



GURNICK ACADEMY



# Catalog

2021-2022

The mission of Gurnick Academy of Medical Arts is to offer quality allied-health and nursing programs that **integrate** professional skills, career-focused education, and hands-on practical experience by **empowering** students to develop and **achieve** their personal and career goals.

Gurnick Academy of Medical Arts believes that education should promote positive self-esteem for that purpose, providing services that support each student’s efforts to succeed academically, professionally, and personally.

Gurnick Academy of Medical Arts provides training to individuals seeking a professional career in the medical field. This is accomplished through an educational format utilizing training that includes simulation mannequins, didactic lectures, and hands-on experience provided by trained academicians, nurses, physicians, and technologists.

A breadth of general education courses is offered to support the student in providing safe and effective care for clients and families from diverse and multicultural populations across the life span. Additionally, Gurnick Academy of Medical Arts engages in course delivery systems that include distance education and blended formats.

Integrate | Empower | Achieve

<p><b>Corporate Office</b>            2121 S. El Camino Real,            Bldg. B-200            San Mateo, CA 94403            (650) 425-9678            (650) 685-0414 fax</p>	<p><b>Main Campus</b>            2121 S. El Camino Real,            Bldg. C-200            San Mateo, CA 94403            (650) 685-6616            (650) 685-6640 fax</p>	<p><b>Branch Campus</b>            1401 Willow Pass Road,            Suite 450            Concord, CA 94520            (925) 687-9555            (925) 687-9544 fax</p>	<p><b>Branch Campus</b>            8810 Cal Center Drive,            3<sup>rd</sup> Floor            Sacramento, CA 95826            (916) 588-2060            (916) 588-2061 fax</p>
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**NOTE:** Please review the attached Addendum for any new changes regarding Gurnick Academy of Medical Arts as a whole.

All information in the Gurnick Academy of Medical Arts Catalog and Catalog Addendum applies to all Academy Campuses unless otherwise identified by specific campus location.

The Addendum includes new programs and updates after the 2021-2022 Catalog's original publishing date. The catalog was published on January 1, 2022.

The purpose of the Addendum is to provide the most up-to-date information.

## FROM CHIEF EXECUTIVE OFFICER

**Dear Student,**

Welcome to Gurnick Academy of Medical Arts!

On behalf of my staff and faculty, I would like to thank you for your interest in Gurnick Academy of Medical Arts.

Gurnick Academy of Medical Arts opened its first campus in February 2004. There are six operational campuses in California and several extensive allied-health and nursing programs offered; we also offer some programs via online and hybrid educational delivery methods. We are excited to be offering certificate, diploma, and degree (up to Bachelor) level programs. More than 2,500 students are served annually.

Your decision to join Gurnick Academy of Medical Arts could lead you to a rewarding and fulfilling career in the medical field.

Our catalog describes our programs, admission and graduation requirements, policies, and other essential information to help you decide on your course of study, as well as progress academically and administratively in your chosen program.

Gurnick Academy of Medical Arts is a private academy offering quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

Our programs' design provides our students with in-depth knowledge and hands-on experience in the medical industry. At Gurnick Academy of Medical Arts, we consider the clinical part of our students' training one of the most critical aspects of their medical education. Our students must rotate throughout our affiliated medical facilities while attending Gurnick Academy of Medical Arts. The number of clinical hours varies with each program.

Gurnick Academy of Medical Arts is continuously improving its operations and quality level. We are proud of what has been accomplished in the past years, and we look forward to sharing our future progress with you as we continue to address the needs of our students through a myriad of innovative techniques.

*Konstantin Gourji*  
Chief Executive Officer

## **STATEMENT OF HISTORY & OWNERSHIP**

### **February 2022**

ABHES approves the Associate of Science in Veterinary Medical Technology Program at our San Mateo Campus.

### **September 2021**

ABHES approves the Associate of Science in Nuclear Medicine Technology Program at our Concord Campus.

### **September 2021**

Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program Abdominal-Extended and Obstetrics and Gynecology concentrations accreditation at our San Mateo Campus.

### **June 2021**

ABHES approves the Vocational Nurse Program at our Sacramento Campus

### **May 2021**

Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program Vascular concentration accreditation at our San Mateo Campus.

### **August 2020**

ABHES approves a credential change from Associate of Science to Associate of Occupational Science in Ultrasound Technology.

### **May 2020**

ABHES approves the X-ray Technician with Medical Assistant Skills Program in the Concord Campus.

### **December 2019**

ABHES approves the X-ray Technician with Medical Assistant Skills Program at our Sacramento Campus.  
Commission on Accreditation in Physical Therapy Education (CAPTE) reaffirms accreditation for ten (10) additional years.

### **September 2019**

ABHES approves the Medical Assistant Program at our Van Nuys Campus.

### **June 2019**

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Associate of Occupational Science in Radiologic Technology Program accreditation at our Van Nuys Campus with an 8-year award.

### **March 2019**

ABHES approves Van Nuys Campus.

ABHES approves the X-ray Technician with Medical Assistant Skills Program at our Van Nuys Campus.

ABHES approves the Associate of Occupational Science in Radiologic Technology Program at our Van Nuys Campus.

### **December 2018**

ABHES and the California Board of Registered Nurses approve International Nurse Graduate Courses at our Fresno Campus.

### **November 2018**

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Associate of Science in

Radiologic Technology Program accreditation at our Sacramento Campus.

**June 2018**

ABHES approves the Medical Assistant with Phlebotomy Program at our San Mateo Campus.

ABHES approves the Medical Assistant with Phlebotomy Program at our Concord Campus.

**May 2018**

ABHES approves the Medical Assistant with Phlebotomy Program at our Fresno Campus.

**February 2018**

California Board of Registered Nurses approves the Associates of Science in Nursing Program at our Fresno Campus.

**August 2017**

ABHES approves the Dental Assistant Program at our Modesto Campus.

**January 2017**

ABHES approves Sacramento Campus.

ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at our Sacramento Campus.

ABHES approves the Medical Assistant Program at our Sacramento Campus.

ABHES approves the Associate of Science in Radiologic Technology Program at our Sacramento Campus

ABHES approves the Associate of Science in Ultrasound Technology Program at our Sacramento Campus

**November 2016**

ABHES approves the Associate of Science in Nursing Program at our Fresno Campus.

**December 2015**

ABHES approves the Bachelor of Science in Diagnostic Medical Imaging Program at our Concord Campus.

**October 2015**

ABHES approves the Dental Assistant Program at the San Mateo Campus.

**January 2015**

ABHES approves the Associate of Science in Radiologic Technology Program at our Concord Campus.

ABHES approves the Associate of Science in Ultrasound Technology Program at our San Mateo Campus.

ABHES approves the Associate of Science in Ultrasound Technology Program at our Fresno Campus.

**December 2014**

Commission on Accreditation in Physical Therapy Education (CAPTE) grants us PTA Program accreditation.

**September 2014**

ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at our San Mateo Campus.

ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at our Modesto Campus.

**July 2014**

ABHES approves the Bachelor of Science in Nursing Degree Program at our Concord Campus.

**January 2014**

The American Registry of Radiologic Technologies (ARRT) recognizes our MRI, RT, and UT programs.

**September 2013**

ABHES approves the Medical Assistant Program at our Concord, Fresno, Modesto, and San Mateo Campuses.

**August 2013**

ABHES accredits us for a maximum time frame of eight (8) years through February 28, 2022.

**May 2013**

ABHES approves our Modesto Campus MRI Program.  
Modesto Campus offers an MRI Technology Program.

**March 2013**

ABHES approves our PHL Program.  
All Campuses offer a PHL Program.

**February 2013**

ABHES approves our PTA Associate of Science Degree Program.

**March 2010**

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants us RT Program Accreditation.

**December 2009**

The Accrediting Bureau of Health Education Schools (ABHES) grants us Institutional Accreditation.

**June 2008**

Concord Campus offers an RT Program.

**March 2008**

Concord Campus offers a Psychiatric Technician Program.

**November 2007**

Fresno and Modesto Campuses offer VN Program.

**December 2005**

Concord Campus offers a VN Program.

**January 2005**

San Mateo Campus offers VN and MRI Technology Programs.

**February 2004**

San Mateo Campus offers UT Program.

*Gurnick Academy of Medical Arts is operated and owned by California Limited Liability Company — Gurnick Academy of Medical Arts, LLC. The address for the LLC is 2121 South El Camino Real, Bldg. B-200, San Mateo, CA 94403.*

## **EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS**

**Konstantin Gourji**, Chief Executive Officer

**Larisa Revzina**, Chief Academic Officer

**Zara J. Gourji**, Chief Process Officer

**Burke Malin**, Chief Operating Officer

**Theodore C. Vanderlaan**, Vice President, Strategy and Innovation

## **ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES**

All classes are taught at the campus locations below, as stated in student enrollment agreements.

### **San Mateo Main Campus**

2121 S. El Camino Real, Bldg., C-200  
San Mateo, CA 94403  
(650) 685-6616  
(650) 685-6640 fax

The San Mateo main campus is located in a professional plaza. The campus houses classrooms, three imaging labs, a patient-care simulation lab, a medical assistant/phlebotomy lab, and two physical therapy labs. There are administrative and faculty offices, a library with Internet access, a reception area, and two separate student lounges.

The imaging labs are equipped with ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging. Standard equipment includes a library of text/case studies, reference books, video monitors, computers and a laptop cart, TV sets, journals, and audio and video aides.

The patient-care lab is equipped with hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing.

The physical therapy laboratories are fitted with hi-lo treatment tables, modalities, and exercise equipment. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment, and supplies.

### **Concord Branch Campus**

1401 Willow Pass Road, Suite 450  
Concord, CA 94520  
(925) 687-9555  
(925) 687-9544 fax

The Concord branch is located in a professional building on the fourth floor, where the Campus administration and the front desk are located. In addition, the sixth and eighth floors are held exclusively for the BSN program. A few steps away across the street, the campus also houses the Medical Assistant Program, a campus extension.

The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, an RT X-Ray lab, a computer lab, and a library with Internet access. There are administrative and faculty offices, a reception area, and a student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides.

The patient-care lab is equipped with hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The energized radiologic technology lab is equipped with one stationary radiography unit, a digital image receptor system, and a portable x-ray machine. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment, and supplies.



**Concord Extended Facility**

1465 Civic Court, Suite 820  
Concord, CA. 94520

The Extended Concord Campus is located at 1465 Civic Court, Building D, Concord, CA 94520. The building is less than 0.1 mile (0.16 km) from the campus's main building. The extended campus occupies the second floor and houses a student lounge, Medical Assistant Lab, two classrooms, and administrative offices.

**Modesto Branch Campus**

4712 Stoddard Road, Suite 200  
Modesto, CA 95356  
(209) 521-1821  
(209) 521-1607 fax

The Modesto branch is located on the second floor of a professional building complex. The campus houses classrooms, a patient-care lab, a medical assistant lab, a dental lab, and a library with Internet access. There are administrative and faculty offices, a reception area, and two separate student lounges. Standard equipment includes a library of text/case studies, reference books, computers, journals, and audiovisual aids.

The patient-care lab is equipped with hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The dental lab is furnished with dental equipment and intends to simulate a dental clinic.

**Fresno Branch Campus**

4747 N. First Avenue, Suite 192  
Fresno, CA 93726  
(559) 222-1903  
(559) 222-2672 fax

Located at 4747 N First Street in the First Professional Office Complex. The Fresno Branch Campus presently comprises five (5) stand-alone buildings ranging from 5,000 to 8,000 square feet (743.22 m<sup>2</sup>) each for a total of approximately 28,000 square feet (2,601.29 m<sup>2</sup>) currently in use. These buildings surround an open courtyard with green space and patio seating for the Gurnick Academy of Medical Arts Fresno community.

A spacious student lounge is next to the patio area, with affordable snacks and drinks for our students' convenience. The Medical Assistant lab is furnished with exam tables and equipment for examination and diagnostic assistance, including EKG machines and phlebotomy chairs and a range of supplies needed to support hands-on learning.

Our new Simulation Learning Center houses a nursing skills lab equipped with hospital beds, anatomical models, and other patient-care equipment. The adjoining space is set up to look like a hospital setting and is equipped with high-fidelity interactive simulation mannequins that provide realistic patient care scenarios.

The Ultrasound Imaging Lab is equipped with ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging. Administrative offices are located close to the campus center, with Student & Career Services having a separate office suite conveniently located near the parking lot.

**Fresno Separate Educational Center**

7335 N. Palm Bluffs Avenue  
Fresno, CA 93711

Our Fresno Additional Classroom is located at 7335 N Palm Bluffs Ave, approximately 10 minutes from the primary location. The additional classroom occupies a single stand-alone building and houses our present Simulation Learning Center, a nursing skills lab, and several classrooms.

**Sacramento Branch Campus**  
8810 Cal Center Drive, 3<sup>rd</sup> Floor  
Sacramento, CA 95826  
(916) 588-2060  
(916) 588-2061 fax

The Sacramento branch is located on the third floor of a professional building complex. The campus houses classrooms, an x-ray lab, an ultrasound imaging lab, a medical assistant lab, and a nursing skills lab. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. X-ray labs include a simulation lab, an energized lab with a digital image receptor, C-arm, and a portable x-ray machine(s).

The nursing skills lab serves our vocational nursing students to learn in a safe and supportive setting. The lab is equipped with hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The imaging lab is equipped with ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging.

The facility has lab and didactic rooms for each program, with all required equipment and supplies to commence each program, offices for staff, management, and education, and a faculty lounge. A study hall/resource room, student lounge, conference room, storage, restrooms, and a reception area are present and documented in the floor plan.

**Van Nuys Branch Campus**  
15400 Sherman Way, Suite 201  
Van Nuys, CA 91406914060  
(747) 200-4567  
(747) 477-3747 fax

The Van Nuys branch is in a professional building on the second floor, which houses classrooms, labs, administrative offices, and student support offices. The laboratories include four energized x-ray labs for the Radiologic Technology, the X-ray with Medical Assisting Skills programs, and two labs for the Medical Assisting program. The reception area is located just off the elevators. Adjacent to the reception area are administrative and student support offices. A student lounge and library are located down the hall.

Each program has faculty offices near the lab and classroom areas. Standard equipment includes a library of text/case studies and reference books, journals, and computers to access the e-library. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The energized x-ray labs are equipped with four stationary radiography units, a digital image receptor system, and a portable x-ray machine.

The facility has lab and didactic rooms for each program, with all required equipment and supplies to commence each program, offices for staff, management, and education, and a faculty lounge. A study hall/resource room, student lounge, conference room, storage, restrooms, and a reception area are planned and documented in the floor plan.

## PROGRAM OFFERINGS

Kindly note that not all programs are available at each campus. Please see the Program Offerings per Campus (Table 1) for more details.

Table 1. *Program Offerings per Campus*

Program Types and Names	Campus Location
Degree Programs	
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	Van Nuys
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	Modesto, Sacramento, San Mateo
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	Concord
Associate of Science in Nursing (ADN)	Fresno
Associate of Science in Nursing (LVN to ADN)	Fresno
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	San Mateo
Associate of Science in Radiologic Technology (A.S. in RT)	Concord, Sacramento
Associate of Science in Veterinary Medical Technology Program	San Mateo
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	Fresno, Sacramento, San Mateo
Associate of Science in Vocational Nursing (A.S. in VN)	Fresno
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	Concord (via Distance Education)
Bachelor of Science in Nursing (BSN)	Concord
Bachelor of Science in Nursing (LVN to BSN)	Concord
Bachelor of Science in Nursing (RN to BSN)	Concord (via Distance Education)
Diploma Programs	
X-ray Technician with Medical Assistant Skills (XTMAS)	Concord, Sacramento, Van Nuys
Psychiatric Technician (PT)	Concord
Vocational Nurse (VN)	Concord, Fresno, Modesto, Sacramento, San Mateo
Certificate Programs	
Dental Assistant (DA)	Modesto
Medical Assistant (MA)	All
Medical Assistant with Phlebotomy (MAPHL)	San Mateo
International Courses	
International Nurse Graduate Course (ING)	Fresno
Continuing Education Courses	

CPR Course for Basic Life Support (CPR)	All
IV Therapy/Blood Withdrawal Course (IVBW)	Concord, Fresno, Modesto, San Mateo
LVN to RN Transition Theory & Lab Course	Concord, Fresno
Essential Medical Bioscience (EMB)	Concord, Fresno, Modesto, San Mateo
Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course	San Mateo
Diagnostic Medical Imaging (DMI) Advanced Clinical Practicum	Concord

## ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

Gurnick Academy of Medical Arts holds institutional accreditation by the Accrediting Bureau of Health Education Schools (ABHES). ABHES accreditation does not include continuing education or international courses. ABHES is located at 7777 Leesburg Pike Suite 314 N, Falls Church, Virginia 22043, 703.917.9503.

Gurnick Academy of Medical Arts is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards in the California Private Postsecondary Education Act (CPPEA) of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. CPPEA is governed by the Bureau for Private Postsecondary Education; information about the Bureau can be found at [www.bppe.ca.gov](http://www.bppe.ca.gov). The BPPE is located at 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834, 916.574.8900.

### Vocational Nurse Program

The Vocational Nurse Program is approved and accredited by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The Board of Vocational Nursing and Psychiatric Technicians' contact information is 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, Phone: (916) 263-7800.

The Vocational Nurse Program at the San Mateo campus has been placed on provisional approval by the Board of Vocational Nurse and Psychiatric Technician (BVNPT) for two (2) years commencing on August 21, 2020.

### Psychiatric Technician Program

The Psychiatric Technician Program is approved and accredited by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact information for the Board of Vocational Nursing and Psychiatric Technicians: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, Phone: (916) 263-7800.

### Associate of Science in Nursing Program

The Associate of Science in Nursing Program is approved and accredited by the California Board of Registered Nursing (BRN). Contact information for the California Board of Registered Nursing: 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834, Phone: [\(916\) 322-3350](tel:9163223350).

### Bachelor of Science in Nursing Program

The Bachelor of Science in Nursing Program is approved and accredited by the California Board of Registered Nursing (BRN). Contact information for California Board of Registered Nursing: 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834, Phone: [\(916\) 322-3350](tel:9163223350).

### Associate of Science in MRI Program

The Associate of Science in MRI Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as

mentioned above, are eligible to sit for ARRT (MRI). Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT, please visit [www.arrt.org](http://www.arrt.org). ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

#### **Associate of Science in Radiologic Technology Program**

The Associate of Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a radiographer school. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: [mail@jrcert.org](mailto:mail@jrcert.org), [www.jrcert.org](http://www.jrcert.org).

The Associate of Science in Radiologic Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as mentioned above, are eligible to sit for ARRT (R). Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT, please visit [www.arrt.org](http://www.arrt.org). ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

#### **Associate of Occupational Science in Radiologic Technology Program**

The Associate of Occupational Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a radiographer school. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: [mail@jrcert.org](mailto:mail@jrcert.org), [www.jrcert.org](http://www.jrcert.org).

The Associate of Occupational Science in Radiologic Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs mentioned above can sit for the ARRT (R). Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate degree. For more information about ARRT, please visit [www.arrt.org](http://www.arrt.org). ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

#### **Associate of Occupational Science in Ultrasound Technology Program**

The Associate of Occupational Science in Ultrasound Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as mentioned above, are eligible to sit for ARRT (S). Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT, please visit [www.arrt.org](http://www.arrt.org). ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

The Associate of Occupational Science in Ultrasound Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP is located at 9355 113<sup>th</sup> St. N, #7709, Seminole, FL 33775; phone: (727) 210-2350. This accreditation is for the San Mateo Campus only.

#### **Associate of Science in Physical Therapist Assistant Program**

The Associate of Science in Physical Therapist Assistant Program is accredited by the Commission on

Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305-3085; telephone: 703-706-3245; email [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If you need to contact the program/institution directly, please call 650-425-9672 or email [rcheema@gurnick.edu](mailto:rcheema@gurnick.edu).

#### **X-ray Technician with Medical Assistant Skills Program**

The X-ray Technician with Medical Assistant Skills Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for X-ray technicians. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106.

