic instruments.	OTA
OTA 2002 OTA Lab II	This OT Skills Lab course focuses on furthering the acquisition of practical skills and knowledge. Students are exposed to more intervention ideas and perspectives. Working with the biomechanical frame of reference is a major topic. Students are introduced to the proper use of physical agent modalities in occupational therapy, vital signs, safety, managing medically complicated clients, wheelchair management, and therapeutic media. Information gathering, and documentation are further integrated with practical skills.	OTA
OTA 2003 OTA Lab III	This course continues to afford students the ability to learn new practice skills as well as promote higher levels of clinical reasoning. Students practice applying group dynamics, teaching-learning, sensory integration techniques, and troubleshoot selection of interventions for various life stages and mental health symptoms. Community-based interventions and lifestyle redesign are introduced. More assessments are explored and students will continue to practice documentation.	OTA
OTA 2010 First Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consists of directed observation and participation in various aspects of the occupational therapy process.	OTA
OTA 2020 Second Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consist of directed observation and participation in various aspects of the occupational therapy process	OTA

Course ID and Title	Description	Type
OTA 2030 First Level II fieldwork	The First Level II fieldwork experience involves an eight week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2040 Second Level II fieldwork	The Second Level II fieldwork experience involves an eight week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2050 Competencies	This course reviews the core competencies related to knowledge, skills, and attitudes, required for effective learning and performance in level 2 fieldwork settings.	OTA Review
OTA 2050 Phase 1 Review	Phase 1 Review increases a student's basic knowledge of occupational therapy topics, reviews material to promote long-term memory, and begins preparing the student for the Program Exit Exam. Students will complete reading and writing assignments via the university's online learning system during their second Level II fieldwork.	OTA Review
OTA 2060 End of Program Review	The End of Program Review teaches students about the process of preparing for, setting up, and taking the NBCOT certification exam for occupational therapy assistants. Actions to take upon successful completion of the exam are also addressed. The course is designed to assist students to plan and prepare for the NBCOT exam as well as test their knowledge in selected areas. Additionally, the course covers program-specific topics in preparation for the Program Exit Exam required for graduation.	OTA Review
OTA 2060 End of Program Review	The End of Program Review teaches students about the process of preparing for, setting up, and taking the NBCOT certification exam for occupational therapy assistants. Actions to take upon successful completion of the exam are also addressed. The course is designed to assist students to plan and prepare for the NBCOT exam as well as test their knowledge in selected areas. Additionally, the course covers program specific topics in preparation for the Program Exit Exam required for graduation. This course uses a blended on-ground and online format.	OTA Review
PHIL 2010 Critical Reasoning and Ethics	This course dissects the components and skills involved with critical thinking including the process by which we develop and support our beliefs and evaluate the strength of an argument. Students are introduced to recognizing and avoiding common barriers to critical thinking such as bias, groupthink, and ideology. Real-world applications are emphasized throughout the course.	GenEd
PHIL 2300 Applied Critical Thinking in Simulation	This course applies traditional applications of critical thinking and decision-making in an applied simulation and laboratory environment. Experiences will afford practical experience in essential simulation skills and processes. Students will be expected to demonstrate beginning competency in the simulation laboratory.	GenEd
PSY 1001 Introduction to Interpersonal Relationships	This course is an introduction to the complex interaction of social and psychological forces in human communication. The course critically evaluates interpersonal relationships and the communication issues surrounding human interaction in various contexts. It examines basic concepts, theories, and research findings relevant to initiating, developing, modifying, and maintaining, relationships in communication process.	GenEd
PSY 1010 Introduction to Psychology	This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.	GenEd

Course ID and Title	Description	Type
PSY 1020 Developmental Psychology: Life Span Psychology	This course will provide an in-depth review of human development from a biopsychosocial approach with emphasis on the cultural context of development, the roles of age and gender, and applications to daily living.	GenEd
PSY 2070 Developmental Psychology	This course will provide an in-depth review of human development from conception to death as it pertains to the physical, cognitive, emotional, social, and moral aspects of understanding human behavior, transitions, and relationships.	GenEd
PSY 3020 Organizational Psychology	In the course, students will be introduced to the science of organizational psychology, a discipline that studies human behavior in the workplace. Strategic goals of reducing turnover, increasing productivity, and improving workplace engagement will be explored.	GenEd
PSY 3300 Diversity and Inclusion	This course will provide students with the opportunity to examine how their own experiences shape their ability to interact across multiple dimensions of human differences. Through the exploration of cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, behavior change, and social behavior, students will become aware of how to be successful in varied environments with a mindset of valuing diversity, differences, and inclusive human endeavors.	GenEd
PTA 1001 Introduction to PTA	This course introduces students to physical therapy practice and the role of the physical therapist assistant in providing patient care. Emphasis is placed on quality assurance and interpersonal skills and the multidisciplinary approach to rehabilitation is introduced. The course also familiarizes the student with health care facilities and government agencies. The role of ethics in healthcare is also introduced as are medical record, billing, reimbursement, and research. Skills related to infection control, patient preparation, vital signs, patient safety, patient positioning, body mechanics, bed mobility, transfers, wheelchairs, assistive devices, and gait in clinical settings are practiced at the introductory level in the lab setting.	PTA
PTA 1002 Pathology	This course examines the mechanism of disease, including immunity, inflammation, inheritance, cancer, and infectious diseases. Selected diseases of the body's systems, such as cardiovascular, respiratory, gastrointestinal, urinary, reproductive, integumentary, endocrine, and special senses are presented as well as information regarding the effects of aging, signs and symptoms, basic medical management, implications for the PTA, and prognosis. Emphasis is placed on medical terminology and abbreviations.	PTA
PTA 1003 PT through the Life Cycle	This course examines normal and abnormal development from conception to adolescence. Emphasis is placed on the developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Development through adulthood is covered with an emphasis on aging changes that affect function in the geriatric population and related physical therapy interventions are presented. The course also introduces various aspects of geriatric care, including, but not limited to, wellness care and adaptation to exercise modalities. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. In addition, the service learning project is introduced in this course even though it is embedded in the syllabus of course PTA1010.	PTA
PTA 1003 Documentation	This course introduces students to the role of documentation in patient care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the medical record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the patient and billing/reimbursement as well as to legal and ethical issues is also discussed.	PTA