#### **Dental Assistant Program**

Gurnick Academy of Medical Arts is an approved course provider by the Dental Board of California to provide an 8-hour Infection Control Certificate, a Coronal Polishing Certificate, and a Radiation Safety Certificate Courses. Contact Information the Dental Board of California is: 2005 Evergreen Street, Suite 1550, Sacramento, CA 95815, (916) 263-2300.

#### **Medical Assistant with Phlebotomy Program**

The California Department of Public Health, Laboratory Field Services Branch (CDPH-LFS) approves the Medical Assistant with Phlebotomy program to provide Phlebotomy courses. Contact information for CDPH-LFS: 850 Marina Bay Parkway, Richmond, CA 94804, (510) 620-3692.

#### **IV Therapy and Blood Withdrawal Course**

Gurnick Academy of Medical Arts is an approved course provider by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to provide IV Therapy and Blood Withdrawal Certification Courses.

#### **State Authorization**

Gurnick Academy of Medical Arts offers distance education outside the state where the institution or program is physically located in California. Education on the state level is regulated by all 50 states, plus U.S. Territories. Gurnick Academy of Medical Arts makes every effort to follow each state's regulations regarding offering distance education programs in each state in compliance with all applicable laws, regulations, and accreditation standards. Students should research whether the Gurnick Academy of Medical Arts program meets their state's profession's requirements.

A student's physical location is identified at the time of application to determine program authorization requirements for enrollment in our programs. The basis for determining the student's physical location is determined by official ID (a receipt of a Driver's License or official U.S. identification) as required for admission (see **General Admissions Requirements**). If a student changes their physical location during the program, they shall notify Gurnick Academy of Medical Arts by completing a change of address form.

Change of Address Forms are available on [www.gurnick.edu](http://www.gurnick.edu) or by asking a campus designee. Students must complete the Change of Address Form and bring the above-mentioned official documents in person to the Student Services Coordinator or Designated School Official located on their campus. Students can also mail notarized copies of documents with a cover letter explaining the change. If the student chooses to mail the certified documents, they must sign the cover letter and include their Gurnick Academy of Medical Arts student ID number or social security number and date of birth. Mail should be sent to the student's campus.

Gurnick Academy of Medical Arts has not determined if any of the programs fulfill the educational requirements for specific professional licensure or certification required for employment in the field outside of the State of California unless identified by the program below. It is recommended that students who are located in or plan to relocate to a state apart from the physical campus offering the program research any certification or employment requirements for their intended state.

Gurnick Academy of Medical Arts can enroll students in distance education in the states below, adhering to each state's requirements:

- Arizona: The academy has identified non-regulation from licensure due to no physical presence from the Arizona State Board for Private Postsecondary Education for the Associate of Science in MRI program.
- Nevada: The academy has obtained approval from the Nevada Commission on Postsecondary Education to offer the Associate of Science in MRI program.
- Florida: The academy has been notified of non-regulation from licensure due to lack of physical presence from the Florida Commission for Independent Education for the Associate of Science in MRI program.

#### **Other Approvals and Memberships**

- The US Department of Education approves Gurnick Academy of Medical Arts to participate in Title IV/Federal Financial Aid programs.
- Gurnick Academy of Medical Arts is a member of the California Association of Private Postsecondary Schools (CAPPS).
- Gurnick Academy of Medical Arts is approved to accept participants from the Workforce Investment Act (WIA), Employment Development Department (EDD), and California counties' retraining programs.
- Gurnick Academy of Medical Arts (San Mateo campus) is approved by the Student and Exchange Visitor Program (SEVIS) to accept international students. More information can be found at [egov.ice.gov/sevis/](http://egov.ice.gov/sevis/).
- Gurnick Academy of Medical Arts is a Chamber of Commerce (SMCC) member.
- The National Healthcare Association approves Gurnick Academy of Medical Arts to administer the Certified EKG Technician and Certified Phlebotomy Technician examinations.

*Individuals who would like to review the accrediting/licensure documentation should contact the Campus Director.*

## **ADMISSION POLICIES**

### **PREREQUISITES, COREQUISITES, & ADMISSION COURSES**

Gurnick Academy of Medical Arts has established program prerequisites and course corequisites appropriately on a programmatic and course-by-course basis.

Prerequisites are defined as courses that must be completed before starting the core programs. Passing prerequisites demonstrates competency of knowledge necessary for beginning the core program. Prerequisite Challenge Exams are available for those who are interested.

Admission courses such as the LVN-to-RN Transition Course must be completed to meet the eligibility requirements for admission into their respective programs. Completing these courses does not guarantee automatic enrollment into their respective programs. Please review individual program admission requirements for more details.

Students taking prerequisite or admission courses such as Essential Medical Biosciences or Nursing Transition for Advanced Placement are limited to two (2) attempts. Students may request one (1) additional attempt every 12 months from the final attempt, with approval by the Program Director. Students requesting further attempts must submit a written request to the Program Director, outlining what they will do to succeed during this attempt.

Corequisites are defined as courses that must be taken simultaneously.

Kindly note that prerequisite courses do not fall within the ABHES scope of accreditation, nor do we award academic credits for those courses. Prerequisite and admission courses are also not eligible for Financial Aid.

Gurnick Academy of Medical Arts provides online, residential, hybrid, prerequisite, and admission courses.

### **REGISTRATION FEE**

All new applicants are subject to pay the \$100.00 Registration Fee.

Individuals who were enrolled but never started the core program and wish to enroll again are considered new applicants and must pay the Registration Fee again. Gurnick Academy of Medical Arts graduates who desire to enroll again are considered new applicants and must also pay the Registration Fee.

Individuals eligible to re-enroll are subject to pay the Registration Fee if re-enrollment occurs after 180 days of an approved withdrawal/expulsion/completion date.

Those eligible to re-enroll are not subject to pay the \$100.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who would like to transfer from one cohort group to either a different program or a different time frame are not subject to pay the Registration Fee.

### **INTERNATIONAL STUDENT ADMISSIONS**

International applicants are encouraged to apply for admission. All applicants must meet the exact requirements as U.S. citizens as outlined above. An English evaluation should accompany all documents. Students whose native language is not English will be required to take the English as Foreign Language (TOEFL) or equivalent.



The following minimum TOEFL scores must be obtained: 45 for the iBT (internet-based test) or demonstrate English proficiency through other measures established by Gurnick Academy of Medical Arts.

An affidavit of financial support is recommended to be submitted but is not required. More detailed information will be provided through our Admissions office. Gurnick Academy of Medical Arts is authorized to enroll non-immigrant students under federal law. Visa services besides F1 and M1 Visas are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for current student status if requested.

## ABILITY TO BENEFIT

Gurnick Academy of Medical Arts does not accept Ability-to-Benefit (ATB) students.

## ADMISSION REQUIREMENTS

The table below is only a summary of Admission Requirements. A complete list of admission requirements is presented in the General Admission Requirements for all programs and Additional Admission Requirements per program.

Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score**	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements	
VN	HSD/GED	16	Yes, some campuses only	Yes*	<ul style="list-style-type: none"> <li>Be at least 18 years of age.</li> <li>Meet with Admissions Advisor and Financial Aid Advisor (if applicable).</li> <li>Pay all applicable fees.</li> <li>Immunization, Health Screening, Background Check, Drug Testing, and CPR.</li> <li>Program's performance requirements.</li> </ul>	Interview (if applicable)	
PT		14	No	No		<ul style="list-style-type: none"> <li>Pay all applicable fees.</li> <li>Immunization, Health Screening, Background Check, Drug Testing, and CPR.</li> <li>Program's performance requirements.</li> </ul>	Essay, Interview (if applicable).
MA & MAPHL							
DA							
A.O.S. in RT							
A.S. in NM							
A.O.S. in UT							
A.S. in MRI							
A.S. in RT	25	Yes	Yes	<ul style="list-style-type: none"> <li>Pay all applicable fees.</li> <li>Immunization, Health Screening, Background Check, Drug Testing, and CPR.</li> <li>Program's performance requirements.</li> </ul>	Info Session, Essay, Interview (if applicable).		
A.S. in PTA	HSD/GED plus college coursework.					N/A	Yes
A.S. in VMT	HSD/GED	See TEAS	Yes	No	<ul style="list-style-type: none"> <li>Pay all applicable fees.</li> <li>Immunization, Health Screening, Background Check, Drug Testing, and CPR.</li> <li>Program's performance requirements.</li> </ul>	Essay, Resume, One Year of Work Experience as a Veterinary Assistant, Interview.	
ADN & LVN to RN	HSD/GED	See TEAS		Based on the admission pathway		Info Session, Interview.	

<b>A.S. in VN</b>	HSD/GED plus, proof of graduation from a Board-approved Vocational Nursing Program (min. 2.5 GPA).	N/A	No	No	<ul style="list-style-type: none"> <li>• Student skills, hardware, and software requirements (for distance education courses).</li> </ul>	N/A
<b>B.S. in DMI</b>	HSD/GED plus 2 Year Equivalent Imaging education and ARRT registry or equivalent.	N/A	No	70 Semester credits (Previous core coursework and registry = 54 Semester Credits and 16 Semester Credits of General Education courses).		N/A
<b>BSN, LVN to BSN, RN to BSN</b>	HSD/GED plus RN license	See TEAS (for BSN and LVN to BSN)	Yes	Yes		Info Session, Essay, Letters of Recommendation, Verification of Health-related Work, Interview (if applicable).
<b>XTMAS</b>	HSD/GED	N/A	Yes	No		Essay, Interview (if applicable).

\* Prerequisite courses may be taken at Gurnick Academy of Medical Arts.

Per Gurnick Academy of Medical Arts' Employee Manual, a maximum of one (1) nominated applicant, per program start, who meets all admissions requirements may be accepted without a point ranking system, if applicable to the program of interest, by the Executive Corporate Management Team.

### General Admission Requirements for all Programs

All applicants to Gurnick Academy of Medical Arts must:

1. Meet with the program's Admission Advisor to review all required disclosures and receive complete information before enrolling with Gurnick Academy of Medical Arts.  
*Kindly note that some programs may have additional requirements, such as attending an Information Session before meeting with Admissions; please see Additional Admissions Requirements per program.*
2. Meet with a Financial Aid Advisor to review all required disclosures and receive complete information before enrolling at Gurnick Academy of Medical Arts.  
*Kindly note that this requirement does not apply to non-financial aid programs or courses.*
3. Pay all applicable fees per the current published fee schedule before issuing an enrollment agreement, or make other payment arrangements acceptable to Gurnick Academy of Medical Arts.
4. Possess a High School Diploma from an approved/accredited high school or a GED and be at least 18 years of age (official ID is required) to enroll in a core program.  
*Please ask an Admission Advisor for more details and the list of approved High Schools. Please refer to the Foreign Transcript/Diploma Evaluation Policy for more information regarding additional requirements.*

5. Complete the entrance exam with the minimum score required as outlined in the table Admission Requirements Summary. All Programs utilize the Criteria Cognitive Aptitude Test (CCAT) with a minimum entrance exam score unless otherwise specified in the table above.
6. Complete the Application/Registration packet, including the Distance Education Questionnaire.
7. Comply with all Gurnick Academy of Medical Arts requirements for Immunizations, Health Screening, Background Check, and CPR/First Aid policy.
8. Comply with the program's performance requirements.  
*Make sure to read each program's performance requirements in the Program Performance Requirements section.*
9. Comply with the Additional Admission Requirements per program.  
*Please review this section for the applicable program.*
10. Meet the minimum student skills, hardware, and software requirements if the student enrolls in distance education (online) courses. Please refer to the Minimum Requirements for Students Enrolling in Distance Education Courses section.
11. Have the ability to read and write English at the graduate level of an American high school, as demonstrated by possessing a high school diploma, GED, or passing the California high school proficiency exam.

### **Criteria Cognitive Aptitude Test (CCAT)**

The Criteria Cognitive Aptitude Test (CCAT) is an aptitude test that measures an individual's aptitude, or ability to solve problems, digest and apply information, learn new skills, and think critically. The exam consists of 50 items. There is no cost for this exam. Applicants are allowed three (3) attempts within a calendar year to pass the exam. Students are allowed to retest the same day as the first failed exam. There must be at least seven (7) days between attempts after that.

Results are valid for one year. Please note that if a graduate (or current student) applies for another program and their CCAT result has expired, this person must retake the test. Students applying to a program without a minimum required score will have one opportunity to take the test within a calendar year.

### **Universal Cognitive Aptitude Test (UCAT)**

The Universal Cognitive Aptitude Test (UCAT) is an aptitude test that measures an individual's aptitude, or ability to solve problems, digest and apply information, learn new skills, and think critically. The exam consists of 40 items with a 20-minute time limit. Applicants are allowed one (1) attempt within a calendar year to take the exam.

### **Test of Essential Academic Skills (TEAS®)**

The Test of Essential Academic Skills (TEAS®) measures essential basic skills in the academic content domains of reading, mathematics, science, and English and language usage. The test is intended for use primarily with adult nursing program applicant populations. The objectives assessed on TEAS® VI\* are those which nurse educators deemed most appropriate and relevant to measure the entry-level academic readiness of nursing program applicants.

The TEAS exam is proctored remotely by ATI, and the cost for this exam is \$115 per individual test taker. Applicants are allowed two (2) attempts a year starting from the first exam's original date. Results are valid only for one year. All students are encouraged to log on to [www.atitesting.com](http://www.atitesting.com) for study material and other useful resources and information.

*\*Starting June 2022, only TEAS VII will be accepted with a minimum score of 64%.*

For the A.S. in Nursing and B.S. in Nursing, the score on the most recent attempt will be accepted.

**Breakdown of test subjects (by the percentage of the entire test):**

- Reading — 28%
- Mathematics — 20%
- Science — 32%
- English and Language Usage — 20%

### Additional Admission Requirements per Program

#### Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

Applicants must:

1. For applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies of transcripts are not accepted. All coursework must be completed and given a grade of at least a “C.” All credit granting is subject to the Program Director or designee’s approval. Please allow seven (7) days for review.
2. Complete the Distance Education Questionnaire.
3. Pass an ESL test if the applicant is a non-native English speaker.
4. Complete a Distance Education Questionnaire.
5. Submit two (2) letters of reference. The letters must be typed, dated, and signed within the past two (2) years. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
6. Submit a one-page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay.
7. Pass an admission interview with the Program Director and designees.
8. Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for a portion of the program.
9. Gurnick Academy of Medical Arts XTMAS program graduates who have taken the state exam and are pending the results can enroll as a provisional student into the A.O.S. in RT program. If the graduate fails to earn a license in all three categories listed above, the student will be dropped from the A.O.S. in RT program for failing to meet all the admission requirements.

#### A.O.S. in RT Admission Point System

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) may be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum achievable score.

Table 3. A.O.S. in RT Admission Point System

I. Admissions Exam	Possible Points
● CCAT	50
II. Post-Secondary Education	
● Associate Degree	10
● Baccalaureate Degree	20
● Graduate/Master’s Degree	30
● Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
● GPA 3.0	5
● GPA 3.5	10

● GPA 3.9	15
<b>B. Math and Science GPA</b>	
● GPA 3.0	20
● GPA 3.5	30
● GPA 3.9	35
<b>IV. One-Page Resume (required)</b>	25
<b>V. Essay — One-page, APA Format</b>	25
The essay will include:	
<ul style="list-style-type: none"> <li>- Statement of why you want to join this modality</li> <li>- The essential functions and role of a technologist in this field</li> <li>- Preparation to become successful in this program</li> <li>- Sources used to prepare for the essay</li> </ul>	
<b>VI. Health Care Background</b>	
● One to three (1 – 3) years	10
● More than three (3) years	20
<b>VII. Reapplication (having completed reapplication requirements)</b>	20
<b>VIII. Personal Interview</b>	120
<ul style="list-style-type: none"> <li>- Five (5) Interview Questions</li> <li>- Appearance and Demeanor</li> <li>- Communication Skills</li> <li>- Maturity</li> <li>- Overall Impression</li> </ul>	
<b>IV. Evaluation from the Office of Admissions</b>	50
<b>Possible Total Points:</b>	<b>400</b>

### **Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)**

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to approval from the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit a one-page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay.
6. Pass an admission interview with the Program Director and designees.

#### *Associate of Science in MRI Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked applicants (above a minimum) may

be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum achievable score.

Table 4. A.S. in MRI Admission Point System

<b>I. Admissions Exam</b>	<b>Possible Points</b>
● CCAT	50
<b>II. Post-Secondary Education</b>	
● Associate Degree	10
● Baccalaureate Degree	20
● Graduate/Master's Degree	30
● Post-Graduate/Doctoral Degree	40
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	
A. Overall GPA	
● GPA 3.0	5
● GPA 3.5	10
● GPA 3.9	15
B. Math and Science GPA	
● GPA 3.0	20
● GPA 3.5	30
● GPA 3.9	35
<b>IV. One-Page Resume (required)</b>	25
<b>V. Essay – One-page, APA Format</b>	25
The Essay will include:	
<ul style="list-style-type: none"> <li>- Statement of why you want to join this modality</li> <li>- The essential functions and role of a technologist in this field</li> <li>- Preparation to become successful in this program</li> <li>- Sources used to prepare for the essay</li> </ul>	
<b>VI. Health Care Background</b>	
● One to three (1 – 3) years	10
● More than three (3) years	20
<b>VII. Reapplication (having completed reapplication requirements)</b>	20
<b>VIII. Personal Interview</b>	120
<ul style="list-style-type: none"> <li>- Five (5) Interview Questions</li> <li>- Appearance and Demeanor</li> <li>- Communication Skills</li> <li>- Maturity</li> <li>- Overall Impression</li> </ul>	
<b>IV. Evaluation from the Office of Admissions</b>	50
<b>Possible Total Points:</b>	<b>400</b>

### **Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)**

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed on letterhead dated, and

signed with contact information. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.

5. Submit a one to two (1 – 2) page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay.

*Associate of Science in NM Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The top-scoring candidates will be brought in for the interview process. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table 5. A.S. in NM Admission Point System

Points Category:	Possible Points
<b>I. CCAT</b>	<b>25</b>
● 32 or Greater	25
● 27-31	20
● 24-26	15
● 18-23	10
● 12-17	5
● 0-11	0
<b>II. Post-Secondary Education</b>	<b>30</b>
● Associate Degree	25
● Baccalaureate Degree or higher	30
<b>III. Academic Achievement: College level GPA</b>	<b>60</b>
● Anatomy with laboratory	10
● Physiology with laboratory	10
● College Algebra	10
● Physics	10
● English	10
● Chemistry with Laboratory	10
<i>If the course was taken more than twice (to include drop/withdrawal), it would not be counted in points. The Anatomy and Physiology courses must be (2) two separate courses, each with a laboratory.</i>	
<b>IV. One-Page Resume (required)</b>	<b>15</b>
<b>V. Essay – One to Two pages, APA Format</b>	<b>20</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of why you want to join this modality</li> <li>● The essential functions and role of a technologist in this field</li> <li>● Preparation to become successful in this program</li> <li>● Sources used to prepare for the essay</li> </ul>	
<b>VI. Letters of Recommendation</b>	<b>20</b>

<i>Two (2) letters of recommendation from an employer and/or education worth ten (10) points each based on information provided to include, but not limited to skill sets, reliability, organization, timeliness, dedication, decision making, and overall performance of the applicant.</i>	
<b>VII. Health Care Background</b>	<b>100</b>
● 1-3 years	20
● More than three (3) years	30
● Background as a registered RT, Sonographer, MRI technologist, or Radiation Therapy Technologist.	50
● Nuclear Medicine Community Involvement	30
<i>Nuclear Medicine Community Involvement consists of volunteering in an imaging department, attending a conference in Nuclear Medicine, or a Career Discussion Panel. A certificate of attendance will be required for points. Every four hours documented of volunteer time in an imaging department is worth 10 points.</i>	
<b>VIII. Reapplication (having completed reapplication requirements)</b>	<b>10</b>
<b>IX. Personal Interview</b>	<b>120</b>
● Interview Questions ● Appearance and Demeanor ● Communication Skills ● Maturity ● Overall Impression ● Holistic Evaluation	
<b>X. Evaluation from the Office of Admissions</b>	<b>25</b>
<b>Possible Total Points:</b>	<b>425</b>

### Associate of Science in Nursing Program (ADN)

- *LVN-RN AP*
  - Applicants must submit proof of one year of full-time LVN/LPN work experience within the last three years or is a recent graduate of an LVN/LPN school (within one year at the time of application) or have completed an LPN/LVN Refresher/Re-entry program within one year of admission.
  - Applicants must submit transcripts showing proof of completing the 33 units of General Education courses that make up Semesters I and II of the ADN Generic Pathway.
  - Applicants must submit a resume.
  