Course ID and Title	Description	Type
PTA 1004 Kinesiology	This course covers functional anatomy of the musculoskeletal system, including muscle origins, insertions, actions, and nerve supply, while applying biomechanics of normal and abnormal movement in the human body. The concepts of goniometry, manual muscle testing, dermatomes, and myotomes are introduced, while identification and palpation of superficial landmarks are practiced. The biomechanics of the gait cycle is also introduced. Students are introduced to using the Levels of Evidence rating scale as it applies to clinical research and the respective course assignment.	PTA
PTA 1005 Therapeutic Exercise I	This course introduces therapeutic exercise theories and practical applications including those for range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization. Tissue response to range of motion, stretch, and resistive exercise is also examined and lab practice of the techniques learned is integrated. The course also presents therapeutic exercise interventions that are appropriate for use during specific phases of recovery from a soft tissue, bone, or peripheral nerve disorder or injury as well as topics on prevention, health, and wellness topics. Characterizing the levels of evidence-based research (as defined by the Journal of Orthopaedic & Sports Physical Therapy Clinical Practice Guidelines) will also be emphasized.	PTA
PTA 1005 Therapeutic Exercise	This course introduces therapeutic exercise theories and practical applications including those for range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization. Tissue response to range of motion, stretch, and resistive exercise is also examined and lab practice of the techniques learned is integrated. The course also presents therapeutic exercise interventions that are appropriate for use during specific phases of recovery from a soft tissue, bone, or peripheral nerve disorder or injury as well as topics on prevention, health, and wellness topics.	PTA
PTA 1006 Procedures	This lecture/laboratory course is designed to develop skills commonly utilized by PTAs including positioning and draping, bed mobility, soft tissue techniques, transfers, wheelchair mobility, and gait training. Use and adjustment of assistive/adaptive devices to improve function will also be incorporated in addition to the application of cervical and lumbar spine mechanical traction and the fundamental concepts of proper body mechanics and ergonomics. This course further provides the student with the background to determine applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures as well as the skills to determine the success of the intervention administered. Students develop their skills through supervised practice with each other in the laboratory while having an opportunity to both administer and receive treatment. Proper documentation and communication of the intervention and patient outcome is also presented. Categorization of the levels and grades of evidence as defined by the Journal of Orthopaedic and Sports Physical Therapy Clinical Practice Guidelines is also emphasized	PTA
PTA 1007 PTA Practice I	This course addresses infection control techniques, assessment of vital signs, special equipment and patient care environments, incidents and emergencies in the patient care environment, accessibility assessments and adaptations, and basic wound care. These topics are applied and practiced in the lab setting. Students are provided with and demonstrate teaching techniques for use with patients, caregivers, and other health care providers.	PTA
PTA 1008 Therapeutic Measurement and Testing	In this course students will perform the skills associated with data collection techniques as performed by Physical Therapist Assistants (PTAs). This laboratory/lecture course is designed to develop measurement skills for joint range of motion (ROM) and muscle strength for all the peripheral joints and the spine. This course material will also develop student skills for performing neurological testing such as sensation, proprioception, kinesthesia and reflex assessment. Students will practice with each other in the laboratory providing them with the opportunity to both administer and receive care. Proper documentation and communication of the treatment application and patient outcome is included.	PTA