- *LVN 30-Unit Option*
  - Proof of current California Vocational Nurse license.
  - Counseling and evaluation by the Program Director or Assistant Program Director.
  - An official transcript must be submitted to the Office of Admissions directly from the school.
  - Complete Physiology for 3.5 units and Microbiology with lab for three (3) units, with a GPA of 2.5 for each course.
  - Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in the School Catalog and “Admissions”).
  - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college coursework. Official transcripts are required.
  - Applicants must take an Admission Assessment test: the Test of Essentials Academic Skills. It tests math, reading, English and language use, and science. All students are encouraged to log on to [www.atitesting.com](http://www.atitesting.com) for study material and other useful resources and information. The TEAS Test Passing score = 64% or better.



- Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
- Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.

### ***Credit Granting for Nursing Education***

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, the student forfeits the opportunity to apply for credit granting on previous courses.

LVNs can transfer in 22 Semester Credit Hours of LVN courses that have been taken at the post-secondary level at an institution accredited by an agency recognized by the United States Department of Education or the Council of Higher Education Accreditation.

The content of these 22 transfer credits shall include the following:

- Nursing Theory hours (before the program): 13 semester credit hours for the following equivalent courses at Gurnick Academy of Medical Arts:
  - RN 100 Fundamentals of Nursing (3 semester credit hours)
  - RN 102 Health Assessment Theory (2 semester credit hours)
  - RN 104 Fundamentals of Pharmacology (2 semester credit hours)
  - RN 200 Medical-Surgical Nursing I Theory-Intro to Med-Surg (3 semester credit hours)
  - RN 202 Medical-Surgical Nursing II Theory-Intermediate Med-Surg (3 semester credit hours)
- Nursing Lab hours (before the program): 1.5 semester credit hours for:
  - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)
- Nursing Clinical hours (before the program): 7.5 semester credit hours for:
  - RN 101 Fundamentals of Nursing Clinical and Lab (3.5 semester credit hours)
  - RN 201 Medical-Surgical Nursing I Clinical (2 semester credit hours)
  - RN 203 Medical-Surgical Nursing II Clinical (2 semester credit hours)

Table 6. *ADN General Education Hours*

<b>PREREQUISITE</b>	<b>SEMESTER CREDIT HOURS</b>
Human Body in Health and Disease I with Lab	4
General Microbiology with Lab	
English Reading and Composition	3
Algebra I	3
General Psychology	3
Human Body in Health and Disease II with Lab	4
Nutrition in Health & Disease	3
Critical Thinking	3
Introduction to Sociology	3
Public Speaking, Basics of Effective Communication	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>	<b>33</b>

All prerequisite courses must meet the baseline criteria of general education criteria for the California State

University system (CSUs).

Please note: A transcript MUST be provided for the above prerequisites if *credit granting*, and will only be accepted from an accredited institution approved by the U.S. Department of Education.

The required minimum composite score is 64% for admission to the Associate Degree Nursing Program. The program will only accept a maximum of two (2) attempts in one (1) year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.

Table 7. ADN Admission Point System

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>40</b>
<ul style="list-style-type: none"> <li>● TEAS (90.00 – 100.00)</li> <li>● TEAS (80.0 – 89.99)</li> <li>● TEAS (70.0 – 79.99)</li> <li>● TEAS (64.0 – 69.99)</li> </ul> <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Associate Degree Nursing Program. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
<b>II. Post-Secondary Education</b>	<b>30</b>
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	20
<ul style="list-style-type: none"> <li>● Graduate/Master’s Degree</li> </ul>	30
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	<b>20</b>
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
<b>IV. Application Essay To Nursing Program – APA Format</b>	<b>10</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of purpose for enrolling in a nursing program</li> <li>● The essential functions and role of a nurse</li> <li>● Preparation to become successful in the nursing program</li> <li>● Accountability and integrity in the nursing profession</li> <li>● Grammar</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
<b>V. Health Care Background</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● One to three (1 – 3) years</li> </ul>	3

<ul style="list-style-type: none"> <li>• More than three (3) years</li> </ul>	5
<b>VI. Personal Interview</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Appearance and Demeanor</li> <li>• Communication Skills</li> <li>• Answering Skills</li> <li>• Overall Impression</li> </ul>	4 4 4 4 4
<b>VII. Evaluation from the Office of Admissions</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Timeliness</li> <li>• Communication</li> <li>• Compliance with the requirements</li> <li>• Self-Motivation</li> </ul>	1 1  1 1

**Total Possible Points for Criterion I through Criterion VII: 130 Points**

### **Transition Course [for LVN-RN Advanced Placement only]**

The LVN To RN Transition Course (120hrs) is an Admission Course that must be completed before starting the LVN to RN CORE courses.

### **Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)**

The Physical Therapist Assistant Program has a selective application process. There is a deadline for completed applications to be submitted. Please inquire with Admissions for the current deadline date.

1. All applicants must attend an Information Session.  
*Informational Sessions are held monthly in the PTA classroom or via GoToMeeting, as needed at Gurnick Academy of Medical Arts, San Mateo campus. The PTA Team and Admissions conduct these 1.5-hour sessions to provide specific information about admission requirements, program and clinical rotation scheduling, and financial aid resources. A packet of registration documents will be given to applicants to complete and return or are provided online during the GoToMeeting presentation. Please review The Essential Functions for PTA Students in the Program Performance Requirements section.*
2. All applicants MUST complete two Admissions Assessment tests. *Details will be provided at the informational sessions or by Admissions.*
3. Completing the Distance Education Questionnaire for applicants who receive full credit granting of the A.S. in PTA general education courses or enrollment and completing an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
4. All applicants must complete the following prerequisites with grades of 'C' or above and a prerequisite GPA of 2.5 or above. All credit granting is subject to approval by the Program Director. Official transcripts are required.
  - a. Anatomy and Physiology with lab (complete one-year sequence within the last five (5) years)
  - b. College-level Math
  - c. College-level English (reading and writing composition)
  - d. Introduction to Psychology or Lifespan Psychology
  - e. One course in the Social or Behavioral Sciences
  - f. Oral Communication, Speech or Interpersonal Communication
5. All applicants must submit the Verification of Observation Hours form documenting 80 hours (40 inpatient hours and 40 outpatient hours) of observation, work experience, or volunteer experience at a physical therapy facility by the application deadline.  
*The Verification of Observation Hours form and instructions is in the Application/Registration packet that you can download from the website.*

6. Applicants must submit all required documents by the application deadline. Incomplete applications will not be considered. Please plan for time to submit official transcripts and the completion of observation hours.
7. The PTA Admissions Committee will review all applications and approve the 40 top-scoring applicants for an on-campus interview and essay writing. Please see the scoring rubric.  
*The interview criteria are based upon 'Generic Abilities' identified through a study published by UW-Madison. Interviews will be scheduled for 15-20 minutes. Applicants will also have additional time to complete a short Application Essay and Pre-Admission Questionnaire. Applicants will be reminded to complete their online FAFSA application for federal student aid.*
8. The 20 top-ranking applicants will be offered seats in the program with up to ten (10) alternates. Selected applicants must accept the seat within 72 hours of receiving the formal acceptance letter.

### **A.S. in PTA Admission Point System**

Please review the PTA Admission Point System table to help you prepare. Those applicants that were not selected may re-apply. The following point system is used to evaluate and rank each applicant, showing the maximum score achievable.

Table 8. A.S. in PTA Admission Point System

<b>Point Category:</b>	<b>Points</b>
Completed application form	Required
<b>Proof of prerequisite GPA</b>	
Average 2.50-2.59	1
Average 2.60-3.00	2
Average 3.01-3.59	3
Average 3.6-4.0	4
Anatomy grade of B or A	2
Physiology grade of B or A	2
<b>College degree</b>	
Associate's Degree	1
Bachelor's Degree	2
Higher Degree	3
Attend Informational Session	Required
More than 40 hours observation/experience at a physical therapy outpatient facility (must be documented) 40 REQUIRED	Required
More than 40 hours observation/experience at a physical therapy inpatient facility (must be documented) 40 REQUIRED	Required
Paid experience in a Physical Therapy Facility	0-249 Hours = 1 Point 250-499 Hours = 2 Point 500-749 Hours = 3 Points 750-999 = 4 Points 1000 Hours = 5 Points
<b>Basic Anatomy Assessment Test</b>	
0-5	0
6-10	1
11-15	2
16-20	3
21-25	4

CCAT Assessment Test	
0-15	0
16-20	1
21-22	2
23-25	3
26 or Greater	4
Interview scored by Rubric	12
Essay and pre-admission questionnaire scored by Rubric	4
<b>Total Possible Points</b>	<b>40</b>

### Associate of Science in Radiologic Technology Program (A.S. in RT)

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit a one-page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay (sources can be on a second page).

#### *Associate of Science in RT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The top-scoring candidates will be brought in for the interview process. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table 9. A.S. in RT Admission Point System

Points Category:	Possible Points
<b>I. CCAT</b>	<b>25</b>
● 32 or Greater	25
● 27-31	20
● 24-26	15
● 18-23	10
● 12-17	5
● 0-11	0
<b>II. Basic Anatomy Assessment Test</b>	<b>25</b>
● 90-100	25
● 80-89	20
● 70-79	10
● 60-69	5

● 0-59	0
<b>III. Post-Secondary Education</b>	<b>45</b>
● Associate Degree	15
● Baccalaureate Degree or higher	20
● Completion of XT/MAS in good standing	25
<b>IV. Academic Achievement: College level GPA</b>	<b>35</b>
● Anatomy	A = 9 pts
● Physiology	B = 5 pts
● College Algebra	C = 2 pts
● Medical Terminology	A = 2 pts B = 1.5 pts C = 1 pts
● Critical Thinking	
● English	
● Sociology	
<i>If the course was taken more than twice (to include drop/withdrawal), the points would not be counted.</i>	
<b>V. One-Page Resume (required)</b>	<b>15</b>
<b>VI. Essay — One-page, APA Format</b>	<b>20</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of why you want to join this modality</li> <li>● The essential functions and role of a technologist in this field</li> <li>● Preparation to become successful in this program</li> <li>● Sources used to prepare for the essay (sources can be on a second page)</li> </ul>	
<b>VII. Letters of Recommendation</b>	<b>15</b>
<i>Two (2) letters of recommendation from an employer or education worth seven and a half points each based on information provided to include, but not limited to, skill sets, reliability, organization, timeliness, dedication, decision-making, and overall performance of the applicant.</i>	
<b>VIII. Health Care Background</b>	<b>60</b>
● One to three (1 – 3) years	20
● More than three (3) years	30
● Radiology Community Involvement	30
<i>Radiology Community Involvement consists of volunteering in an imaging department, attending a conference in Radiology, or a Career Discussion Panel. A certificate of attendance will be required for points. Every four hours documented of volunteer time in an imaging department is worth ten (10) points.</i>	
<b>IX. Reapplication (having completed reapplication requirements)</b>	<b>10</b>
<b>X. Personal Interview</b>	<b>120</b>
<ul style="list-style-type: none"> <li>● Interview Questions</li> <li>● Appearance and Demeanor</li> <li>● Communication Skills</li> <li>● Maturity</li> <li>● Overall Impression</li> <li>● Holistic Evaluation</li> </ul>	
<b>XI. Evaluation from the Office of Admissions</b>	<b>30</b>
<b>Possible Total Points:</b>	<b>400</b>

### Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original

transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.

3. Complete the Distance Education Questionnaire.
4. Submit a one-page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay.

*Associate of Occupational Science in UT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table 10. A.O.S. in UT Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> <li>● Anatomy &amp; Physiology Assessment Test (100-85)</li> <li>● Anatomy &amp; Physiology Assessment Test (84-80)</li> <li>● Anatomy &amp; Physiology Assessment Test (79-69)</li> <li>● Anatomy &amp; Physiology Assessment Test (68-50)</li> <li>● Anatomy &amp; Physiology Assessment Test (49 and lower)</li> </ul>	25 20 15 10 5
UCAT	
<ul style="list-style-type: none"> <li>● 35 or greater</li> <li>● 30-34</li> <li>● 25-29</li> <li>● 24 or less</li> </ul>	35 25 15 0
II. Post-Secondary Education	
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	20
<ul style="list-style-type: none"> <li>● Graduate/Master’s Degree</li> </ul>	30
<ul style="list-style-type: none"> <li>● Post-Graduate/Doctoral Degree</li> </ul>	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> <li>● GPA 3.0</li> </ul>	5
<ul style="list-style-type: none"> <li>● GPA 3.5</li> </ul>	10
<ul style="list-style-type: none"> <li>● GPA 3.9</li> </ul>	15
B. Math and Science GPA	
<ul style="list-style-type: none"> <li>● GPA 3.0</li> </ul>	20
<ul style="list-style-type: none"> <li>● GPA 3.5</li> </ul>	30
<ul style="list-style-type: none"> <li>● GPA 3.9</li> </ul>	40
IV. One-Page Resume (required)	30
V. Essay – One-page, APA Format	35
The essay will include:	

<ul style="list-style-type: none"> <li>- Statement of why you want to join this modality</li> <li>- The essential functions and role of a technologist in this field</li> <li>- Preparation to become successful in this program</li> <li>- Sources used to prepare for the essay</li> </ul>	
<b>VI. Health Care Background</b>	
<ul style="list-style-type: none"> <li>● One to three (1 – 3) years</li> </ul>	10
<ul style="list-style-type: none"> <li>● More than three (3) years</li> </ul>	25
<b>VII. Reapplication (having completed reapplication requirements)</b>	15
<b>VIII. AOSUT Questionnaire</b>	115
<ul style="list-style-type: none"> <li>- 20 Questions — Five (5) Time Sensitive</li> <li>- UT Profession Research</li> <li>- Communication Skills</li> <li>- Maturity</li> <li>- Overall Impression</li> </ul>	
<b>IX. Evaluation from the Office of Admissions</b>	50
<b>Possible Total Points:</b>	<b>430</b>

### Associate of Science in Veterinary Medical Technology Program (A.S. in VMT)

Applicants must:

1. Meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in School Catalog and “Admissions”).
2. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Applicants must have a GPA of 2.5 (on a 4-point scale) or higher in all college work. All credit-granting is subject to approval of the Program Director or Program Coordinator. Please allow 7 days for review.
3. Complete the Distance Education Questionnaire.
4. Submit a 2-3-page written essay on why they have chosen to become a Credentialed Veterinary Technician and why they are interested in veterinary medicine as a career.
5. Submit a resume.
6. Submit proof of one-year full-time veterinary assistant work experience within the last three years.
7. Take an Admission Assessment test: the Test of Essentials Academic Skills. It tests math, reading, English and language use, and science. All students are encouraged to log on to [www.atitesting.com](http://www.atitesting.com) for study material and other useful resources and information. The TEAS Test Passing score = 64% or better.
8. Pass an interview with the VMT Program Director, Associate Program Director, and or faculty, via Zoom/Skype/ or Google.

#### *Associate of Science in VMT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The top-scoring candidates will be brought in for the interview process. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 11. *ASVMT Admission Point System*

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>40</b>



<ul style="list-style-type: none"> <li>● TEAS (90.00 – 100.00)</li> <li>● TEAS (80.0 – 89.99)</li> <li>● TEAS (70.0 – 79.99)</li> <li>● TEAS (64.0 – 69.99)</li> </ul>	40
Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Associate of Science in Veterinary Medical Technology. The program will only accept a maximum of 2 attempts in one year with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one year.	
<b>II. Post-Secondary Education</b>	<b>40</b>
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	20
<ul style="list-style-type: none"> <li>● Graduate/Master's Degree</li> </ul>	30
<ul style="list-style-type: none"> <li>● Post-Graduate/Doctoral Degree</li> </ul>	40
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	<b>20</b>
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
<b>IV. Application Essay To Veterinary Medical Technology Program – APA Format</b>	<b>10</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of purpose for enrolling into a veterinary technology program</li> </ul>	2
<ul style="list-style-type: none"> <li>● The essential functions and role of a veterinary technician</li> </ul>	2
<ul style="list-style-type: none"> <li>● Preparation to become successful in the veterinary technology program</li> </ul>	2
<ul style="list-style-type: none"> <li>● Accountability and integrity in the veterinary technology profession</li> </ul>	2
<ul style="list-style-type: none"> <li>● Grammar</li> </ul>	2
<b>V. Health Care Background</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● 1-3 years</li> </ul>	3
<ul style="list-style-type: none"> <li>● More than 3 years</li> </ul>	5
<b>VI. Personal Interview</b>	<b>10</b>
<ul style="list-style-type: none"> <li>● Professionalism</li> </ul>	2
<ul style="list-style-type: none"> <li>● Appearance and Demeanor</li> </ul>	2
<ul style="list-style-type: none"> <li>● Communication Skills</li> </ul>	2
<ul style="list-style-type: none"> <li>● Answering Skills</li> </ul>	2
<ul style="list-style-type: none"> <li>● Overall Impression</li> </ul>	2
<b>VII. Evaluation from the Office of Admissions</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● Professionalism</li> </ul>	1
<ul style="list-style-type: none"> <li>● Timeliness</li> </ul>	1
<ul style="list-style-type: none"> <li>● Communication</li> </ul>	1
<ul style="list-style-type: none"> <li>● Compliance with the requirements</li> </ul>	1
<ul style="list-style-type: none"> <li>● Self-Motivation</li> </ul>	1

**Total Possible Points for Criterion I through Criterion VII: 130 Points**

**Associate of Science in Vocational Nursing Program (A.S. in VN)**

1. All general education courses must meet the baseline criteria of general education criteria for the California State University system (CSUs).
2. Please note: A transcript MUST be provided for the above prerequisites if *credit granting* and will only be accepted from an accredited institution approved by the U.S. Department of Education.
3. Copies are not accepted. All coursework must be completed and given a grade of at least a "C."
4. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in Vocational or Practical Nursing coursework. Official transcripts are required.
5. Provide proof of graduation from a Board-approved Vocational Nursing Program from an accredited institution

**Bachelor of Science in Diagnostic Medical Imaging Program (B.S. in DMI)**

1. Have completed 2-year or equivalent education and passed an ARRT registry or equivalent (ARDMS, ARMRT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for a combination of past core coursework and registry or equivalent = 54-semester credits.)
2. Completed 16-semester credits of General Education courses that are not a part of the B.S. in DMI Program.
3. Proof of credentialing certification.
4. Submit official transcripts.
5. Complete an application for admission.
6. Have a high school diploma or GED and be at least 18 years of age.
7. Have a reliable computer, Internet access, and a working email address.
8. Completion of Distance Education Questionnaire for applicants who receive full credit granting of the 16-semester credits of General Education courses that are not a part of the B.S. in DMI Program or enrollment and successful completion of an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
9. As per the current fee schedule, they must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school.
10. Meet all admission requirements.

**Dental Assistant Program (DA)**

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reason for the applicant's desire to become a Dental Assistant.
  - b. The applicant's attributes that will support their ability to complete the DA program.
  - c. The applicant has people, routines, and resources to support the applicant's efforts throughout the program.
2. Complete a Distance Education Questionnaire.

**Medical Assistant Program (MA)**

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reasons for the applicant's desire to become a Medical Assistant.
  - b. The applicant's attributes that will support their ability to complete the MA program.
  - c. The applicant has available people, routines, and resources to support the applicant's efforts throughout the program.

2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
3. Complete a Distance Education Questionnaire.

### **Medical Assistant Program with Phlebotomy (MAPHL)**

All applicants must:

1. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reasons for the applicant's desire to become a Medical Assistant.
  - b. The applicant's attributes will support their ability to complete the MA program.
  - c. The applicant has available people, routines, resources to support the applicant's efforts throughout the program.
2. Candidates who are Gurnick Academy of Medical Arts Medical Assistant program graduates working as Medical Assistants at the time of MAPHL enrollment will need to provide proof of expected professional benefit.
3. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
4. Credit granting for the Medical Assistant portion of the Medical Assistant with Phlebotomy Program can be accomplished by being a graduate of the Gurnick Academy of Medical Arts Medical Assistant Program.
5. Complete a Distance Education Questionnaire.

Interested applicants should contact Admissions at a campus that offers the Medical Assistant with Phlebotomy Program.

### **Bachelor of Science in Nursing Program (BSN)**

#### **BSN Generic Pathway**

1. Applicants must attend an Information Session.
2. Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and "Admissions").
3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must take an Admission Assessment test: The Test of Essential Academic Skills (TEAS VI). It tests math, reading, English and language use, and science. All students are encouraged to log on to [atitesting.com](http://atitesting.com) for study material and other valuable resources and information. The TEAS VI Test Passing score = 64% or better.
5. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
6. Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.
7. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on formal organizational stationery.
8. The applicant will submit proof of health-related &/or community work, e.g., volunteering at health fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.

9. Applicants will be rank-ordered based on the following score, which includes:
  - Admission Assessment Test (TEAS)
  - Personal Interview
  - Written Essay
  - Three Letters of Recommendation
  - Community Work
  - Health-Related Experience

#### **LVN to BSN Pathway**

1. Applicants must attend an Information Session.
2. Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and “Admissions”).
3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must complete all prerequisites to the BSN program.
5. Completing the Distance Education Questionnaire for applicants who receive full credit granting of the LVN to BSN or RN to BSN Advanced Placement General Education courses or enrollment and completing an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
6. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4 point scale) or higher in all college course work. Official transcripts are required.
7. Applicants must take an Admission Assessment test: the Test of Essential Academic Skills (TEAS VI). It tests math, reading, English and language use, and science. All students are encouraged to log on to [www.atitest.com](http://www.atitest.com) for study material and other valuable resources and information. The TEAS VI Test Passing score = 64% or better.
8. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
9. Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.
10. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on formal organizational stationery.
9. Applicants will submit proof of health-related or community work, e.g., volunteering at health fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
10. Applicants must submit a resume.
11. Applicants must submit transcripts showing proof of completing the 33 credits of General Education courses that make up Semesters I and II of the BSN Generic Pathway.
12. Applicants will be rank-ordered based on the following score, which includes:
  - GPA in prerequisites
  - Admission Assessment Test (TEAS VI)
  - Personal Interview
  - Written Essay
  - Three (3) Letters of Recommendation
  - Community Work
  - Health-Related Experience

For LVN-BSN AP Applicants: Submits proof of one-year full-time LVN/LPN work experience within the last three (3) years. Submits proof of graduation from a Board-approved LVN/LPN program from an accredited institution

or has completed an LVN/LPN Refresher/Re-entry program within one year of admission.

**Credit Granting for Nursing Education:**

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, students forfeit the opportunity to apply for credit granting on courses taken previously.

LVNs can transfer in 24 Semester Credit Hours of LVN courses that have been taken at the post-secondary level at an institution accredited by an agency recognized by the United States Department Of Education or the Council of Higher Education Accreditation.

The content of these 24 transfer credits shall include the following:

- Nursing Theory hours (before the program): 15 semester credit hours for the following equivalent courses at Gurnick Academy of Medical Arts:
  - RN 100 Fundamentals of Nursing (3 semester credit hours)
  - RN 102 Health Assessment Theory (3 semester credit hours)
  - RN 104 Pharmacology (3 semester credit hours)
  - RN 200 Medical-Surgical Nursing I Theory-Intro to Med-Surg (3 semester credit hours)
  - RN 202 Medical-Surgical Nursing II Theory-Intermediate Med-Surg (3 semester credit hours)
  
- Nursing Lab hours (before the program): 1.5 semester credit hours for:
  - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)
  
- Nursing Clinical hours (before the program): 7.5 semester credit hours for:
  - RN 101 Fundamentals of Nursing Clinical and Lab (3.5 semester credit hours)
  - RN 201 Medical-Surgical Nursing I Clinical (2 semester credit hours)
  - RN 203 Medical-Surgical Nursing II Clinical (2 semester credit hours)

**RN to BSN Pathway**

1. Graduate from an approved Registered Nursing program.
2. Provide official transcripts which reflect a minimum cumulative GPA of 2.5 in all college coursework.
3. Attend an Information Session.
4. Pass an interview with the Program Director or Associate Program Director in person or via Skype, *if necessary*.
5. Submit a two to three (2 – 3) page typed essay on why they have chosen professional nursing as a career.
6. Submit three (3) letters of recommendation. These may come from employers, immediate work supervisors, health-related facilities the applicant has done volunteer work, or faculty from previous college/university courses. These letters of recommendation must be submitted on official letterhead.
7. Provide a resume showing previous healthcare experience.
8. Completing the Distance Education Questionnaire for applicants who receive full credit granting of the LVN to BSN or RN to BSN Advanced Placement General Education courses or enrollment and completing an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
9. Submit proof of current RN license.
10. Complete all courses or equivalent listed in the Registered Nursing Prerequisite Courses: BSN Pathway table.

Generic BSN for Non-Registered Nurses and Advanced Placement for LVNs are available as residential programs at the Concord Campus, approved by the California Board of Registered Nursing.

*BSN Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table 12. *BSN Admission Point System*

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>40</b>
<ul style="list-style-type: none"> <li>● TEAS (90.00 – 100.00)</li> <li>● TEAS (80.0 – 89.99)</li> <li>● TEAS (70.0 – 79.99)</li> <li>● TEAS (64.0 – 69.99)</li> </ul> <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Bachelor’s Degree Nursing Program. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum 64% on the first attempt, they may retest within one (1) year.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
<b>II. Post-Secondary Education</b>	<b>30</b>
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	20
<ul style="list-style-type: none"> <li>● Graduate/Master’s Degree</li> </ul>	30
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	<b>20</b>
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	4
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	6
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	10
<b>IV. Application Essay To Nursing Program – APA Format</b>	<b>10</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of purpose for enrolling into the nursing program</li> <li>● The essential functions and role of a nurse</li> <li>● Preparation to become successful in the nursing program</li> <li>● Accountability and integrity in the nursing profession</li> <li>● Grammar</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
<b>V. Health Care Background</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● One to three (1 – 3) years</li> </ul>	3
<ul style="list-style-type: none"> <li>● More than three (3) years</li> </ul>	5
<b>VI. Personal Interview</b>	<b>20</b>
<ul style="list-style-type: none"> <li>● Professionalism</li> <li>● Appearance and Demeanor</li> <li>● Communication Skills</li> <li>● Answering Skills</li> <li>● Overall Impression</li> </ul>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>

<b>VII. Evaluation from the Office of Admissions</b>	<b>5</b>
● Professionalism	1
● Timeliness	1
● Communication	1
● Compliance with the requirements	1
● Self-Motivation	1

### **X-ray Technician with Medical Assistant Skills Program (XTMAS)**

1. Submit an essay (no longer than two (2) pages, typed, double-spaced) that describes the following:
  - a. Reasons for the applicant’s desire to become an X-ray Technician.
  - b. The applicant’s attributes that will support the profession and their ability to complete the XTMAS program.
  - c. Describe the support system such as a person, time management, and resources to support the applicant’s efforts and success in the program.
2. In some campuses, the applicant pool may be larger than the number of available seats at the desired campus. In this case, the campus may require an additional step, an interview with the Program Director, Assistant Program Director, or designees.
3. After submitting transcripts, students who have completed a Medical Assistant diploma program with the equivalent approved medical assistant skills content may apply to receive transfer credit if the appropriate medical assisting coursework was taken and passed within the past five (5) years.
4. Advanced Standing applicants must provide official transcripts from a Medical Assistant program.
5. Complete the Distance Education Questionnaire.

#### *X-ray Technician with Medical Assistant Skills (XTMAS) Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum score achievable.

*Table 13. XTMAS Admission Point System*

<b>I. Admissions Exam</b>	<b>Possible Points</b>
● CCAT	50
<b>II. Post-Secondary Education</b>	
● Gurnick Academy of Medical Arts Graduate or Currently Enrolled	10
● Associate Degree/Military Service	15
● Baccalaureate Degree	20
<b>III. Academic Achievement: College level Courses &amp; High school courses</b>	
A. Overall High School GPA	
● GPA 3.0	5
● GPA 3.5	10
● GPA 3.9	15
B. Overall College GPA	
● GPA 3.0	20
● GPA 3.5	30
● GPA 3.9	35
<b>IV. One-Page Resume (required)</b>	25
<b>V. Essay — One-page, APA Format</b>	25
The essay will include:	
- Statement of why you want to join this modality	
- The essential functions and role of a technician in this field	

- Preparation to become successful in this program	
- Sources used to prepare for the essay	
<b>VI. Health Care Background</b>	
● One to three (1 – 3) years	10
● More than three (3) years	20
<b>VII. Reapplication (having completed reapplication requirements)</b>	20
<b>IX. Evaluation from the Office of Admissions</b>	40
<b>Possible Total Points:</b>	<b>250</b>

### Vocational Nurse (VN) and Psychiatric Technician (PT) Programs

All applicants must:

1. Complete the Essential Medical Bioscience prerequisites course with a passing grade as identified in the syllabus.
  - a. The Essential Medical Bioscience course is waived as a prerequisite for those who have completed the following courses within the last five (5) years: Cell Biology, Human Biology Basics, Basic Math, and Medical Terminology. A prerequisite course challenge exam is also available for those who are interested.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN or PT Program Coordinator or designee.
3. Complete the Distance Education Questionnaire.

#### VN Admission Point System

Kindly note that the following table may not apply to some of our campuses. Some campuses may have non-interview enrollment. Please ask an Admission Advisor at the respective campus for more details.

Table 14. VN Admission Point System

1. Admission	Points
<b>CCAT</b>	
Score 16-24	1
Score 25-34	2
Score 35-45	3
<b>Previous Education</b>	
HS diploma or GED	1
AA/AS degree	2
BA/BS degree and higher	3
<b>Healthcare Field Experience</b>	
One (1) year	1
Two to four (2 – 4) years	2
More than four (4) years	3
<b>Prerequisite Course Grades</b>	
C	1
B	2
A	3
<b>2. Interview Assessment</b>	
Interview questions	50
Appearance/Presentation	15



Communication skills	15
Problem-solving/Decision-making	12
Preparedness	12
Responsibility	15

### **INTERNATIONAL NURSE GRADUATE PROGRAM**

To be considered for admission into the nursing courses, ALL applicants must meet the following criteria:

1. Official Transcript and evaluation of courses from an approved credential evaluator.
2. Official Letter from the California Board of Registered Nursing stating the candidate's specific area of deficiency.
3. Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and "Admissions").
4. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
5. Applicants must have graduated from high school or earned a GED and be at least 18 years of age.
6. Applicants must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school as per the current published fee schedule.
7. Applicants must pass the written Competency Exam for Basic and Intermediate Medical-Surgical Nursing with a minimum score of 75%.
8. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
9. Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.
10. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on formal organizational stationery.
11. Applicants will be rank-ordered based on the following score, which includes:
  - Personal Interview
  - Written Essay
  - Three (3) Letters of Recommendation

\*\* If enrollment openings are fewer than applicants that meet the admission requirements, applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director.

## **Minimum Requirements for Students Enrolling in Distance Education Courses**

### **Minimum Student Skills Requirements**

Students are expected to have at least the following skills before taking distance education courses:

- Basic keyboarding competence
- Elementary knowledge of their computer operating system
- Basic knowledge of:
  - Word processor
  - Sending and receiving emails with attachments
  - Using an internet browser and search engine

### **Hardware Requirements**

- Access to a modern Windows 10 or macOS computer. For other operating systems, please contact IT support with your questions.
- Internet access with a high-speed broadband connection.

- Internet service provider for home access and access from work (must have before the start of the course).
- Access to the distance education environment for a minimum of ten (10) hours per week.
- Students must be able to video conference in real-time. Appropriate equipment may include:
  - Camera (could be built into the laptop).
  - Microphone (could be built into the laptop).

### Software Requirements

- Google Chrome internet browser.
- An office suite tool such as G Suite, Microsoft Office 365, LibreOffice, Apache Open Office, etc.
- One or more courses may require special plug-ins to access streaming media, PDF files, or other web components.
- Antivirus software such as Microsoft Defender.
- A conferencing tool such as Google Hangouts or Zoom.

## PERFORMANCE REQUIREMENTS

To ensure the safety and welfare of our students and patients, each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to emergencies using the English language.
- Communicate effectively with patients and staff in both verbal and written forms in clear English.
- Read and interpret (or learn how to) patient charts and requisitions.
- Tolerate strong, unpleasant odors.
- Provide physical and emotional support to the patients during procedures.
- Report clearly and legibly through progress notes in patient charts.
- Meet class standards for successful course completion.
- Collect, interpret, and integrate data about patients.
- Recognize and respond appropriately to individuals of all ages, genders, and races across socioeconomic, religious, and cultural backgrounds.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week during clinical rotation.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.
- Lift/carry:
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons, files
  - 20 pounds (9.07 kg) — 50 pounds (22.68 kg) occasionally — patient transfers and patient positioning
  - 50 pounds (22.68 kg) — 70 pounds (31.75 kg) rarely to occasionally — patient transfers
- Stand and walk for up to eight (8) hours per day.
- Carry a minimum of 20 pounds (9.07 kg) while walking a distance of 100 feet (30.48 m).
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Reach a minimum of 72 inches (1.83 m) above floor level or a full arm's reach.

- Utilize the sense of hearing to communicate with the patients and healthcare team effectively.
- Utilize the sense of vision in all levels of hospital lighting, which varies from low illumination to bright light levels.
- Sit in class for up to six (6) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to patients and themselves.
- Safely grasp and manipulate small objects and set dials on electrical equipment.
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data.
- Respond to warning sounds, machine alarms, and calls for help.

Please read further to find additional requirements. Please note some requirements may overlap with the above list.

### **Program Specific Performance Requirements**

#### **Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)**

A.S. in MRI students must be in good health and able to:

- Lift more than 50 pounds (22.68 kg) and push-and-pull routinely.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Verbalize and have written skills to communicate needs promptly and effectively in English.
- Have full use of arms, hands, and wrists.
- Possess adequate visual acuity to review radiologic exams, including color distinctions.
- Stand and walk on your feet 80% of the time.
- Work compassionately and effectively with ill patients.

A.S. in MRI students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to a table or a patient bed.
- Move, adjust, and manipulate a variety of MRI equipment.

A.S. in MRI students must be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the MRI procedures.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients during MRI examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for MRI examinations.

A.S. in MRI students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Review and evaluate the recorded images on the monitor and archiving system for assessing the MR image quality, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

### **Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)**

A.S. in NM students must have the following abilities:

- Lift more than 50 pounds (22.68 kg).
- Be able to push and pull routinely.
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — lead aprons, files, lead syringes.
  - 20 pounds (9.07 kg) — 70 pounds (31.75 kg) occasionally — patient transfers and patient positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Sit in class for up to eight (8) hours per day.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

A.S. in NM students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to an imaging table or a patient bed.
- Move, adjust, and manipulate various radiographic equipment, including portables and C-arm equipment physical transportation.
- Complete patient examinations per established policies and procedures with speed and accuracy.

A.S. in NM students must also be capable of:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during the imaging procedures.
- Respond to situations requiring first aid and providing emergency care to the patient without or until the physician arrives.
- Communicate verbally in an effective manner to direct patients during imaging examinations.
- Recognize anatomy on a computer monitor.
- Address warning sounds, machine alarms, and calls for help.

A.S. in NM students must have the mental and intellectual capacity to:

- Calculate and administer radiopharmaceutical doses under the supervision of a licensed nuclear medicine technologist following department protocol and procedures.
- Review and evaluate the recorded images on a computer monitor and archiving system to identify patient anatomy and pathology.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

### **Associate of Science in Nursing Program (ADN)**

To ensure the safety and welfare of our students and patients, each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to emergencies using the English language.
- Communicate effectively with patients and staff in both verbal and written forms in clear English.

- Read and interpret (or learn how to) patient charts and requisitions.
- Tolerate strong, unpleasant odors.
- Provide physical and emotional support to the patients during procedures.
- Report clearly and legibly through progress notes in patient charts.
- Meet class standards for successful course completion.
- Collect, interpret, and integrate data about patients.
- Recognize and respond appropriately to individuals of all ages, genders, and races across socioeconomic, religious, and cultural backgrounds.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.
- Requires intermittent sitting, standing, and walking up to eight (8) hours per day.
- Requires bending, squatting, reaching, kneeling, twisting, and reaching.
- Requires frequent lift and carry 25 pounds (11.34 kg) — 50 pounds (22.68 kg).
- Requires to push or pull up to 100 pounds (45.36 kg).
- Utilize the sense of hearing to communicate with the patients and healthcare team effectively.
- Utilize the sense of vision in all levels of hospital lighting, which varies from low levels of illumination to bright light levels.
- Sit in class for up to six to eight (6 – 8) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to patients and themselves.
- Safely grasp and manipulate small objects and set dials on electrical equipment.
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data.
- Respond to warning sounds, machine alarms, and calls for help.

### **Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)**

To be successful in the PTA classroom, lab, and clinical settings and ultimately successful as a physical therapist assistant, students must possess the intelligence, integrity, compassion, humanitarian concerns, and physical and emotional capacity necessary to practice physical therapy. At a minimum, students must possess the following essential skills:

Critical Thinking — calculation, problem-solving, reasoning, and judgment

- Collect, document, interpret and analyze written, verbal, and observed data regarding patients.
- Prioritize multiple tasks, integrate information, and make effective decisions.
- Act safely and ethically in physical therapy settings.
- Recognize the difference between facts and opinions.
- Exercise good judgment in the classroom, lab, and clinical/professional settings.

Interpersonal and Behavioral Skills — working with others, resolving conflicts, offering support

- Establish productive working relationships.
- Foster cooperative relationships with classmates, instructors, healthcare providers, and patients and their families.

- Ability to work with lab partners, patients, and others under stressful conditions, including but not limited to medically or emotionally unstable individuals and situations requiring rapid adaptations or emergency interventions.
- Appropriate maturity, emotional stability, and empathy to establish effective and harmonious relationships in diverse settings.
- Apply conflict management and group problem-solving strategies.
- Demonstrate professional behavior in the classroom, lab, and clinical settings, including but not limited to appropriate personal hygiene, timeliness, preparation, and concentration.

#### Communication Skills — verbal, non-verbal, and written

- Process and communicate information effectively and promptly in the English language.
- Comprehend written material in the English language at a level required for safe and effective patient care.
- Effectively communicate information in the English language in a concise yet comprehensive manner regarding the status and safety of patients, including written or dictated patient assessments.
- Effectively communicate in English with instructors, patients, families, and other healthcare providers.
- Recognize, interpret and respond to nonverbal behavior.
- Demonstrate ability to listen effectively.

#### Motor Skills — gross motor, fine motor, coordination

- Ability to sit for long periods, including up to four (4) hours.
- Ability to stand for long periods, including up to six (6) hours.
- Adjust and position patients and equipment, including bending or stooping to floor level and reaching above head height.
- Move and position patients and equipment, including the ability to lift, carry, pull and guide weights up to 50 pounds (22.68 kg).
- Assist in patient care, including standing, kneeling, sitting, or walking for 60 minutes or longer without rest.
- Demonstrate ability to manipulate physical therapy equipment, including finger dexterity.
- Perform CPR without assistance.