Course ID and Title	Description	Type
PTA 1008 Orthopedic Interventions	This course presents common orthopedic conditions, pathologies, and surgical procedures involving the peripheral joints and spine. The provision and progression of treatments, including procedures and modalities for each specific joint and the spine, are presented and practiced as these activities relate to tissue repair and healing response. Manual modality techniques specific to the peripheral joints are also practiced. Principles and interventions for an individual with total joint arthroplasty are also presented and practiced.	PTA
PTA 1009 Modalities	This course introduces physical agents and therapeutic modalities in physical therapy practice which are commonly utilized by PTAs. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of cryotherapy, therapeutic heat, ultrasound, hydrotherapy/aquatic therapy, electromagnetic therapy (LASER, diathermy, ultraviolet light, pulsed electromagnetic fields), spinal traction and compression therapies. The course provides the student with the background to determine the applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory while having the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome are included.	PTA
PTA 1009 Neurologic Interventions	Phase 1 Review increases a student's basic knowledge of occupational therapy topics, reviews material to promote long-term memory, and begins preparing the student for the Program Exit Exam. Students will complete reading and writing assignments via the	PTA
PTA 1010 Therapeutic Exercise II	This course expands upon the principles presented in PTA 1005 Therapeutic Exercise I. Students focus on more specific application of range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization for various pathologies. Practice of these skills is integrated during lab with further investigation into complicated patient case scenarios. Characterizing the levels of evidence based research (as defined by the Journal of Orthopaedic & Sports Physical Therapy Clinical Practice Guidelines) will also be emphasized.	PTA
PTA 1010 PTA Practice II	This course provides opportunities to learn and practice theoretical principles and practical applications of cardiopulmonary techniques, exercises, and postural drainage. Lecture and lab include wound identification, measurement, dressing, treatments, and debridement. This course introduces basic principles and indications/ contraindications in the use of selected prosthetic and orthotic devices with discussion and practice in making adjustments to the various devices. Principles and applications in balance and interventions for the individual with an amputation, the physiology and control of edema, residual limb wrapping, and seating and positioning are also provided in lecture and lab settings. The research of evidence-based practice and prioritizing the grades of evidence is included. In addition, the course presents an overview of women's health and alternative therapy interventions. Students are also expected to complete a service learning component by volunteering at a non-profit, community-based program or facility related to their course work and then reflecting on their experience. Service learning is a program that helps the students to connect what they have learned in the classroom and/or lab setting to the community.	PTA
PTA 1011 PT Through the Lifecycle	This course examines normal and abnormal development from conception to adolescence. Emphasis is placed on the developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Age-related changes that affect function in the geriatric population and related physical therapy interventions are presented. The course also introduces various aspects of geriatric care, including, but not limited to, wellness care and adaptation to exercise modalities. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. In addition, the service-learning project is introduced in this course even though it is embedded in the syllabus of course PTA 1017.	PTA

Course ID and Title	Description	Type
PTA 1011 Professional Issues	This course engages the student in the discussion of professional issues and behaviors related to clinical practice in order to prepare the student for transition into the workforce. The topics help the student prepare for licensure, employment, and professional development; identify behaviors in response to legal, ethical, and professional issues; develop job placement skills; and debate socioeconomic influences related to the field of physical therapy.	PTA
PTA 1012 Neurologic Interventions I	This course examines the fundamentals of neuroanatomy, motor control, motor development, and motor learning, as well as an introduction to neurologic interventions used in the clinical setting. The course introduces neurodevelopmental treatment for the treatment of clients with cerebrovascular accidents.	PTA
PTA 1012 Therapeutic Measurement and Testing	In this course students will perform the skills associated with data collection techniques as performed by Physical Therapist Assistants (PTAs). This laboratory/lecture course is designed to develop measurement skills for joint range of motion (ROM) and muscle strength for all the peripheral joints and the spine. This course material will also develop student skills for performing neurological testing such as sensation, proprioception, kinesthesia and reflex assessment. Students will practice with each other in the laboratory providing them with the opportunity to both administer and receive care. Proper documentation and communication of the treatment application and patient outcome is included.	PTA
PTA 1013 Electrotherapy	This course is designed to introduce the student/learner to electrotherapeutic modalities in physical therapy practice which are commonly utilized by PTA's. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of electrotherapy. Basic concepts in physical properties of electricity (waveforms, types of currents, nature of electricity), electrical safety and instrumentation will be provided. Students will be introduced to the principles of therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback. It provides the student with the background to determine the applicability of the stated procedures, including the assessment skills needed to determine safety, indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory providing them with the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome is included.	PTA
PTA 1014 Orthopedic Interventions I	This course presents the introduction to orthopedic management by the PTA, orthopedic pharmacology, and imaging studies. The APTA 11 Treatment guidelines are presented, and a review of manual modalities is covered. Manual modality techniques specific to the peripheral joints are also practiced. The course also covers exercise physiology, therapeutic activities, interventions to address decreased ROM, flexibility and joint mobility, and an assessment of posture and gait.	PTA
PTA 1014 Modalities	This course introduces physical agents and therapeutic modalities in physical therapy practice which are commonly utilized by PTAs. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of cryotherapy, therapeutic heat, ultrasound, hydrotherapy/aquatic therapy, electromagnetic therapy (LASER, diathermy, ultraviolet light, pulsed electromagnetic fields), spinal traction and compression therapies. The course provides the student with the background to determine the applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory while having the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome are included.	PTA