#### Sensory Skills — visual, auditory, tactile

- Ability to observe and respond to patient responses, including facial expressions, movement patterns, verbal responses, and reactions to the environment.
- Ability to assess safety factors involving patient care and physical environment and take measures necessary to assure a safe environment.
- Ability to respond to equipment alarms, call bells, and timers.
- Ability to effectively monitor blood pressure and breath sounds.
- Tactile ability to palpate pulse and detect skin texture abnormalities, skin temperature, muscle tone, tissue texture, and joint movement.

### **Associate of Science in Radiologic Technology Program (A.S. in RT)**

A.S. in RT students must have the following abilities:

- Lift more than 50 pounds (22.68 kg).
- Be able to push-and-pull routinely.
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons.
  - 20 pounds (9.07 kg) — occasionally — patient transfers and patient positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.

- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

A.S. in RT students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various radiographic equipment, including portables and C-arm equipment physical transportation.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

A.S. in RT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the radiographic procedures.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

A.S. in RT students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Review and evaluate the recorded images on a computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

### **Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)**

A.S. in RT students must have the following abilities:

- Lift more than 50 pounds (22.68 kg).
- Be able to push-and-pull routinely.
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons.
  - 20 pounds (9.07 kg) — 70 pounds (31.75 kg) occasionally — patient transfers and patient positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.

- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

A.S. in RT students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various mobile and non-mobile nuclear medicine equipment.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

A.S. in RT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the radiographic procedures.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

A.S. in RT students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Review and evaluate the recorded images on a computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

### **Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)**

A.O.S. in UT students must be in good health and able to:

- Lift more than 50 pounds (22.68 kg) and push-and-pull routinely.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Possess adequate visual acuity to review sonograms, including color distinctions.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level intermittently for 90% of work time.
- Work compassionately and effectively with sick patients.

A.O.S. in UT students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to a sonography table or a patient bed.
- Move, adjust, and manipulate a variety of sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedure and standards of speed and accuracy.



A.O.S. in UT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the sonographic procedures, responding to situations requiring first aid, and providing emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during sonographic examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for sonographic examinations.

A.O.S. in UT students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Review and evaluate the recorded images on a CRT and archiving system for identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

### **Associate of Science in Veterinary Medical Technology (A.S. in VMT)**

A.S. in VMT students must have the following abilities:

- Lift more than 50 pounds
- Be able to push-and-pull routinely
  - 1-5 lbs. frequently – lead aprons, files, lead syringes
  - 20-70 lbs. occasionally – patient transfers and patient positioning
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
- Have full use of arms, hands, and wrists to properly restrain and manipulate for animal care
- Must be able to move hands, feet, and body quickly
- Sit for extended periods of time working at a computer
- Stand and walk on your feet 80% of the time
- Reach at or above shoulder level for 90% of work time
- Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left
- Work compassionately and effectively with multiple species of animals

A.S. in VMT students must have sufficient strength, motor coordination and manual dexterity to:

- Transport, move, lift, and transfer patients from transport cages, crates, or free standing to exam tables and cages
- Move, adjust, and manipulate a variety of radiographic equipment, including the physical transportation of portables, and C-arm equipment.
- Complete examinations on the patient according to established policies and procedure with speed and accuracy

A.S. in VMT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations
- Providing physical and emotional support to the patient during procedures
- Ability to respond to situations requiring first aid and providing emergency care to the patient in the absence of, or until the veterinarian arrives
- Communicating verbally in an effective manner

- Respond to warning sounds, machine alarms, and calls for help

A.S. in VMT students must have the mental and intellectual capacity to:

- Effectively and safely follow veterinarian orders for care for each patient
- Review and evaluate the records to ensure accuracy of treatments and therapeutics
- Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic.

### **X-Ray Technician with Medical Assistant Skills Program (XTMAS)**

XTMAS students must be in good health and have the following abilities:

- Lift more than 50 pounds (22.68 kg).
- Be able to push-and-pull routinely.
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons.
  - 20 pounds (9.07 kg) — 70 pounds (31.75 kg) occasionally — patient transfers and patient positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

XTMAS students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various radiographic equipment, including portables and C-arm equipment physical transportation.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

XTMAS students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the radiographic procedures.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

XTMAS students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.

- Review and evaluate the recorded images on a computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

### **Medical Assistant Program (MA)**

To ensure the safety and welfare of our students and patients, each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to emergencies using the English language.
- Communicate effectively with patients and staff in both verbal and written forms in clear English.
- Read and interpret (or learn how to) patient charts and requisitions.
- Tolerate strong, unpleasant odors.
- Provide physical and emotional support to the patients during procedures.
- Report clearly and legibly through progress notes in patient charts.
- Meet class standards for successful course completion.
- Collect, interpret, and integrate data about patients.
- Recognize and respond appropriately to individuals of all ages, genders, and races across socioeconomic, religious, and cultural backgrounds.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.
- Lift/carry:
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons, files.
  - 20 pounds (9.07 kg) — 50 pounds (22.68 kg) occasionally — patient transfers and patient positioning.
  - 50 pounds (22.68 kg) — 70 pounds (31.75 kg) rarely to occasionally — patient transfers.
- Stand and walk for up to 8 hours per day.
- Carry a minimum of 20 pounds (9.07 kg) while walking a distance of 100 feet (30.48 m).
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Reach a minimum of 72 inches (1.83 m) above floor level or a full arm's reach.
- Utilize the sense of hearing to communicate with the patients and healthcare team effectively.
- Utilize the sense of vision in all lighting levels, varying from low illumination levels to bright light levels.
- Sit in class for up to six (6) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to patients and themselves.

- Safely grasp and manipulate small objects and set dials on electrical equipment.
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data.
- Respond to warning sounds, machine alarms, and calls for help.

### **Medical Assistant with Phlebotomy Program (MAPHL)**

To ensure the safety and welfare of our students and patients, each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to emergencies using the English language.
- Communicate effectively with patients and staff in both verbal and written forms in clear English.
- Read and interpret (or learn how to) patient charts and requisitions.
- Tolerate strong, unpleasant odors.
- Provide physical and emotional support to the patients during procedures.
- Report clearly and legibly through progress notes in patient charts.
- Meet class standards for successful course completion.
- Collect, interpret, and integrate data about patients.
- Recognize and respond appropriately to individuals of all ages, genders, and races across socioeconomic, religious, and cultural backgrounds.
- Cope with the stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.
- Lift/carry:
  - One (1) pound (0.45 kg) — five (5) pounds (2.27 kg) frequently — image receptors, lead aprons, files
  - 20 pounds (9.07 kg) — 50 pounds (22.68 kg) occasionally — patient transfers and patient positioning
  - 50 pounds (22.68 kg) — 70 pounds (31.75 kg) rarely to occasionally — patient transfers
- Stand and walk for up to eight (8) hours per day
- Carry a minimum of 20 pounds (9.07 kg) while walking a distance of 100 feet (30.48 m).
- Bend or flex the upper trunk forward up to 45 degrees, and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Reach a minimum of 72 inches (1.83 m) above floor level or a full arm's reach.
- Utilize the sense of hearing to communicate with the patients and healthcare team effectively.
- Utilize the sense of vision in all levels of hospital lighting, varying from low illumination to bright light levels.
- Sit in class for up to six (6) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to patients and themselves.
- Safely grasp and manipulate small objects and set dials on electrical equipment.
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data.
- Respond to warning sounds, machine alarms, and calls for help.

## RE-ENROLLMENT

Individuals may not always be eligible to re-enroll at Gurnick Academy of Medical Arts. The situations detailed below outline the circumstances in which re-enrollment may or may not be permissible.

### Expulsion

Students can be expelled involuntarily by Gurnick Academy of Medical Arts for two main reasons: academic and disciplinary.

#### *Academic Expulsion*

Except for course VN440, individuals expelled for academic reasons can be re-enrolled into the same program one (1) time and are not eligible for remediation. Students who failed the VN 440 course do not qualify for remediation or re-enrollment into the same program. A re-enrolled student (who was previously expelled for academic reasons) is placed on academic probationary status and is not eligible for remediation.

The academic probationary status is lifted once the student graduates from the program. Re-enrolled students with academic probationary status are not eligible for financial aid until they successfully pass the course they are repeating with a grade of 'C' or higher. Once the student passes the course with a letter of 'C' or higher, the student may be eligible to receive Financial Aid.

Students expelled for cheating must complete an additional online ethics course before being eligible for re-enrollment.

Individuals expelled for a second time are not permitted to re-enroll.

#### *Disciplinary Expulsion*

Individuals expelled for disciplinary reasons are not permitted to re-enroll in the same program and may not be eligible for Gurnick Academy of Medical Arts enrollment. Please read Disciplinary Probation for details.

### Withdrawal

Students may withdraw voluntarily. Students may voluntarily withdraw up to two (2) times to re-enroll. Individuals who withdraw more than two (2) times voluntarily may not re-enroll.

## FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS

All foreign transcripts and degrees must be evaluated and translated into equivalent college hours by a "Foreign education transcript evaluation organization" to be accepted by Gurnick Academy of Medical Arts.

Some affiliated institutions of your program of choice, such as certification and licensure bodies, may require a specific provider to evaluate your foreign degree/diploma. The student's responsibility is to check with the program's certification/licensure bodies if the latter accepts your chosen foreign degree/diploma evaluator.

Please see below some of our programs' requirements:

- VN or PT Applicants with a Foreign High School Education Level:  
Applicants to the Vocational Nurse Program or Psychiatric Technician Program must submit a copy of their original foreign high school diploma or a copy of their original foreign transcript upon admission into either program, in addition to their foreign transcript/diploma evaluation.
- Imaging Applicants:  
ARRT (Registry for Associate of Science in MRI, Associate of Science in Radiologic, Associate of Occupational Science in Radiologic, and Associate of Occupational Science in Ultrasound Technologists) recognizes services of evaluators such as NACES and AICE. Please check with the ARRT before going further with the evaluation.

- LVN-BSN and RN-BSN Applicants:  
Applicants who need to meet the course equivalency admission requirement must submit a copy of their original foreign degree and a copy of their original foreign degree transcript (in addition to their foreign transcript/degree evaluation) before admission into the program.

Following is a compilation of possible foreign education transcript evaluation organizations. Gurnick Academy of Medical Arts does not review nor endorse these (or other) providers of foreign education transcription; however, Gurnick Academy of Medical Arts accepts their evaluations.

- National Association of Credential Evaluation Services (NACES): <https://www.naces.org/>
- Association of International Credential Evaluators (AICE): <http://aice-eval.org/>
- a2z Evaluations, LLC: <https://www.a2zeval.com/>
- Academic Evaluation Services, Inc.: <https://aes-edu.org/>
- Center for Applied Research, Evaluation, and Education, Inc: <https://www.iescaree.com/>
- Educational Credential Evaluators, Inc.: <https://www.ece.org/>
- Educational Perspectives, nfp: <https://www.edperspective.org/>
- Educational Records Evaluation Service, Inc.: <http://www.eres.com/>
- Evaluation Service, Inc.: <http://www.evaluation-service.net/>
- Foreign Academic Credential Service, Inc.: <https://facusa.com/>
- Foundation for International Services, Inc.: <https://www.fis-web.com/>
- Global Credential Evaluators, Inc.: <https://gceus.com/>
- Global Services Associates, Inc.: <http://www.globaleval.org/>
- International Academic Credential Evaluators, Inc.: <https://www.iacei.net/>
- International Consultants of Delaware, Inc.: <https://www.icdeval.com/>
- International Education Evaluations, Inc.: <https://www.myiee.org/>
- International Education Research Foundation, Inc.: <https://ierf.org/>
- Josef Silny and Associates, Inc. International Education Consultants: <http://www.jsilny.com/>
- SpanTran: The Evaluation Company: <https://www.spantran.com/>
- Transcript Research: <https://transcriptresearch.com/>
- World Education Services, Inc.: <https://www.wes.org/>

## IMMUNIZATION REQUIREMENTS

Gurnick Academy of Medical Arts requires all students to be immunized appropriately for protection and compliance with state regulations. Documentation of immunizations must be provided to the admissions office before starting the program or clinical rotations as programmatically determined.

Students must comply with the minimum health requirements from each clinical facility when performing clinical rotations, which may include additional immunity or vaccination requirements not explicitly listed within this catalog. The student will pay the cost of the immunizations. Students must show proof of the following immunities and vaccinations (immunization documents or evidence of a blood titer) before the clinical component can be attended:

- Varicella immunity
- MMR immunity
- Up-to-date tetanus shots (defined as within the past ten [10] years)
- Hepatitis B vaccine series (If incomplete, proof of immunization must be shown for the second shot within one [1] month from the first shot, and the third shot within six [6] months from the first shot).
- Two-Step Tuberculin test within the past six (6) months (In case of a positive TB test result, the student must have proof of a negative chest x-ray within two [2] years. Students may be expected to comply with additional TB screening requirements as determined by the hospital/clinical setting).

- COVID-19 vaccination (based on a full dose as defined by CDC guidelines)

Failure to keep these immunization requirements up to date could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification after completion of the program.

Gurnick Academy of Medical Arts reserves the right not to accept titers if they are not done within the last three (3) years.

## **HEALTH SCREENING REQUIREMENTS**

Each applicant must provide an attestation from their family physician certifying the absence of physical, mental, and contagious disorders. Drug screening test results are required before starting clinical rotations and must be completed at a Gurnick Academy of Medical Arts chosen laboratory. Positive results of a student's drug testing could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification/licensure after completion of the program. The student will pay the cost of examinations, screenings, and drug tests; for exceptions and approximate costs of the services, please check the Addendum, Current Fees and Tuition section.

## **BACKGROUND CHECK**

Applicants may need to complete a general background check before starting the clinical rotation, as requested by a hospital/clinical setting. For some of our programs, background checks are a mandatory requirement. For costs of the services, please check the Addendum, Current Fees and Tuition section. Gurnick Academy of Medical Arts will facilitate background checking procedures. Background check results will be provided to the clinical facility by the student upon request of the clinical education site. Background check results could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification/licensure after completing the program. Applicants should be aware that the clinical education site can request an additional background check or refuse a student based upon the results. Applicants should check State regulations related to criminal convictions and the ability to be licensed.

## **CPR**

Before starting any program or its clinical rotation component, students must submit proof of completion and current certification in CPR for Basic Life Support. Failure to keep this certification current could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification after completion of the program.

## **CLINICAL FACILITIES**

Gurnick Academy of Medical Arts has entered into affiliation agreements with clinical facilities that provide students with experiences in many areas following program requirements. Students are assigned to clinical experiences in hospitals and various outpatient centers in the community. Clinical site availability varies and is closely managed by the Program Coordinators and Outreach Department to provide students with experiences to meet each discipline requirement. The clinical experiences help students gain experience that prepares them for entry-level positions in the medical field. In cases of incidents/accidents occurring on premises of Clinical Sites, please see our Safety Policy.

For a complete list of Gurnick Academy of Medical Arts' clinical facilities, please contact the program's Admission Advisor or Program Director/Coordinator.

## TRAVEL DISCLOSURE

Every attempt is made to place a student as close to home as possible. However, clinical experiences are often limited by the number of students living within a specific geographic region and the number of clinical sites available. In addition, students may be required to rotate between clinical sites during their clinical education to ensure all students receive equitable, high-quality clinical education during their training.

All students must be prepared and willing to commit themselves to any travel time required to achieve the program's educational goals. Students may be required to travel more than an hour to clinical sites. Travel to a clinical site varies and can be over 100 miles (160.93 km) one way from campus. In addition, some of our programs may occasionally conduct labs at our clinical sites. Students/applicants are encouraged to check with their program officials for more details. Rotation requirements will be presented to the students by their respective Clinical Coordinator or Program Director.

Gurnick Academy of Medical Arts does not provide transportation for students to clinical sites. Students should plan accordingly for additional travel costs. The student must have a reliable means of transportation. If for any reason, the student does not have access to a vehicle for personal use or does not have a valid driver's license, the student is responsible for acquiring an alternative form of transportation. Each student needs to have independent, reliable transportation. Clinical assignments cannot and will not be based on transportation needs.

## ADVANCED PLACEMENT & CREDIT GRANTING

There is no charge for the review of transfer credit or experiential learning. Students will receive a written evaluation of credits, either accepted or denied. All decisions on transfer credit or experiential learning are final; appeals are not accepted. Students can be granted credit up to 49% of the total hours in certificate and diploma programs and up to 75% of the total hours in degree programs. Credit Granting will be awarded according to program, state, and academy policies.

Transfer credits for General Education courses may be granted regardless of when completed. Transfer credit towards a certain program, experiential learning, challenge examinations, and achievement tests may be given for previous related education if the credits were granted within the last five (5) years from an institution accredited by an agency that is recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA) and the student received a course grade of 'C' or higher.

### Program Specific Placement & Credit Granting

#### **Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)**

Credits earned from courses or programs approved by:

1. Joint Review Committee on Education in Radiologic Technology accredited magnetic resonance imaging technology courses and programs.
2. Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.
3. Exceptions may be made for credits granted over five (5) years of General Education courses.

#### **Associate of Science in Nursing Program (ADN)**

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Licensed Vocational Nursing Courses (19 Semester Credit Hours)
2. Other courses the school determines are equivalent to courses in the program.



### **Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)**

Credits earned from courses or programs approved by:

1. Credits earned from courses or programs accredited by CAPTE.
2. Credits earned at institutions with regional or national accreditation.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

### **Associate of Science in Radiologic Technology Program (A.S. in RT)**

Credits earned from courses or programs approved by:

1. California Department of Public Health, Radiologic Health Branch accredited radiologic technology courses and programs.
2. Joint Review Committee on Education in Radiologic Technology accredited radiologic technology courses and programs.
3. Other courses that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.
5. Courses specific to radiography will not be credit granted if they are older than three (3) years.

### **Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)**

Credits earned from courses or programs approved by:

1. California Department of Public Health, Radiologic Health Branch accredited radiologic technology courses and programs.
2. Joint Review Committee on Education in Radiologic Technology accredited radiologic technology courses and programs.
3. Other courses that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.
5. Courses specific to radiography will not be credit granted if they are older than three (3) years.

### **Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)**

Credits earned from courses or programs approved by:

1. Joint Review Committee on Education in Diagnostic Medical Sonography accredited ultrasound courses and programs.
2. Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

### **Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)**

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA).

### **Bachelor of Science in Nursing program (BSN)**

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Registered nursing courses.
2. Armed services nursing courses.
3. Other courses the school determines are equivalent to courses in the program.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.

Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.

### **Vocational Nurse (VN) and Psychiatric Technician (PT) Programs**

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Vocational or practical nursing courses.
2. Registered nursing courses.
3. Psychiatric courses.
4. Armed services nursing courses.
5. Certified nurse assistant courses.
6. Other courses the school determines are equivalent to courses in the program.
7. Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.

### **LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER**

Graduates from this institution's programs may wish to obtain additional credentials after completing their program of study. While voluntary, additional credentials do enhance employment opportunities and potential income. Certifications are available for all the institution's programs. Certificates and licenses are available and voluntary for all programs offered except for:

- Associate of Science in Physical Therapist Assistant program
- Associate of Science in Nuclear Medicine Technology program
- Associate of Science in Nursing program
- Associate of Science in Radiologic Technology program
- Associate of Science in Veterinary Medical Technology program
- Associate of Occupational Science in Radiologic Technology program
- Bachelor of Science in Nursing program
- Psychiatric Technician program
- Vocational Nurse program
- X-ray Technician with Medical Assistant Skills program

The programs listed above also require licensure for practice in California.

Licensing examinations and their content are controlled by outside agencies. Gurnick Academy of Medical Arts cannot guarantee the outcome of licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by the institution but by outside agencies or licensing boards.

The agency's requirements are subject to change without notice to Gurnick Academy of Medical Arts. Therefore, Gurnick Academy of Medical Arts cannot guarantee that graduates will be eligible to take licensing certification exams at all or any specific time, regardless of their eligibility status upon enrollment.

Often, the eligibility of program graduates is impacted by the specific programmatic accreditation of the institution's programs. Several of the institution's programs possess appropriate programmatic accreditations that meet certifying agency educational requirements. Please refer to the individual program listings in this catalog to determine the programmatic accreditation standing of a specific program.

#### ***State Authorization***

Gurnick Academy of Medical Arts has not determined if any of the programs fulfill the educational requirements for specific professional licensure or certification required for employment in the field outside California unless identified by the program below. It is recommended that students who are located in or plan to relocate to a state apart from the physical campus offering the program research any certification or employment

requirements for their intended state.

## Programs Specific Licensure, Certification & Registry Disclaimer

### Associate of Science in MRI Program (A.S. in MRI)

Graduates of the Associate of Science in MRI Program may sit for ARRT (MR) exam.

### Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)

In California, practicing nuclear medicine technologists must have an active Certified Technologist, Nuclear Medicine (CTNM) certificate. The California Department of Public Health, Radiologic Health Branch offers the certificate. Once certified, the nuclear medicine technologist can legally practice within California.

### *Eligibility for ARRT Certification*

Under the ARRT's "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

1. Ethics

#### *ARRT Pre-Application Review Process*

The American Registry of Radiologic Technologists requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere); or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that is accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For the post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

### 3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

#### **Associate of Science in Nursing Program (ADN)**

Students must take the National Council Licensure Examination (NCLEX-RN) if they have never been licensed as a registered nurse in another state or have not passed the national licensing examination. If you are licensed in Canada, you must take the NCLEX-RN unless you have passed an acceptable five-part Canadian examination. You must have completed an educational program meeting all California requirements. If you lack any educational requirements, you must complete an approved course in that subject before taking the examination.

The NCLEX-RN is administered by Computerized Adaptive Testing (CAT) and is designed to test knowledge, skills, and abilities essential to safe and effective nursing practice at the entry level. There is continuous, year-round testing with CAT, allowing eligible candidates to schedule their examination on a date and at the location of their choice. Examination applicants should submit their application to the Board at least six to eight (6 – 8) weeks before they wish to take the examination to allow time for processing and receipt of all required documents. Note: Application processing times vary depending on workload volumes received.

The Board will evaluate your application and, if found eligible, you will be provided with essential and detailed instructions regarding the registration process with the NCLEX testing service. PLEASE NOTE: All NCLEX examination registrations with the NCLEX testing service will remain effective for 365 days. Candidates who are not made eligible by our Board within 365 days will forfeit their registration and fee with the NCLEX testing service. The Board encourages candidates to wait until they are made Board eligible before registering with the NCLEX testing service.

Appropriate fees, including fingerprint and interim permit fees, if applicable.

1. Completed "Application for Licensure by Examination," including U.S. Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN).
2. Completed fingerprints using either Live Scan or fingerprint card (Hard Card) processing method.
3. One recent "2 by 2" passport-type photograph attached to the reverse side of the "Application for Licensure by Examination."
4. Completed "Request for Accommodation of Disabilities" and accompanying form(s).
5. "Request for Transcript" form(s) completed and forwarded directly from your nursing school(s) with certified transcripts.
6. If applicable, documents and letters explaining prior convictions or disciplinary action and attesting to your rehabilitation as directed in the "Reporting Prior Convictions or Discipline Against Licenses" section of the application packet.

#### **REPORTING PRIOR CONVICTIONS OR DISCIPLINE AGAINST LICENSES**

Applicants are required under law to report all misdemeanor and felony convictions. "Driving under the influence" convictions must be reported. Convictions must be reported even if they have been adjudicated, dismissed, or expunged, or if a court-ordered diversion program has been completed under the Penal Code or Article 5 of the Vehicle Code. Furthermore, all disciplinary action against an applicant's registered nurse, practical nurse, vocational nurse, or other healthcare-related licenses or certificates must be reported. Moreover, any

fine, infraction, or traffic violation over \$1,000.00 must be reported.

Failure to report prior convictions or disciplinary action is considered falsification of application and grounds for licensure denial or revocation of license.

When reporting prior convictions or disciplinary action, applicants must provide a full written explanation of the circumstances of the arrest(s), conviction(s), and disciplinary action(s); the date of the incident(s), conviction(s) or disciplinary action(s); the specific violation(s) (cite the section of law if convicted), court location or jurisdiction, sanctions or penalties imposed and completion dates. Provide certified copies of arrest and court documents and for disciplinary proceedings against any license as an RN or any healthcare-related license; include copies of state board determinations/decisions, citations, and letters of reprimand.

NOTE: For drug and alcohol convictions, include documents that indicate blood alcohol content (BAC) and sobriety date. To determine in these cases, the Board considers the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

The burden of proof lies with the applicant demonstrating acceptable documented evidence of rehabilitation.

If you have a previous criminal conviction(s) or discipline on another health license, it will take longer to review your application. Applicants can assist in the enforcement review by submitting the following so that a letter does not have to be mailed out requesting these items.

1. Signed and dated letter of explanation
2. Certified arrest and court records or out of state discipline documents
3. Letters of reference
4. Current work performance evaluation for the last two years

#### **Associate of Science in Nursing Program (ADN)**

The California Board of Registered Nursing (2019) issues the following:

All convictions must be reported, except for minor traffic violations. Both misdemeanor and felony convictions must be reported, as well as "driving under the influence." Convictions must be reported even if expunged under Penal Code Section 1203.4. Furthermore, offenses must be reported even if the applicant has completed a diversion program under the Penal or Article 5 of the Vehicle Code. All prior or current disciplinary action against a healthcare-related license must be reported, whether it occurred in California or another state or territory (California Board of Registered Nursing, 2019).

The Board reviews all prior convictions substantially related to a registered nurse's qualifications, functions, or duties. Each application is evaluated on a case-by-case basis (please refer to the Policy Statement on Denial of Licensure). The Board considers the nature, severity, recency of the offense(s), rehabilitation, and other factors. The Board cannot determine approval or denial of licensure without evaluating the entire application and supporting documentation (California Board of Registered Nursing, 2019).

Note. Taken from the California Board of Registered Nursing website (2019). Retrieved from <https://www.rn.ca.gov/applicants/lic-faqs.shtml#discipline>.

For more information about the RN licensing and examination, you can visit <https://www.rn.ca.gov/applicants/lic-faqs.shtml#discipline>.

Gurnick Academy of Medical Arts has determined that the A.S. in Nursing curriculum **does not** meet the initial licensure requirement in the following states at this time: **Alaska**.

**Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)**

Physical Therapist Assistants must be licensed in the State of California. Examinations include the National Physical Therapy Exam (NPTE) for PTAs and a California Law Exam (CLE).

Physical Therapy Board of California contact information: 2005 Evergreen Street, Suite 1350, Sacramento, CA 95815, Telephone: (916) 561-8200, Fax: (916) 263-2560.

*Business and Professions Code of California Section 2635-2639.1*

2635. Every applicant for a license under this chapter shall, at the time of application, be a person over 18 years of age, not addicted to alcohol or any controlled substance, have completed the education and training required by Section 2650b (listed below), and not have committed acts or crimes constituting grounds for denial of licensure under Section 480.

(a) Except as otherwise provided in this chapter, no person shall receive a license under this chapter without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

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

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

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

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

**Article 5: Educational Standards Section 2650b:**

(b) The physical therapist assistant education requirements are as follows:

(1) Except as otherwise provided in this chapter, each applicant for a license as a physical therapist assistant shall be a graduate of a physical therapist assistant program of an accredited post-secondary institution or institutions approved by the board and shall have completed both the academic and clinical experience required by the physical therapist assistant program, and have been awarded an associate degree.

(2) Unless otherwise specified by the board by regulation, the educational requirements shall include instruction in the subjects prescribed by the CAPTE of the American Physical Therapy Association or Physiotherapy Education Accreditation Canada or another body as may be approved by the board by regulation and shall include a combination of didactic and clinical experiences.

*(Amended by Stats. 2015, Ch. 426, Sec. 20. (SB 800) Effective January 1, 2016.)*

Gurnick Academy of Medical Arts has determined that the A.S. in Physical Therapist Assistant Program meets the requirements for initial licensure in all states due to CAPTE accreditation.

**Associate of Science in Radiologic Technology Program (A.S. in RT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California

Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within California.

### *Eligibility for ARRT Certification*

Per ARRT's "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

1. Ethics

#### *ARRT Pre-Application Review Process*

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor, including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (*nolo contendere*); or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that is accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For a post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website

and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that radiologic technologists be certified to practice as radiographers. Please note that completing the Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT examination. Some employers might require the radiologic technologist to have an ARRT certification in addition to the State of California certification.

### **Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within California.

#### *Eligibility for ARRT Certification*

Per ARRT's "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

#### 4. Ethics

##### *ARRT Pre-Application Review Process*

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor, including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (*nolo contendere*); or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

#### 5. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective



formal educational program accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For a post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

#### 6. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that radiologic technologists be certified to practice as radiographers. Please note that completing the Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT examination. Some employers might require the radiologic technologist to have an ARRT certification in addition to the State of California certification.

#### **Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)**

The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work, but such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or Bachelor of Science or Bachelor of Arts degree may sit for the ARDMS examination immediately after completion of the program under ARDMS prerequisite 1 (for Associate of Science degree in an Allied Health field graduates) and ARDMS prerequisite 3A (for Bachelor of Science or Bachelor of Arts degree graduates) or for ARRT (S) examination.

Graduates who were accepted to the program with an Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT (S) examination immediately after completion of the program. Upon obtaining ARRT (S) certification, graduates can sit for ARDMS examination under ARDMS prerequisite 5.

For more information about the ARDMS registry and examination, you can visit [www.ardms.org](http://www.ardms.org) or contact them at: The American Registry of Diagnostic Medical Sonographers, 51 Monroe Street, Plaza East One, Rockville, MD 20850, Telephone: (301) 738-8401 / Toll-Free: (800) 541-9754, Fax: (301) 738-0312 / 0313.

For more information about ARRT certification and examination, you can visit [www.rrt.org](http://www.rrt.org) or contact them at the American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

#### **Associate of Science in Veterinary Medical Technology Program (A.S. in VMT)**

In the State of California, practicing veterinary technicians must have an active Registered Veterinary Technician (RVT) License. The license is offered by the State of California Veterinary Medical Board (VMB). Once credentialed, the veterinary technician is legally allowed to practice within the State of California.

To be eligible to become a Registered Veterinary Technician in California, the applicant must be at least 18 years of age, have Livescan® fingerprints submitted to the Veterinary Medical Board (VMB), must have passed the

Veterinary Technician National Exam (VTNE) by applying directly to the American Association of Veterinary State Boards (AAVSB), and be a graduate of an American Veterinary Medical Association (AVMA) accredited RVT program or a graduate of a VMB approved RVT program.

Applicants for the VTNE apply directly to the American Association of Veterinary State Boards (AAVSB). Those applicants who graduated from an AVMA accredited school will automatically be made eligible to take the VTNE.

For more information about RVT licensure and examination you can visit <https://www.vmb.ca.gov/> or contact them at: Veterinary Medical Board, 1747 N. Market Boulevard, Suite 230, Sacramento, CA, 94834-2987, (916) 557-1208.

It is required by law that veterinary technicians be licensed to practice as veterinary technicians. Please note that the completion of the Associate of Science in Veterinary Medical Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the AAVSB VTNE examination.

### **Bachelor of Science in Nursing Program (BSN)**

Students must take the National Council Licensure Examination (NCLEX-RN) if they have never been licensed as a registered nurse in another state or have not passed the national licensing examination. If you are licensed in Canada, you must take the NCLEX-RN unless you have passed an acceptable five-part Canadian examination. You must have completed an educational program meeting all California requirements. If you lack any educational requirements, you must complete an approved course in that subject before taking the examination.

The NCLEX-RN is administered by Computerized Adaptive Testing (CAT) and is designed to test knowledge, skills, and abilities essential to safe and effective nursing practice at the entry level. There is continuous, year-round testing with CAT, allowing eligible candidates to schedule their examination on a date and at the location of their choice. Examination applicants should submit their application to the Board at least six to eight weeks before taking the examination to allow time for processing and receipt of all required documents. Note: Application processing times vary depending on workload volumes received.

The Board will evaluate your application and, if found eligible, you will be provided with important and detailed instructions regarding the registration process with the NCLEX testing service. PLEASE NOTE: All NCLEX examination registrations with the NCLEX testing service will remain effective for 365 days. Candidates who are not made eligible by our Board within 365 days will forfeit their registration and fee with the NCLEX testing service. The Board encourages candidates to wait until they are made Board eligible before registering with the NCLEX testing service.

Appropriate fees, including fingerprint and interim permit fees, if applicable.

1. Completed "Application for Licensure by Examination" including U.S. Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN).
2. Completed fingerprints using either Live Scan or fingerprint card (Hard Card) processing method.
3. One recent "2 by 2" passport-type photograph attached to the reverse side of the "Application for Licensure by Examination."
4. Completed "Request for Accommodation of Disabilities" and accompanying form(s).
5. "Request for Transcript" form(s) completed and forwarded directly from your nursing school(s) with certified transcripts.

If applicable, submit documents and letters explaining prior convictions or disciplinary action and attesting to your rehabilitation as directed in the "Reporting Prior Convictions or Discipline Against Licenses" section of the application packet.

Gurnick Academy of Medical Arts has determined that the B.S. in Nursing Program **does not** meet the initial

licensure requirement in the following states at this time: **Alaska**.

### **Medical Assistant Program (MA)**

California does not require that medical assistants be certified, but such a certificate may increase hiring chances. The national CCMA exam is taken during the program upon completing didactic coursework. While it is not required for students to pass the CCMA exam to work as a medical Assistant, students who pass the exam and meet graduation requirements will be eligible to work as Certified Medical Assistants.

### **Medical Assistant with Phlebotomy Program (MAPHL)**

California does not require that medical assistants be certified, but such a certificate may increase hiring chances. The national CCMA exam is taken during the program upon completing didactic coursework. While it is not required for students to pass the CCMA exam to work as a medical Assistant, students who pass the exam and meet graduation requirements will be eligible to work as Certified Medical Assistants. To perform the Phlebotomy Technician Level 1 (CPT1) duties in California, you will be required to pass a licensing examination approved by the Department of Health Services in California. Completing this program does not automatically enable a graduate to perform Phlebotomy Technician (CPT1) duties.

### **Dental Assistant Program (DA)**

California does not require that a dental assistant be certified to work as a dental assistant. However, such a certificate may increase the chances of being hired. The Dental Board of California requires a written examination to become a Registered Dental Assistant (RDA). Eligibility to apply for the examination includes the following requirements: 15 months of satisfactory work experience (eight (8) months in a DA program and seven (7) months of on-the-job experience), and in addition, the application requires the following elements also included in the program: 8-hour Infection Control Certificate, Coronal Polishing Certificate, and a Radiation Safety Certificate.

*\*Also required for the RDA application: Dental Practice Act Certification and Pit and Fissure Certification (completed outside the DA program).*

### **X-ray Technician with Medical Assistant Skills Program (XTMAS)**

In California, all schools of Limited Scope of Practice in Radiography must receive approval from the State of California Department of Public Health Radiologic Health Branch (CDPH-RHB) before students can begin a course of instruction. The XTMAS program at Gurnick Academy of Medical Arts has obtained status as an approved school. It is compliant with the limited practice radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the limited practice technician licensure examination offered by the State of California Department of Public Health. Once certified, the Limited Practice Technician is legally allowed to practice within California.

Education Eligibility for license also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that the CDPH-RHB accredits. Candidates must also demonstrate competency in didactic coursework specified by the CDPH-RHB list of clinical procedures.

Examination: Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technicians practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999,

Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that Limited Practice Technicians be certified to practice. Please note that completing the LXT/MAS program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the State examination.

### **Psychiatric Technician Program (PT)**

The graduate will be required to pass a licensing examination administered by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to work as a Psychiatric Technician in California. Completing this program does not automatically enable a graduate to work as a Psychiatric Technician. The BVNPT accredits the Gurnick Academy of Medical Arts' Psychiatric Technician program.

#### *Summary of Requirements for Licensure as a Psychiatric Technician*

All applicants for licensure as a Psychiatric Technician in California must meet all the requirements under Section A and one of the three methods of qualifying for examination in Section B.

#### Section A

1. Minimum Age — 18 Years.
2. Completing the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Psychiatric Technician Licensure" and furnish a valid U.S. Social Security number.
4. Complete and sign the "Record of Conviction" form when necessary.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See enclosed "Important Fingerprint Information.") Note: A License will not be issued until the Board receives the background information from DOJ.
6. Attach the appropriate non-refundable fee made payable to the BVNPT.
7. Successful completion of a written examination titled the California Psychiatric Technician Licensure Examination.
8. When the requirements of Steps one through seven (1 – 7) have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. Once this fee has been received, it takes four to six (4 – 6) weeks to process your license.

#### Section B

1. Method 1 — Graduate of a California Accredited School of Psychiatric Technicians.  
Completion of a California Accredited Psychiatric Technician Program and its graduation requirements. Contact your program director for application forms and instructions.
2. Method 2 — Equivalent Education and Experience and Non-Graduates (Failed Exit Exam).  
Completion of 576 hours of theory (experience may not be substituted for formal course work) and 954 hours of supervised clinical experience within ten years before the date of application. Any or all supervised clinical experience may be satisfied by paid work experience. The following minimum hours shall be included:
  - a. Pharmacology course of at least 54 theory hours that covers the following content:
    - Knowledge of commonly used drugs and their action
    - Computation of dosages
    - Preparation of medications
    - Principles of administration
  - b. 126 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in nursing science. You may substitute nine (9) months of paid work experience in nursing sciences for the 270 hours of supervised clinical experience.

- c. 108 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in mental disorders. You may substitute nine (9) months of paid work experience in mental disorders for the 270 hours of supervised clinical experience. 108 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in developmental disabilities. You may substitute nine (9) months of paid work experience in developmental disabilities for the 270 hours of supervised clinical experience.

This method will use a yellow Record of Psychiatric Technician Program Form, and transcripts are submitted showing Failed-Exit. This form is separated from Method 1 applicants using a separate cover sheet. Applicants cannot use the school's program code when applying but must use CA Special — U.S.04909900. The front and back pages must be completed.

3. Method 3 — Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
  - a. Completing armed forces course involving Neuropsychiatric Nursing and armed forces or civilian course from an accredited school in the care of the developmentally disabled client.
  - b. Completing least one year of verified full-time paid work experience, including at least six (6) months in a military clinical facility rendering bedside care to clients with mental disorders and at least six (6) months in a military or civilian clinical facility rendering bedside care to clients with developmental disabilities.

### **Vocational Nurse Program (VN)**

To work as a Vocational Nurse in California, you will be required to pass a licensing examination administered by the National Council Licensure Examination (NCLEX-PN). Completing this program does not automatically enable a graduate to work as a Vocational Nurse. Gurnick Academy of Medical Arts Vocational Nurse Program is accredited by the BVNPT that requires disclosing the following information from their website:

#### *Summary of Requirements for Licensure as a Vocational Nurse*

##### Section A

1. Minimum Age — 17 Years.
2. Completing the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Vocational Nurse Licensure."
4. Complete and sign the Record of Conviction form.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See "Important Fingerprint Information.") Note: A License will not be issued until the Board receives the background information from DOJ.
6. Attach the appropriate non-refundable fee made payable to the "BVNPT."
7. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX) or the National League for Nursing Test Pool Practical Nursing Examination (NLN). A passing score on a Registered Nurse examination will not satisfy this requirement.
8. When the requirements of Steps one through seven (1 – 7) have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. It takes four to six (4 – 6) weeks to process your license.

##### Section B

1. Graduate of a California Accredited School of Vocational Nursing.  
Successful completion of a California Accredited Vocational Nursing Program; Contact your program director for application forms and instructions.
2. Graduate of an Out-Of-State School of Practical/Vocational Nursing.

The Board of Nursing must have accredited the school of practical/vocational nursing from which you graduated in the State in which it is located.