Course ID and Title	Description	Type
PTA 1015 Neurologic Interventions II	This course examines neurological conditions, including pathology and management of medical problems of stroke, head injury, Parkinson's disease, spinal cord and nerve injuries, and other conditions. The course also introduces techniques to facilitate neurodevelopmental treatment, proprioceptive neuromuscular facilitation, the Brunnstrom Approach, and other techniques.	PTA
PTA 1015 Documentation	This course introduces students to the role of documentation in patient care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the medical record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the patient and billing/reimbursement as well as to legal and ethical issues is also discussed.	PTA
PTA 1016 Orthopedic Interventions II	This course presents common orthopedic conditions, pathologies, and surgical procedures involving the peripheral joints and spine. The provision and progression of treatments, including procedures and modalities for each specific joint and the spine, are presented and practiced as these activities relate to tissue repair and healing response. Manual modality techniques specific to the peripheral joints are also practiced.	PTA
PTA 1017 PTA Practice II	This course provides opportunities to learn and practice theoretical principles and practical applications of cardiopulmonary techniques, exercises, and postural drainage. Lecture and lab also include wound identification, measurement, dressing, treatments, and debridement. This course introduces basic principles and indications/ contraindications in the use of selected prosthetic and orthotic devices with discussion and practice in making adjustments to the various devices. Principles and applications in balance and interventions for the individual with an amputation, the physiology and control of edema, and residual limb wrapping. Seating and positioning are also provided in lecture and lab settings for pediatric through adulthood. The research of evidence-based practice and prioritizing the grades of evidence is included. In addition, the course presents an overview of women's health and alternative therapy interventions. Students are also expected to complete a service learning component by volunteering at a non-profit, community-based program or facility related to their course work and then reflecting on their experience. Service learning is a program that helps the students to connect what they have learned in the classroom and/or lab setting to the community.	PTA
PTA 1018 Professional Issues	This course engages the student in the discussion of professional issues and behaviors related to clinical practice in order to prepare the student for transition into the workforce. The topics help the student prepare for licensure, employment, and professional development; identify behaviors in response to legal, ethical, and professional issues; develop job placement skills; and debate socioeconomic influences related to the field of physical therapy.	PTA
PTA 1101 Term 1 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1102 Term 2 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1103 Term 3 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1104 Term 4 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented.	PTA
PTA 1105 Term 5 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA

Course ID and Title	Description	Type
PTA 1105 Program Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 1106 Term 6 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1107 Term 7 Review	This course is the first in a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 1108 Program Review II	This course is the second of a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 2001 PTA Lab I	This course provides opportunities for application of techniques introduced in Kinesiology, Therapeutic Exercise, Procedures, and PTA Practice I as well as documentation of the treatments and techniques learned. Covers palpation of landmarks, practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of therapeutic massage, assessment of vital signs, and infection control techniques. This course also includes integration of special equipment and patient care environments, accessibility and adaptations, basic wound care and response to incidents and emergencies in the clinical setting. Interventions skills related to procedures, including gait training, wheelchair management, assistive device selection and adjustment, are also performed in a laboratory setting.	PTA
PTA 2002 PTA Lab I	This course provides opportunities for application of techniques introduced in Kinesiology, Therapeutic Exercise, Procedures, Therapeutic Measurement and Testing, and PTA Practice I. Covers palpation of landmarks, practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of data collections skills including range of motion, manual muscle testing, therapeutic massage and neurological testing. Interventions skills related to procedures, including gait training, wheelchair management, assistive device selection and adjustment, are also performed in a laboratory setting.	PTA

Course ID and Title	Description	Type
PTA 2002 PTA Lab II	This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, Therapeutic Measurement and Testing, Therapeutic Exercise II as well as documentation of the treatments and techniques learned. It covers practical applications of various types of modalities and therapeutic agents used in the clinics. Also stressed are developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. The course incorporates practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of data collections skills including range of motion, manual muscle testing, therapeutic massage and neurological testing.	PTA
PTA 2003 PTA Lab III	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in Electrotherapy will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment. Other skills include therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback.	PTA
PTA 2003 PTA Lab II	This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, and Electrotherapy.	PTA
PTA 2004 PTA Lab IV	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in PTA Practice II will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment, proprioceptive neuromuscular facilitation, and the Brunnstrom Approach. Other skills include cardiopulmonary techniques, postural drainage, wound identification, measurement and dressing, debridement, selection and management of orthotic and prosthetic devices, interventions for amputations, edema management, women's health and alternative therapies.	PTA
PTA 2004 PTA Lab III	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in PTA Practice II will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment, proprioceptive neuromuscular facilitation, and the Brunnstrom Approach. Other skills include cardiopulmonary techniques, postural drainage, wound identification, measurement and dressing, debridement, selection and management of orthotic and prosthetic devices, interventions for amputations, edema management, women's health and alternative therapies.	PTA
PTA 2010 Practicum	This first clinical experience presents the students with an opportunity to experience the role of the Physical Therapy Assistant in a practical setting. The course emphasizes patient and staff working relationships, awareness of patient disorders and application of physical therapy techniques.	PTA
PTA 2010 Clinical Practicum I	This first clinical experience presents the students with an opportunity to experience the role of the Physical Therapy Assistant in a practical setting. The course emphasizes patient and staff working relationships, awareness of patient disorders and application of physical therapy techniques.	PTA
PTA 2030 Affiliation I	One of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA

Course ID and Title	Description	Type
PTA 2030 Clinical Affiliation I	This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, PTA Practice I and Electrotherapy as well as documentation of the treatments and techniques learned. Covers practical applications of various types of modalities, electrical stimulation and therapeutic agents used in the clinics. Also stressed are developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. Skills related to infection control techniques, assessment of vital signs, special equipment and patient care environments, incidents and emergencies in the patient care environment, accessibility assessments and adaptations, and basic wound care are also practiced in a laboratory setting.	PTA
PTA 2040 Affiliation II	Second of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
PTA 2040 Clinical Affiliation II	Second of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
SCI 1010 Physical Science	This course is an introduction to the principles and methods of the physical sciences. The course emphasizes terminology, concepts, and methods used in physics, chemistry, astronomy, meteorology, and geology.	GenEd
SCI 1010 Human Anatomy I	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the upper extremities and trunk. This course integrates medical terminology, word roots, combining forms, and abbreviations. Positional and locational terminology is also introduced. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Synclavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd

Course ID and Title	Description	Type
SCI 1020 Anatomy and Physiology	This course covers the basic concepts of human anatomy and physiology including anatomical terminology, basic biochemistry, cellular respiration, homeostasis, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, excretory and digestive systems. This course integrates medical terminology, word roots, combining forms, and abbreviations. Positional and locational terminology is also introduced. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in state of the art anatomy labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (SYNDAVERS) and medical grade, 1/4-scale male anatomical models. PTA students will also have access to various other anatomical models for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd
SCI 1021 Anatomy and Physiology	This course covers human anatomy and physiology using a body systems approach. The structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system are covered.	GenEd
SCI 1021L Anatomy and Physiology Lab	This lab course accompanies SCI 1021- Anatomy and Physiology through the exploration and practical understanding of the structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system.	GenEd
SCI 1020 Physiology	This course covers the basic concepts of human physiology including basic biochemistry, cellular respiration, homeostasis, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, excretory and digestive systems. This course integrates medical terminology, word roots, combining forms, and abbreviations.	GenEd
SCI 1030 Human Anatomy	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy Lab is a component of the course.	GenEd
SCI 1030 Human Anatomy with Lab	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy lab is component of the course.	GenEd

Course ID and Title	Description	Type
SCI 1015 Human Anatomy II	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the lower extremities and spine. This course integrates medical terminology, word roots, combining forms, and abbreviations. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Syndavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd
SCI 1040 Physiology	This course is designed to provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology Lab is a component of the course.	GenEd
SCI 1040 Physiology with Lab	This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology lab is a component of the course.	GenEd
SCI 1050 General Microbiology	An introduction to the basic concepts and principles of microbiology as it affects human health. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. Microbiology Lab is a component of the course.	GenEd
SCI 1050 General Microbiology with Lab	An introduction to the basic concepts and principles of microbiology as it affects human health. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. Microbiology lab is a component of the course.	GenEd
SCI 3010 Environmental Studies	This course focuses on the complex relationship between technological advancement and finite resources. Topics include the dynamics of human population, impact of industry, role of consumerism in ecosystems, limited resources available for human use, and methods by which individuals and societies can decrease pollution and the depletion of natural resources.	GenEd
SCI 3050 Pathophysiology	This course is an introduction to disease as an exploration of the illness component of pathophysiological and psychosocial health . It is intended to provide an understanding of clinical manifestation presentations to various conditions and syndromes including risk factors.	GenEd
SEM 1200 NursingPrep RN	This course provides a general overview of essential concepts required for success in a core discipline. Course topics include anatomy, psychology, communication, professionalism, and leadership.	BSN
SOC 1010 Introduction to Sociology	This course is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. It will introduce the learner to the field by focusing on several important sociological topics including socialization, culture, the social construction of knowledge, inequality, race, ethnicity, and poverty.	GenEd
SOC 1030 Social Trends and Issues	This course is an examination of contemporary social problems through sociological perspectives. It is designed to provide an understanding of how major systems of power such as racism, sexism, classism, and heterosexism, among others, are interrelated, and result in numerous social problems.	GenEd