*(Licensure in another state does NOT entitle you to practice as a Licensed Vocational Nurse in California. To practice as a Licensed Vocational Nurse in California, you must be licensed by the California State Board of Vocational Nursing and Psychiatric Technicians.)*

3. Equivalent Education and Experience. This method requires you to complete within ten (10) years before the date of application not less than fifty-one (51) months of paid general duty bedside nursing experience in a general acute care facility approved by the Board. At least half of this must have been within five (5) years before the date of application. In addition to this experience, you must also complete a pharmacology course of at least 54 theory hours that covers the following content:

- Knowledge of commonly used drugs and their action
- Computation of dosages
- Preparation of medications
- Principles of administration

The 51 months of experience shall include a minimum of each of the following:

- 48 months of medical/surgical nursing
- Five (5) weeks of maternity or genitourinary nursing
- Five (5) weeks of pediatric nursing

Experience in any of the following areas may be substituted for a maximum of eight (8) months of medical/surgical experience:

- Communicable Disease Nursing
- Public Health Nursing
- Industrial Nursing
- Office Nursing (M.D.)
- Psychiatric Nursing
- Operating Room Nursing
- Hemodialysis
- Private Duty Nursing (In a general acute care facility)
- Emergency Room Nursing
- Geriatric Nursing
- Recovery Room Nursing
- Out-Patient Clinic

Experience must be verified by the employer showing specific dates of employment. It shall include certification from the R.N. Director or Supervisor that the applicant has satisfactorily demonstrated the following knowledge and skills:

- a. Basic Bedside Nursing
- Ambulation Techniques
  - Intake and Output
  - Bed making
  - Neurological Check
  - Catheter Care
  - Personal Hygiene and Comfort Measures
  - Collection of Specimens
  - Positioning & Transfer
  - Diabetic Urine Testing
  - Range of Motion
  - Enema

- Skin Care
- b. Aseptic Technique (May be demonstrated in the classroom, lab, and patient care settings)
  - Urinary Catheterization
  - Sterile Dressing Change
  - Sterile Irrigations

Applicants with formal nursing education may submit official transcripts for evaluation for possible credit instead of paid bedside nursing experience. The transcripts must be submitted to the Board directly from the school and show theory and clinical hours completed.

- c. Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
  - Submit proof of having at least twelve (12) months of service on active duty in the medical corps of the armed forces, rendering bedside patient care. The proof submitted must show the date(s) and wards assigned.
  - Submit proof of having completed a basic course of instruction in nursing while in the armed forces.
  - Submit proof that service was honorable (DD-214).
  - Note: A combination of military and nonmilitary experience is unacceptable under this method. Proof of 12th-grade education is not required under this method.
- d. 4-Year Expired California Licensed Vocational Nurse.

Section 2892.1 of the Business and Professions Code specifies that a license not renewed for four (4) years shall expire. An expired license cannot be renewed, reissued, or reinstated. The licensee is required to submit a new application and retake the licensure examination to receive a new license.

Applicants under this method must submit evidence of prior licensure with this Board (i.e., copy of an expired license or license number, original issue date, and expiration date.)

Please Note: State Boards of Nursing require graduation from an accredited nursing school in many states. Please be aware that if you are deemed eligible for licensure in California using another method of qualifying (i.e., military experience or equivalent education and experience), you may not be eligible for licensure by endorsement in other states.

Gurnick Academy of Medical Arts has determined that the Vocational Nurse Program **does not** meet the initial licensure requirement in the following states: **Alaska**.

## **PASS PROGRAM**

The Post Academic Student Success (PASS) Program is a structured licensure review series explicitly designed for graduates of the Vocational Nurse and Psychiatric Technician programs to improve the licensure pass rates and increase contact with our graduates. The program is free of charge, and graduates must attend the PASS Program in full to receive financial incentives. Participants must meet with the Career Services Coordinator to sign up for the PASS Program. Graduates are expected to receive their approval to test letters approximately six (6) weeks after they graduate from Gurnick Academy of Medical Arts, and their application has been successfully sent and accepted by the BVNPT.

## **FINANCIAL POLICIES**

## **FEE AND TUITION INFORMATION**

All fees and tuition are subject to change without notice, with an effective date noted in the catalog addendum for enrollments that occur after that. The tuition covers the cost of all classroom instruction.

For programs scheduled to complete within four months from the start date, all fees and tuition are to be paid, in advance, before the first day of class or other deadline dates as may be posted from time to time in the admissions office or on our website. Payment arrangements are made at the time of enrollment. Affordable monthly payments are available; please contact an admission advisor to discuss further details.

Private student loans are available for those who qualify. Please check for detailed information on current loans available under Financial Aid.

If a student receives a loan to pay for the educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

The schedule of total charges for a period of attendance and an estimated schedule of total charges for the entire educational program are the same.

## **REFUND**

### **Student's Right to Cancel**

1. You have the right to cancel your program of instruction without any penalty or obligations.
  - a. A full refund of all tuition and fees paid will be made: if a student cancels their Enrollment Agreement by notifying the school within three days of enrollment; or
  - b. Cancels their Enrollment Agreement through attendance at the first class session or the seventh calendar day of the student start date, whichever is later. The academy will refund the student any money they paid, less any registration fees not to exceed the specified amount, and less any deduction for equipment not returned in good condition for applicable students, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.
2. After the end of the cancellation period, you also have the right to stop school at any time. You also have the right to receive a proportional 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.
3. Cancellation may occur when the student provides a written notice of cancellation at the enrolling campus. This can be done by mail or hand delivery.
4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
5. The written notice of cancellation need not take any particular form and is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

### **Withdrawal from the Program**

You may withdraw from the school at any time after the cancellation period (described above) in writing to the Program Director and receive a proportional 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 refund will be less a registration not to exceed the specified amount and less any deduction for books accessed and equipment and materials not returned in good condition within 45 days of withdrawal for applicable students. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned, and the student will receive no refund.

The student's withdrawal date shall be deemed the last recorded attendance date to determine a refund under



this section. A student is considered withdrawn from a program of instruction (date of determination) when any of the following occurs:

- The student notifies Gurnick Academy of Medical Arts of the student's withdrawal or the withdrawal date, whichever is later.
- Gurnick Academy of Medical Arts terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the institution, absences exceeding the maximum set forth by the institution, or failure to meet financial obligations to the school.
- The student has failed to attend classes for two (2) weeks.
- Failure to return from a leave of absence.

For programs beyond the current "payment period," if you withdraw before the next payment period, all charges collected for the next period will be refunded. Tuition paid from the proceeds of a loan or third party should be refunded to the lender, third party, or the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund over the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, proportionately the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

#### **Continuing Education Courses Refund Policy**

Please read this policy on [www.gurnick.edu/terms/](http://www.gurnick.edu/terms/) as it differs from the above-stated Refund Policy.

## **GRADUATE SURVEYS AND PLACEMENT DATA (GSPD)**

Students are eligible to receive an incentive within 30 days after the student has completed and returned to Gurnick Academy of Medical Arts, the Graduate Survey and Placement Data form. The submission of the form occurs before the 6<sup>th</sup> month of graduation. If the student has found employment, the student can submit the form at any time before the 6<sup>th</sup> month period. If the student is not yet employed within six (6) months of graduating, they may submit the form still explaining their situation to receive the incentive.

## **STUDENT TUITION RECOVERY FUND**

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. The student must be a California resident while enrolled in a residency program if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless waived, 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, a California resident, or are enrolled in a residency program 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.

You must keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 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 the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued. 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 within 120 days before the institution's closure or the program's discontinuation.
3. You were enrolled at an institution or a location of the institution more than 120 days before the institution's or location of the institution's closure, 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 exceeding tuition and other costs.
6. You have been unable to collect the award from the institution despite being awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or its representative.
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.

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

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

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

## **FINANCIAL AID INFORMATION**

Gurnick Academy of Medical Arts' goal is to assist every student in obtaining financial aid that enables the student to attend their chosen program of study. Gurnick Academy of Medical Arts participates in various federal and state student financial assistance programs. The financial aid programs are designed to assist students whose financial resources are inadequate to meet the full cost of their education. Each campus has a Financial Aid Advisor who can assist students with any financial aid questions.

The majority of financial aid available to students is federal student financial aid administered by the U.S. Department of Education. This includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans, Federal Parent Loans for Undergraduates (PLUS), and Federal Work-Study (FWS). The Children of Fallen Heroes Scholarship and the Iraq Afghanistan Service Grant are also available to qualifying students. Cal Grants are available from California for eligible students in qualifying programs. After federal and state aid, students with unfunded balances can consider payment plans and private educational loans.

The primary responsibility for meeting education costs rests with the individual student and their family. All financial aid is awarded based on need, regardless of sex, age, race, color, religion, creed, sexual orientation, or national origin. Need is defined as the difference between the Cost of Attendance (COA) for one academic year and the amount a student's family is expected to contribute for the same period, referred to as the Expected Family Contribution (EFC). All students must complete the Free Application for Federal Student Aid (FAFSA) to

be considered for federal and state aid; the income and asset information reported on the FAFSA is used to calculate the EFC.

## HOW TO APPLY FOR FINANCIAL AID

1. All students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state aid; the income and asset information reported on the FAFSA is used to calculate the EFC. The school code for Gurnick Academy of Medical Arts is 041698.  
The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov) or using a mobile application. The myStudentAid app can be downloaded from the [Apple App Store](#) (iOS) or [Google Play](#) (Android).
2. To sign the FAFSA electronically, the student needs an FSAID. To apply for an FSAID, go to [www.fsaaid.ed.gov](http://www.fsaaid.ed.gov). Students will also use the FSAID to complete the MPN for student loans, complete online counseling, and view their student loan data at [www.studentloans.gov](http://www.studentloans.gov) and NSLDS.  
The parent of a dependent student will also need an FSAID to sign the FAFSA electronically and throughout the PLUS Loan process.
3. The FAFSA uses income information two years before the award year from the calendar year. When possible, both the student and the parent should use the IRS Data Retrieval Tool (DRT) within the FAFSA to populate the application with income information directly from the IRS.
4. Students will receive their FAFSA results within a few days via email with a URL for their Student Aid Report (SAR) or mail. The school will also receive the results electronically, called the ISIR.

Students must apply for financial aid every year. The FAFSA must be received by a deadline published annually by the California Student Aid Commission to be eligible for the Cal Grant. This deadline can be viewed on the FAFSA website.

The school uses the ISIR data to prepare the student's Financial Plan. Federal and state aid may not cover the total cost depending on the student's program. Students can cover the unfunded balance by paying in full, with a payment plan (payment in full required before graduation), or by a private education loan. Talk to your campus financial aid advisor to determine the best option.

## GENERAL STUDENT ELIGIBILITY REQUIREMENTS

To be considered for federal financial aid, a student must:

- Have a valid Social Security Number.
- Be a U.S. citizen or eligible permanent resident.
- Possess a high school diploma or the equivalent.
- Enroll in an eligible program as a regular student seeking a degree, diploma, or certificate.
- Not default on any student loans or owe a refund of any grant funds.
- Be registered with Selective Service, if required.
- Not have lost aid eligibility due to a conviction for drug possession or sales for an offense that occurred while the student was enrolled and receiving federal financial aid.
- Maintain Satisfactory Academic Progress as described in the school catalog.

Most forms of financial aid require that a student have a need, defined as Cost of Attendance minus the EFC, as calculated from the FAFSA data. Direct Unsubsidized loans, PLUS loans, and private education loans are not need-based, but eligibility is based on the Cost of Attendance less other aid.

Financial aid from federal programs is not guaranteed from one year to the next. Each student must reapply every year. The award year for most financial aid programs runs from July 1st to June 30th of the following year.

Some student applications are selected for a process of verification. To receive financial aid, students must

provide documents supporting the FAFSA information. Selected students will be notified of their verification status and supporting documents required by the Financial Aid Office. Students must complete verification and resolve any flags or comment codes before disbursing any financial aid.

## **FEDERAL FINANCIAL AID PROGRAMS**

Federal financial aid programs include the Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and PLUS Loans. The Iraq Afghanistan Service Grant and the Children of Fallen Heroes Scholarship are additional federal aid programs.

### **Federal Pell Grant**

This grant is designed to assist students with the greatest need. Federal Pell Grants are only awarded to undergraduates who have not earned a bachelor's or professional degree or equivalent. The student's need, the cost of attendance, and the amount of money appropriated annually by Congress to fund the program determine eligibility.

Pell Grants are gift aid and are not repaid.

### **FSEOG**

This grant is available to students with exceptional financial needs, defined as students with the lowest EFC, and prioritized for Federal Pell Grant recipients. The grant amount and the number of students who may receive it depends on the availability of funds determined annually by Congress and the U.S.DOE. The funds are awarded proportionally across Gurnick Academy of Medical Arts campuses and program start dates. The grant amounts vary; the average grant amount is \$300 for an award year.

FSEOG awards are gift aid and are not repaid.

### **Federal Work-Study (FWS)**

The Federal Work-Study Program provides part-time employment to students who need the earnings to defray the cost of their education. Students may work on or off-campus for a qualified public, private, or community service organization.

Eligibility is based on financial need and the availability of funds. The school will attempt to place students in jobs related to their program of study, and work schedules will be arranged according to class schedules.

Congress and the U.S. DOE provide the funding that determines the funds' amount and the number of students who may receive these funds.

### **Direct Subsidized and Unsubsidized Loans**

There are two types of Direct Loans: Subsidized and Unsubsidized. Students must have financial need to receive a Subsidized Direct Loan. The federal government pays the interest that accrues during specific Subsidized Loan periods.

Financial need is not a requirement for an Unsubsidized Direct Loan. Students must pay the interest that accrues on Unsubsidized Direct Loans while in school or choose to capitalize the interest (add it to the loan principal).

The interest rates for Subsidized and Unsubsidized loans are set annually and can be found by visiting <https://studentaid.ed.gov/sa/types/loans/interest-rates>. The annual loan limits are established by Congress and vary by student dependency status, the program of study, and year in school. The net amount of loan funds disbursed to the student is less than the gross amount of the loan by the origination fee, determined annually and found on the website listed above. The funds for Direct Loans come from the government and are repaid to the government via loan servicers.

Federal student loans must be repaid. Students or parents who default on their student loans will lose their ability to receive federal aid in the future and can have their tax refunds taken, and wages garnished.

### **Direct PLUS Loans**

PLUS Loans are loans parents can obtain to help pay for education for their dependent undergraduate children. Financial need is not a requirement for a PLUS Loan. The limit to a PLUS Loan amount is the Cost of Attendance less other aid. Parents must pay the interest that accrues on PLUS Loans while the student is in school.

The interest rates for PLUS loans are set annually and can be found here: <https://studentaid.ed.gov/sa/types/loans/interest-rates>. The net amount of loan funds disbursed to the parent is less than the loan's gross amount, less the origination fee, determined annually and found at the website listed above. The funds for all Direct Loans come from the government and are repaid via loan servicer companies.

PLUS Loans are credit-based; parent borrowers will have a credit check as part of the application process and cannot have adverse credit. If a parent is denied based on adverse credit, they can obtain an endorser for the loan. A student's parents can apply for a PLUS Loan (biological or adoptive or current, if their information would be included on the FAFSA). The PLUS parent borrower does not have to be the custodial parent.

### **Iraq Afghanistan Service Grant**

Students may be eligible to receive the Iraq and Afghanistan Service Grant (IASG) if they:

- Are ineligible for a Federal Pell Grant based on their EFC, but
- Meet the remaining Federal Pell Grant eligibility requirements, and
- Their parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and
- The student was under 24 years old or enrolled in college at least part-time at the time of the parent's or guardian's death.

Students eligible for the Iraq Afghanistan Service Grant will have a flag on their Student Aid Report.

IASG awards are gift aid and are not repaid.

### **Children of Fallen Heroes Scholarship**

A Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive the Children of Fallen Heroes (CFH) award. The CFH award is a maximum Pell Award, and all other need-based aid is awarded using a 0 EFC (maximum eligibility). The student must:

- Have a Pell-eligible EFC.
- Be enrolled in an undergraduate program.
- Not have earned a baccalaureate or first professional degree, or equivalent; and
- Be less than 24 years of age or enrolled at an institution of higher education at the time of their parent's or guardian's death.

The student remains eligible for the Children of Fallen Heroes (CFH) award in subsequent years as long as the student is Pell-eligible, has a Pell-eligible EFC, and is otherwise eligible.

#### PUBLIC SAFETY OFFICER

For purposes of the CFH award, a public safety officer is:

- A fire or police officer is defined as an individual who is serving under state or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic responding to any fire drill, fire call, or other fire, rescue or police emergency, or at a planned special event; or
- As defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C 3796b).

CFH awards are gift aid and are not repaid.

## **CAL GRANT**

Gurnick Academy of Medical Arts is a Cal Grant eligible institution. The California Student Aid Commission offers state-funded grants to students. Students who would like to be considered for this grant must complete a FAFSA by the deadline published annually in the FAFSA and may also need to submit a GPA Verification to the California Student Aid Commission.

### **General Cal Grant Eligibility Requirements**

All Cal Grant applicants must:

- Be California residents
- Be U.S. citizens or eligible non-citizens
- Meet U.S. Selective Service requirements
- Attend an eligible California qualifying post-secondary institution
- Be enrolled at least half-time
- Maintain satisfactory academic progress as defined at school of attendance
- Have family income and assets below the established ceilings
- Not be in default on any student loan
- Not owe any federal or state grant refund

Gurnick Academy of Medical Arts is eligible for the following types of Cal Grants:

### **Cal Grant A**

Cal Grant A provides tuition and fee assistance for low and middle-income students. For Cal Grant A, your coursework must be at least two (2) academic years.

### **Cal Grant B**

Cal Grant B provides a living allowance and tuition and fee assistance for low-income students. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the freshman year, the award also helps pay tuition and fees. For Cal Grant B, your coursework must be for at least one (1) academic year.

There are two types of Cal Grant B awards: Entitlement and Competitive.

### **Cal Grant B Entitlement Award**

Students who meet Cal Grant eligibility requirements, have at least a 2.0 GPA, and apply by the deadline when they graduate from high school or the following year are guaranteed a Cal Grant B. Students awarded an Entitlement Cal Grant B must confirm their high school graduation at [www.webgrants4students.org](http://www.webgrants4students.org) before disbursing funds.

The Cal Grant B Entitlement award provides money for books and living expenses for students in their first year of college.

The award also provides tuition support at participating independent colleges, universities, and career colleges for the second and subsequent years.

### **Cal Grant C**

Cal Grant C awards assist with tuition and training costs for occupational, technical, and vocational programs. Funding is available for up to two (2) years, depending on the length of the program. To qualify, you must enroll in an occupational, technical, or vocational program that is at least four months long at a vocational/career school. Even though a GPA is not required to apply for a Cal Grant C, you are still encouraged to submit yours because it can only help your chances of receiving an award.

Students who receive Cal Grants and withdraw from school must have a similar calculation to determine the portion of unearned Cal Grant funds. The portion of Cal Grant earned is based on a prorated calculation of hours earned compared to scheduled in the period. Further information is available at the Financial Aid Office.

## **LOAN ENTRANCE AND EXIT COUNSELING**

Students who have never received a Federal Direct Subsidized or Unsubsidized Loans must complete Entrance Counseling before disbursement of the loan(s). Online entrance counseling is available at [www.studentloans.gov](http://www.studentloans.gov). Counseling must be completed in a single session and takes 20 to 30 minutes.

Additional optional Financial Awareness counseling is also available on this website.

PLUS Credit Counseling is required if the U.S. Department of Education has informed the parent applying for the PLUS Loan that they have an adverse credit history and the parent borrower has obtained an endorser or documented to the satisfaction of the U.S. Department of Education that there are extenuating circumstances related to their adverse credit history.

PLUS Credit Counseling can be completed voluntarily at any time. If PLUS Credit Counseling is completed voluntarily and the parent borrower is determined to have an adverse credit history by the U.S. Department of Education within 30 days of PLUS Credit Counseling completion, the PLUS Credit Counseling requirement is considered to be fulfilled.

Exit Counseling is required for all Federal Direct Subsidized and Unsubsidized Loan borrowers. The online exit counseling is available at [www.studentloans.gov](http://www.studentloans.gov). Counseling must be completed in a single session and takes 20 to 30 minutes. Exit counseling should be completed shortly before the student graduates or ceases to be enrolled on at least a half-time basis. Students who withdraw without notice will be emailed exit counseling information and a link to the online exit counseling.