Course ID and Title	Description	Type
SOC 3010 Cultural Identity and Diversity	This course focuses on how diversity plays a central role in cultural values, public policy, and the shape of our daily lives. It explores cultural diversity based on categories of religion, age, geography, language, class, race and ethnicity, gender, and sexual orientation.	RNBSN
VET 1001 Veterinary Medical Terminology	This course is an introduction in the language utilized in the veterinary medical field. After completion of this course, the student will be able to identify word construction (roots, prefixes, suffixes, and combining forms) and use veterinary terminology as it relates to anatomy and physiology, veterinary clinical procedures, diagnostic testing, small, large animal, and exotic species and disease, anesthesia, surgery and dentistry. In addition, the student will also be able to recognize and use pharmacological abbreviations.	ASVT
VET 1001 Veterinary Terminology	This course is an introduction in the language utilized in the veterinary medical field. After completion of this course, the student will be able to identify word construction (roots, prefixes, suffixes, and combining forms) and use veterinary terminology as it relates to anatomy and physiology; veterinary clinical procedures; diagnostic testing; small animal, large animal, exotic species and disease; anesthesia; surgery; and dentistry. In addition, the student will also be able to recognize and use pharmacological abbreviations.	ASVT
VET 1020 Veterinary Business Management and Ethics	This course is an introduction to veterinary business management and ethics. On completion of this course, the student will be knowledgeable in the management practices of a veterinary facility including the ethical and legal responsibilities, considerations, and ramifications of licensed technicians. In addition, the student will also be able to demonstrate effective communication and professionalism.	ASVT
VET 1100/1100C Small Animal Handling and Husbandry	This course is an introduction into animal husbandry, behavior, and the responsibilities associated with the role of a veterinary technician. After completion of this course, the student will understand all duties, functions, and opportunities available for the veterinary paraprofessional. Students will demonstrate proficiency in the areas of occupational safety; legal and ethical responsibilities and their ramifications; and how to maintain a professional attitude. Students will identify dog and cat breeds, recognize clinical signs of common diseases, as well as understand appropriate husbandry practices. In addition, students will be able to utilize appropriate veterinary medical terminology associated with this course. After completion of this course, students will also demonstrate basic nursing skills, which includes administration of medications, nail trim, grooming techniques, and safe handling and restraint.	ASVT
VET 1102 Term 2 Review & Exam	This course is a review of knowledge and concepts learned in Term I. After completion of this course, students will be prepared to take the term exit cumulative exam	ASVT Review
VET 1103 Term 3 Review & Exam	This course is a review of knowledge and concepts learned in Term II. After completion of this course, students will be prepared to take the term exit cumulative exam.	ASVT Review
VET 1104 Term 4 Review & Exam	This course is a review of knowledge and concepts learned in Term III and application of theory and critical thinking to the California Registered Veterinary Technician Exam style questions. After completion of this course, students will be prepared to take the term exit cumulative exam and will be knowledgeable in the style and content of questions asked in the Veterinary Medical Boards Licensing exam which RVT candidates will sit for upon Graduation from this program.	ASVT Review
VET 1105 Term 5 Review & Exam	This course is a review of knowledge and concepts learned in Term IV and application of theory and critical thinking to the California Registered Veterinary Technician Exam (CRVTE) and Veterinary Technician National Exam (VTNE) style questions. After completion of this course, students will be prepared to take the term exit cumulative exam and will be knowledgeable in the style and content of questions asked in the National Technician exam and California Licensing exam which RVT candidates will sit for upon Graduation from this program.	ASVT Review

Course ID and Title	Description	Type
VET 1110/1110L Anatomy and Physiology of Animals	This course is an introduction to veterinary anatomy and physiology at the veterinary technician level. The course compares the anatomy of small and large animal species encountered in the veterinary medical field. On completion of this course, the student will be able to recognize and describe the anatomy of different species and understand the physiology of each major organ. In addition, the student will be able to utilize medical terminology related to anatomical and directional terms, dentistry and basic histology.	ASVT
VET 1111/1111L Anatomy	This course is an introduction to veterinary anatomy at the veterinary technician level. The course compares the anatomy of small and large animal species encountered in the veterinary medical field. On completion of this course, the student will be able to recognize and describe the anatomy and organ structure of different species. In addition, the student will be able to utilize medical terminology related to anatomical and directional terms, dental anatomy and basic histology.	ASVT
VET 1112/1112L Physiology	This course is an introduction to physiology at the veterinary technician level. On completion of this course, the student will be able to understand the comparative physiology of different species and their major organ functions. In addition, the student will be able to utilize medical terminology as it relates to physiology.	ASVT
VET 1200/1200C Veterinary Clinical Nursing	This course is an introduction into the nursing skills required by veterinary technicians. After completion of this course, students will be able to recognize documents contained within a medical record, know how to document in a medical record using SOAP format, perform a physical assessment and understand all data collected, such as normal and abnormal temperature, pulse, respiration, basic heart sounds and recording information related to each body system. In addition, students will be able to perform diagnostic sampling and related procedures such as venipuncture, serologic ELISA test kits, urinalysis via ultrasound guided cystocentesis, and ocular diagnostics such as tonometry, fluorescein staining and Schirmer tear tests. Students will also know how to prepare techniques for routine skin and ear tests. Students will demonstrate proficiency in administration of topical and parenteral medication, wound care, and IV catheter placement.	ASVT
VET 1205 Veterinary Immunology	This course is an introduction to veterinary immunology. On completion of this course, the student will demonstrate proficiency utilizing anatomy, physiology and pathophysiology as it applies to immunology and be able to explain how the immune system counteracts infection by specific and non-specific mechanisms. Students will recognize safe handling practices, sample preparation for diagnostic testing, and proper disposal of microscopic specimens. They will also understand the principles of vaccine preparation and the use of vaccines in immunization. Client education about preventative care to promote and maintain the health of animals and the safety of the public will be emphasized.	ASVT
VET 1210/1210L Veterinary Microbiology	This course is an introduction to infectious disease organisms commonly encountered in veterinary patients. On completion of this course, the student will be able to identify and understand the biology of bacteria, viruses, rickettsial organisms, prions, and fungi. In addition, the student will also be knowledgeable on the immunology of common domestic animals and disease prevention in these species. The student will also be able to recognize and perform various laboratory tests and procedures to identify animal related microorganisms and utilize veterinary medical terminology and abbreviations related to microbiology.	ASVT
VET 1211/1211L Veterinary Microbiology	This course is an introduction to infectious disease organisms commonly encountered in veterinary patients. On completion of this course, the student will be able to identify and understand the biology of bacteria, viruses, rickettsial organisms, prions, and fungi. The student will also be able to recognize and perform various laboratory tests and procedures to identify animal related microorganisms and utilize veterinary medical terminology and abbreviations related to microbiology.	ASVT
VET 1215 Dentistry I	This course is an introduction to veterinary dentistry. On completion of this course, the student will be knowledgeable in tooth anatomy, dental arcade and nomenclature. In addition, the student will be able to recognize normal vs. abnormal dental structure as well as how to perform basic oral cleaning and hygiene. An emphasis on client communication and education as it relates to the dental patient will also be addressed.	ASVT

Course ID and Title	Description	Type
VET 1218/1218L Dentistry II	This course is a continuation of Veterinary Dentistry I. On completion of this course the student will be able to recognize common oral/dental abnormalities and disease and be experienced with performing dental blocks, and dental extractions. In addition, the student will be able to set up the dental x-ray and position the patient to complete full mouth dental radiographs. An emphasis on client communication and education as it relates to the dental patient will also be addressed.	ASVT
VET 1300/ 1300L Veterinary Lab Diagnostics	This course is an introduction to laboratory diagnostic procedure skills required by veterinary technicians. On completion of this course, the student will be able to prepare specimens for diagnostic review, perform laboratory diagnostic tests to aid in patient diagnosis, utilize and manage laboratory equipment and related supplies to ensure quality and accuracy of test results. An emphasis will be placed on laboratory and personnel safety.	ASVT
VET 1311/1311L Veterinary Diagnostic Imaging	This course is an introduction to the principles of diagnostic imaging as it applies to veterinary patients. After completion of this course, the student will be knowledgeable in the function and maintenance of radiographic equipment, regulations, safety and quality control as well be able to perform common radiographic imaging techniques including, digital dental imaging and ultrasound techniques. The student will also be able to apply proper positioning techniques of small animals, equine, avian and exotic patients for the implementation of x-ray diagnostics and prescribed treatments.	ASVT
VET 1321 Small Animal Medicine	This course is an introduction to animal medical disease and conditions commonly encountered in small animal patients. On completion of this course, students will understand and be able to recognize metabolic, genetic, and infectious diseases of dogs and cats and know the nutritional requirements required for each species. In addition, students will also be able to demonstrate good client communication soft skills and educate clients as it relates to small animal disease, including but not limited to oral care and nutrition.	ASVT
VET 1322 Small Animal Medicine I	This course is an introduction to animal medical disease and conditions commonly encountered in small animal patients. On completion of this course, students will understand and be able to recognize metabolic, genetic, and infectious diseases of dogs and cats and know the nutritional requirements required for each species. In addition, students will also be able to demonstrate effective client communication and education as it relates to small animal disease, including but not limited to oral care and nutrition.	ASVT
VET 1325 Small Animal Medicine II	This course is a continuation of Small Animal Medicine I, which focuses on small animal medical disease and conditions commonly encountered in small animal patients. On completion of this course, students will understand and be able to recognize metabolic, genetic, and infectious diseases of dogs and cats and know the nutritional requirements required for each species. In addition, students will also be able to demonstrate effective client communication and education as it relates to small animal disease, including but not limited to oral care and nutrition.	ASVT
VET 1331 Veterinary Pharmacology	This course is an introduction to the principles of pharmacology and the pharmaceutical products commonly used in veterinary medicine. On completion of this course, the student will understand the principles of pharmacokinetics, pharmacodynamics, and pharmaceutical classifications, and be able to perform dosage calculation procedures. In addition, the student will be able to recognize differences between the various drug classes, and understand the actions, and potential side effects of common pharmaceutical drugs utilized in veterinary medicine.	ASVT
VET 1332 Veterinary Pharmacology II	This course is a continuation of VET1331 Pharmacology and principles of pharmacology, and the pharmaceutical products commonly used in veterinary medicine. On completion of this course, the student will understand the principles of pharmacokinetics, pharmacodynamics, and pharmaceutical classifications, and be able to perform dosage calculation procedures. In addition, the student will be able to recognize differences between the various drug classes, and understand the actions, and potential side effects of common pharmaceutical drugs utilized in veterinary medicine.	ASVT

Course ID and Title	Description	Type
VET 2000 Internship I	During this course, the student will be paired with a licensed veterinary professional at an offsite veterinary facility and will have an opportunity to observe a professional veterinary team in action. This course includes 14 weeks of clinical training for a total of 52 hours. After completion of this course, the student will have gained an insight into and understand the various roles and responsibilities assigned to veterinary technicians in clinical practice. Clinical sites may include a small animal practice, an animal population control facility, or another animal facility.	ASVT
VET 2102/ 2102C Large Animal and Equine Procedures and Public Health	This course is an introduction to Large Animal and Equine breeds, medicine and procedures. On completion of this course, the student will be able to recognize common large animal and equine species and breeds, including an understanding of their anatomy and physiology. Students will demonstrate proficiency in safe handling techniques and restraint, basic clinical nursing and diagnostic procedures as well as understand the importance of bio-security as it relates to herd health, zoonotic diseases, preventative medicine and the One-Health initiative.	ASVT
VET 2103 Program Review & Exam	This course is a comprehensive review of knowledge and concepts learned and application of theory and critical thinking to the Veterinary Technician National Exam (VTNE) style questions. After completion of this course, students will be prepared to take the Program exit cumulative exam and will be knowledgeable in the style and content of questions asked in the National Technician exam, which RVT candidates will sit for upon graduation from this program.	ASVT Review
VET 2110L Veterinary Parasitology Lab with Service Learning	This course is the lab component to VET2111, an introduction to parasitic disease organisms commonly encountered in veterinary patients. Topics include life cycles, clinical diagnostic techniques, and prevention of common parasitic organisms in domestic animals. Emphasis is placed on laboratory safety and management, including safe handling of laboratory specimens and quality control. Students are also expected to complete a Service Learning component by completing additional assignments related to educating preschool and elementary school children about the transmission and prevention of zoonotic parasites.	ASVT
VET 2111/2111L Veterinary Parasitology	This course is an introduction to parasitic disease organisms commonly encountered in veterinary patients. On completion of this course, the student will be able to identify parasitic organisms and the parasitic life cycle, as well as demonstrate proficiency in the preparation and analysis of specimens for diagnostic purposes. Students will also understand the principles of preventative care for common domestic animals for client and patient safety. In addition, students will also be able to implement safe laboratory practices, and quality assurance controls to ensure accuracy and verification of diagnostic testing as it relates to veterinary parasitology.	ASVT
VET 2130/2130L Veterinary Anesthesia & Analgesia	This course is an introduction into anesthesia and analgesia and the practical roles and responsibilities of veterinary technicians as it relates to the veterinary patient. On completion of this course, the student will be able to manage an anesthetic dental by developing a patient care plan. The student will also be able to recognize each part of the anesthesia machine and be familiar with patient monitoring equipment. The student will also demonstrate proficiency in preparation of the patient for an anesthetic procedure and be able to administer pre-, peri- and post anesthetic patient monitoring and recovery. An emphasis on client communication and education as it relates to the post-anesthesia patient, home-care and preventative dental care will also be addressed.	ASVT
VET 2140 Veterinary Business Management and Ethics	This course is an introduction to business management and ethics. On completion of this course, the student will be knowledgeable in the management practices of a veterinary facility including the ethical and legal responsibilities, considerations and ramifications of licensed technicians. In addition, the student will also be able to demonstrate effective communication soft skills and professionalism.	ASVT

Course ID and Title	Description	Type
VET 2201/2201C Emergency and Critical Care Nursing	This course is an introduction in the emergency and critical care skills required for veterinary technicians. On completion of this course, students will demonstrate proficiency in the triage of a critically ill or injured patient and be competent in advanced nursing techniques such as management of CPR, acute blood loss, blood transfusions, bandages and splints, and urinary catheters. The student will also obtain diagnostic samples such as blood gas and set up and utilize ultrasound for collection of urine via ultrasound guided cystocentesis as required in the implementation of prescribed treatments	ASVT
VET 2210/2210C Veterinary Surgical Nursing and Dentistry	This course is an introduction into surgery and the practical roles and responsibilities of veterinary technicians in a surgical and/or dental patient procedure. On completion of this course, the student will be proficient in the management of an anesthetic dental and surgical procedure by developing a patient care plan. The student will be able to recognize, set up and manage anesthetic equipment, dental and surgical instrumentation and dental x-ray, apply sterile patient preparation techniques, and understand the principles of pre-, peri- and post anesthetic patient monitoring and recovery. An emphasis on client communication and education as it relates to the post-procedure patient, home-care and preventative dental care will also be addressed.	ASVT
VET 2221/2221L Laboratory and Exotic Animal Medicine	This course is an introduction to the study of laboratory and exotic animals. On completion of this course, the student demonstrate proficiency on the principles of laboratory and exotic animal husbandry, medicine, clinical nursing procedures and research and understand the roles and responsibilities of veterinary technicians in a research institution. The student will also understand animal welfare regulations and ethics as it applies to human and animal health and safety.	ASVT
VET 2300 Veterinary Technician Internship II	This course provides the student with the opportunity to refine clinical skills previously learned in the lab, at off-campus veterinary facilities. Students continue their training under the supervision of licensed veterinary technicians and/or veterinarians. Approved sites include specialty, emergency, critical care, and general practice hospitals that service equine, feline, exotic and avian patients. This course includes 13 weeks of clinical training for a total of 280 hours, and 14 weeks on campus for a total of 40 hours. During this course, the student is required to complete online coursework which is designed to prepare them for the program exit exam and the Veterinary Technician National Exam (VTNE). When transporting to the clinical site, students are expected to provide their own transportation.	ASVT