## **SALLIE MAE LOANS**

Sallie Mae is the only private education lender Gurnick Academy of Medical Arts students have borrowed from in the last three (3) years. Students and families can also check with their local banks or credit unions about the availability of private education loans or other funding options.

**The Sallie Mae Smart Option Loan offers:**

1. **Choose between a competitive variable or fixed interest rate.**

2. **No origination fees and no prepayment penalty.**
3. **Apply with a creditworthy cosigner.** A cosigner may help lower your interest rate — and give you a better chance of approval.
4. **Lower your rate.** Receive a 0.25% interest rate reduction while enrolled to make scheduled payments by automatic debit.
5. **Free Quarterly FICO® Credit Score.** Borrowers with an eligible loan may receive their FICO® Score quarterly. You'll also receive access to the key factor(s) affecting your FICO® Score and educational content to help you understand why monitoring it is essential.

**The Sallie Mae Parent Loan offers:**

- **Eligible Borrower.** The borrower can be a parent or any creditworthy individual who would like to help provide the gift of education.
- **Choose between a competitive variable or a fixed interest rate.**
- **No origination fees and no prepayment penalty.**
- **Lower your rate.** Receive a 0.25% interest rate reduction when you enroll to make scheduled payments by automatic debit.
- **Free Quarterly FICO® Credit Score.** Borrowers with an eligible loan may receive their FICO® Score quarterly. You'll also receive access to the key factor(s) affecting your FICO® Score and educational content to help you understand why monitoring it is important.

For full information on Sallie Mae Student Loans, go to <https://salliemae.com/student-loans>.

## COLLEGE AVE

College Ave is our newest lending partner. College Ave is a private student loan company known for its simple application, helpful tools, and customer service.

**The College Ave Career Loan offers:**

1. 16 possible repayment combinations that include a fixed or variable interest rate, time to repay, and repayment options ranging from full deferral to immediate repayment.
2. No origination fees and no prepayment penalty.
3. Apply with a creditworthy cosigner. A cosigner may help lower your interest rate and give you a better chance of approval.
4. Lower your rate. Receive a 0.25% interest rate reduction while enrolled to make scheduled payments by automatic debit.
5. Success Rewards. \$150 credit towards principal balance upon graduation from your program of study.
6. Payee Rewards. Cash-back rewards program towards payment of your loan.

**The College Ave Parent/Sponsor Loan offers:**

1. Eligible Borrower. The borrower can be a parent or any creditworthy individual who would like to borrow on behalf of the student.
2. Choose between a competitive variable or a fixed interest rate.
3. No origination fees and no prepayment penalty.
4. Lower your rate. Receive a 0.25% interest rate reduction when you enroll to make scheduled payments by automatic debit.
5. Payce Rewards. Cashback rewards program towards payment of your loan.

Learn more about College Ave Student Loans at [www.collegeavestudentloans.com](http://www.collegeavestudentloans.com).



## **VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION**

Applications for Veterans benefits may be obtained by contacting the Veterans Administration. Approval of training benefits to be awarded is the responsibility of the Veterans Administration. Additional requirements are placed upon the institution and the applicant to achieve and maintain VA eligibility and utilize their VA benefits.

Applicants eligible for VA benefits to Gurnick Academy of Medical Arts must comply with the items included in this section and all Gurnick Academy of Medical Arts' institutional policies. Students may check their GI Bill® eligibility at <http://gibill.va.gov>. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

### **VA Review of Prior Training for Transfer Credit**

Before acceptance, any VA eligible applicant must provide Gurnick Academy of Medical Arts an academic transcript or any other official documentation of all previous training.

Gurnick Academy of Medical Arts will review each submitted transcript or other official documentation to determine if any prior training may be utilized as transfer credit into a program. Gurnick Academy of Medical Arts will document the review in writing, and a copy of the determination will be given to the applicant.

The transcripts or other official documentation, the written Gurnick Academy of Medical Arts review, and determination will become a part of the student's official Gurnick Academy of Medical Arts academic record and subject to all policies and regulations concerning academic records.

### **VA Transfer Credit**

If transfer credit is granted to a VA eligible applicant, the portion of the replaced program is not eligible for certification for VA benefits. The applicable part of the program substituted is not billable to the student, VA, or any other agency.

### **VA-Specific Academic Requirements of Eligibility**

VA eligible students must maintain Satisfactory Progress in their program to maintain benefits eligibility. Students not receiving a minimum grade of C in any course will be referred for remediation a maximum of three (3) times. VA Benefits will be terminated if the student is expelled from the program. Please read our Academic Probation/Remediation policy in the Gurnick Academy of Medical Arts catalog for more information.

### **Additional Responsibilities for VA Eligible Applicants**

Gurnick Academy of Medical Arts does not determine any eligibility for VA benefits. The eligible applicant must complete all VA applications and requirements with the VA and receive VA approval before Gurnick Academy of Medical Arts accepts any expected VA funds as part of a tuition payment plan.

### **Receipt of VA Additional Notices**

The VA requires that all VA eligible applicants receive a copy of the Gurnick Academy of Medical Arts Catalog, including the Addendum and that Gurnick Academy of Medical Arts documents such disclosures.

### **Maximum Timeframe**

VA benefits are paid for 100% of the published program length and not up to 150% of the maximum time frame.

## **AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)**

All federal aid is paid in two disbursements over an award year. The first disbursement of financial aid usually occurs within the first 30 (thirty) days of the program's start date. Each disbursement after the first is contingent upon students meeting the Satisfactory Academic Progress (SAP) requirements. In addition, students must

complete both the clock or credit hours and the weeks in the payment period to receive the subsequent disbursement in non-term programs.

For term programs, SAP is monitored at the end of each term. In non-term programs, SAP measurements are completed at the scheduled end of each payment period when the student's scheduled clock hours for the period have elapsed, regardless of whether the student attended them. Gurnick Academy of Medical Arts' SAP policy is available at [www.gurnick.edu/financial-aid/](http://www.gurnick.edu/financial-aid/).

Pell, FSEOG, IASG, Direct Loans, and PLUS Loans are disbursed once per pay period. Federal Work-Study funds must be earned as the student works and received as wages through the Gurnick Academy of Medical Arts payroll office.

Cal Grants are disbursed by quarter; each grant comes in three (3) payments.

## **ALL STUDENTS**

### **Maximum Timeframe**

All students who receive financial aid must complete their program within 150 percent of the normal program length, as measured in either credit hours for term programs or calendar time for non-term programs. If they exceed the maximum time frame, they are subject to the loss of financial aid, which can be appealed following the procedure outlined below.

Students who are academically expelled from one program who wish to transfer to another program at Gurnick Academy of Medical Arts must submit a written appeal according to the terms outlined below. Admission to the new program requires the approval of the program director and the director of financial aid. If the appeal is granted, the student will be admitted to the new program on an Academic Plan status and must follow the terms of the provided academic plan.

### **Appeal and Reinstatement**

Students who have lost financial aid eligibility for failure to maintain satisfactory progress will be notified in writing of the cancellation of financial aid. Students with mitigating circumstances wishing to appeal the financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member, death of a relative, or other special circumstance. The Director of Financial Aid and Campus Program Director will evaluate the appeal and determine whether the student may continue receiving financial aid on an **Academic Plan** status.

The student's appeal must include the following:

- 1) The reason why the student failed to meet the SAP standard(s) AND
- 2) What has changed in the student's situation so that they will now be able to meet the SAP standards AND
- 3) Supporting documentation, as applicable.

If an appeal is granted and financial aid is reinstated, the student will receive aid on an Academic Plan status. A student with this status must regain SAP standing by the point specified in the academic plan; the terms will be included in the notice forwarded to the student when the appeal is granted.

The terms will generally require students to meet or exceed the attendance requirements, pass all courses with a "C" or better, and may include additional required elements, such as tutoring. The student's progress will be

reviewed monthly based on the Academic Plan. At the end of the payment period, if a student fails to meet the requirements of the Academic Plan, they will become ineligible for financial aid.

The Academic Plan is structured to assist the student in regaining SAP status by a projected time, generally not to exceed the Maximum Time Frame.

Students are limited to one appeal during their education at Gurnick Academy of Medical Arts, regardless of the reason or other circumstance. If a student regains SAP status, they regain the ability to appeal one additional time.

### **TERM-BASED PROGRAMS**

All withdrawals, incompletes, and repetitions are considered when determining Satisfactory Academic Progress. Incompletes and withdrawals are not considered as credits completed. Transfer credits are counted as both attempted and earned credits but do not affect the GPA. Nontraditional awarding of credit, including credit by exam and credit for life experience, counts as attempted and earned credits but does not impact the GPA. Satisfactory progress standards apply to all students, regardless of enrollment status (full-time, 3/4 time, 1/2 time, or less than 1/2 time). All credit hours for which a student has incurred a financial obligation are considered.

Students are considered in good standing if they have at least a 2.0 cumulative grade point average (GPA) and meet the quantitative measure. The required pace or percentage of credit hours completed versus the attempted hours must be at least 67%. Accountability starts with the student's entry date at the institution.

Students who do not meet the required standards of SAP will receive a **warning** notice. While on Warning status, students are eligible to receive financial aid. Students that are still below standards for a second term will have their aid canceled. Students may appeal the loss of financial aid under the appeal policy outlined above.

All withdrawals and incompletes are considered when determining Satisfactory Academic Progress but do not impact the GPA. Transfer hours reduce the length of the scheduled program hours at Gurnick Academy of Medical Arts but do not impact the SAP measurements. All hours for which a student has incurred a financial obligation are considered.

### **NON-TERM PROGRAMS**

Students are considered in good standing if they have at least a 2.0 cumulative grade point average (GPA) at the scheduled end of each payment period (qualitative measure) and also meet the quantitative measure to ensure the student can graduate by the scheduled maximum timeframe, 150% of the program. The required pace or percentage of clock hours completed (quantitative measure) is determined as follows: A student must complete a minimum number of scheduled hours of each payment period that varies by the program per the attendance policy. This information can be found in the chart below.

Satisfactory Academic Progress is reviewed at the scheduled end of each payment period in all non-term-based programs, both clock and non-term credit hours. If a student is not meeting either or both of the SAP requirements at the scheduled end of a payment period, the student's financial aid eligibility is terminated subject to appeal as outlined in the policy above.

### NON-TERM PROGRAMS QUANTITATIVE MEASUREMENT CHART

PROGRAM	MINIMUM HRS TO BE COMPLETED	HOURS IN THE PAYMENT PERIOD
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These programs are offered in clock hours, and the payment periods are defined in clock hours.

VN	442	450
AOS/UT	442	450
AS/MRI	442	450
AS/PTA	442	450
AS/RT	442	450
AOS/RT	442	450
PT	442	450
LXT/MA	442	450

These programs are offered in credit hours, and the payment periods are defined in credit hours.

MA	16	18
DA	16	18

For all non-term programs, disbursements are made following the SAP evaluation and the disbursement review. Students must meet the SAP requirements and complete the clock or credit hours and weeks in the payment period for the scheduled disbursement to be made.

### NON-TERM PROGRAMS MAXIMUM TIME FRAME CHART

PROGRAM	WEEKS IN THE PROGRAM	MAXIMUM TIMEFRAME (WEEKS)
VN	52	78
AOS/UT	96	144
AS/MRI	72	108
AS/PTA	44	66
AS/RT	94	141
AOS/RT	94	141
PT	48	72
LXT/MA	52	78
MA	30	45
DA	30	45

### TERM PROGRAMS MAXIMUM TIME FRAME CHART

PROGRAM	CREDIT HOURS IN THE PROGRAM	MAXIMUM TIMEFRAME ATTEMPTED CREDITS
AS NURSING (ADN)	80	120
AS NURSING (ADNAP)	25	37
AS VOC NURSING (ASVN)	33	49
BS NURSING (BSN)	120	180
BS NURSING (BSN AP)	63	94
BS NURSING (RN BSN)	40	60
BS DIAG. MED. IMG	51	76

## ONLINE STUDENTS

Students enrolling in an online program at Gurnick Academy of Medical Arts must first apply for admission at [www.gurnick.edu/apply](http://www.gurnick.edu/apply).

To receive financial aid, students should:

1. Complete the FAFSA at [www.fafsa.gov](http://www.fafsa.gov) or use the FAFSA mobile application. Use the Gurnick Academy of Medical Arts' school code 041698. You will need an FSAID to sign the FAFSA electronically; the website is [www.fsaaid.ed.gov](http://www.fsaaid.ed.gov).

If you have already completed the FAFSA for the current school year, you need to add the Gurnick Academy of Medical Arts' school code of 041698 so that Gurnick Academy of Medical Arts will receive your FAFSA results.

2. The FAFSA results will be sent to you and Gurnick Academy of Medical Arts within a few days. Within two weeks of completing the FAFSA or adding the Gurnick Academy of Medical Arts' school code, Gurnick Academy of Medical Arts will mail you an Estimated Financial Plan. This estimate will show you the anticipated grant and loan aid you may be eligible to receive, as well as any balance you will owe and payment options.

Can't wait two weeks? Call or email the campus financial aid office for an appointment.

3. Gurnick Academy of Medical Arts will process your FAFSA results and mail or email you a Requirements Letter with any additional requirements. This might include citizenship or eligible non-citizenship status documentation, tax returns and IRS transcripts, or other documentation. Gurnick Academy of Medical Arts cannot continue to process your financial aid awards without all the required documentation.
4. Once the student has submitted all required documentation, Gurnick Academy of Medical Arts will mail or email a Financial Aid Plan.
5. If you wish to receive any federal student loans, you must complete the Master Promissory Note (MPN), available at [www.studentloans.gov](http://www.studentloans.gov). First-time borrowers must complete student loan entrance counseling before the student's start date, also at [www.studentloans.gov](http://www.studentloans.gov).

PLUS loans for parents of dependent students require a separate application and MPN, both available at [www.studentloans.gov](http://www.studentloans.gov).

6. If a private loan is necessary, students or parents can check with their local banks or credit unions. Gurnick Academy of Medical Arts students have also borrowed private loans from Sallie Mae ([www.salliemae.com](http://www.salliemae.com)). Students and parents should know that private loans have different terms than federal loans and generally have a higher interest rate. Federal loan eligibility should always be explored before borrowing a private loan.

Students or parents who wish to speak with a financial aid advisor should contact the campus financial aid office by phone or email.

## RETURN OF NON-TITLE IV FUNDS

Students who receive Cal grants and withdraw from Gurnick Academy of Medical Arts must have a calculation similar to the Return of Title IV calculation to determine the unearned portion of Cal Grant funds. The Cal grant

portion earned is based on a pro rata calculation of hours completed compared to the hours scheduled in the term.

## **WITHDRAWALS & THE RETURN TO TITLE IV AID (R2T4) CALCULATION**

The U.S. Department of Education requires a “Return of Title IV Funds” (R2T4) calculation for all recipients of federal financial aid who withdraw from school, officially or unofficially. This policy is separate from the institutional tuition refund policy described elsewhere in the catalog. The R2T4 calculation determines the proportion of Title IV funds that both the school and the student must return to the federal government and what amounts can be retained on the student’s account.

A brief description of the calculation follows. For further information or a more detailed version of the calculation, please see the Financial Aid Office.

1. The student’s withdrawal date/last date of attendance is determined.
2. The % of Title IV aid earned by the student is calculated as follows:  $\text{Number of clock hours or scheduled days completed} / \text{Number of clock hours or scheduled days in the payment period} = \text{Percentage of Title IV Funds Earned}^*$ 
  - \* This ratio is multiplied by the Title IV aid disbursed plus the Title IV aid that could have been disbursed to equal the Title IV aid earned. Total aid disbursed minus total aid earned equals the federal funds that must be returned to the aid programs. A student who has attended more than 60% of the scheduled hours or days in the payment period has fully earned the Title IV funds disbursed for the payment period.
3. The amount of Title IV aid earned by the student is calculated: The ratio from above is multiplied by the total Title IV aid disbursed, or that could have been disbursed to equal the amount of the Title IV aid earned.
4. If the aid disbursed exceeds the aid earned, a return is due. A post-withdrawal disbursement is due if the aid earned exceeds the aid disbursed.
5. The school is responsible for returning the amount of unearned aid up to the unearned charges (charges for the payment period multiplied by the unearned % from above).
6. Any federal funds that the school must return will be returned within 45 days of the date of determination that a student has withdrawn.

Funds will be returned in the following order:

- a) Unsubsidized Stafford Loans;
- b) Subsidized Stafford Loans;
- c) PLUS Loans;
- d) Pell Grants;
- e) FSEOG;
- f) IASG.

Students are responsible for returning the balance of the unearned aid after subtracting the amount returned by the school. The student returns loan funds during loan repayment; the R2T4 calculation will show any grant funds that the student must immediately return. Students who do not repay the amount of any grant overpayment are reported to NSLDS. The debt is referred to the U.S. Department of Education for collection.

Students should be aware that Gurnick Academy of Medical Arts’ return of funds to the federal government as required by the R2T4 calculation may result in a higher balance due to the school from the student.

## **ADMINISTRATIVE POLICIES**

### **CATALOG POLICIES**

Policies governing student conduct, admissions, prerequisites, graduation requirements, fees, course structures, duration of the subjects and courses, time of programs offerings, and other aspects of this institution's operations are subject to change. Changes in the content of this catalog will be added to Catalog Addendum and posted on [www.gurnick.edu/school-catalog/](http://www.gurnick.edu/school-catalog/). Together, the Catalog and the Addendum represent current and updated information.

We reserve the right to adopt, amend, or repeal all Gurnick Academy of Medical Arts policies. This catalog does not constitute a contract or enrollment agreement. It also does not constitute a statement of the conditions of a contract between the student and Gurnick Academy of Medical Arts. The individual student's relationship to Gurnick Academy of Medical Arts is governed by applicable state education codes, state regulations, and Gurnick Academy of Medical Arts policies.

A copy of the catalog will be provided to each student before signing an enrollment agreement. Copies of the catalog can also be located at the front desk at each campus and the Gurnick Academy of Medical Arts website [www.gurnick.edu](http://www.gurnick.edu).

### **PROGRAM POLICIES**

Academy policies cover all programs and courses offered at Gurnick Academy of Medical Arts. However, program-specific particulars and guidelines are explained in greater detail in programmatic Student Handbooks. Many of our programs have Student Handbooks that include programmatic rules and regulations (subject to change without notice). Students must make sure to read and understand all programmatic rules and regulations in addition to the Gurnick Academy of Medical Arts Catalog and Addendum.

### **INDIVIDUAL RESPONSIBILITY**

Each Gurnick Academy of Medical Arts student, staff, and faculty member is responsible for being familiar with Gurnick Academy of Medical Arts policies and regulations published in this catalog. Gurnick Academy of Medical Arts Catalog is disclosed to each individual before their enrollment at Gurnick Academy of Medical Arts. All students, staff, and faculty members are required to sign the receipt of disclosures acknowledging that they understand and agree to abide by all the policies stated in this catalog.

### **ACADEMIC FREEDOM**

Gurnick Academy of Medical Arts is committed to assuring full academic freedom to its faculty. Confident in the qualifications and expertise of its faculty members, Gurnick Academy of Medical Arts encourages its faculty members to exercise their judgments regarding the organization of topics and instructional methods. The program-specific governing body approves the content. Instructors are encouraged to develop teaching methods that promote student success.

Gurnick Academy of Medical Arts believes that diversity of thought resulting from the free and open expression of viewpoints and opinions and free exercise of research and original thinking in the academic fields related to course offerings benefits students. Gurnick Academy of Medical Arts supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members are encouraged to freely express views to understand the specialized knowledge inherent in the studied discipline.

## **NON-DISCRIMINATION**

Gurnick Academy of Medical Arts is committed to providing equal opportunities to all applicants. No discrimination shall occur during any Gurnick Academy of Medical Arts programs or activities. This includes activities related to the solicitation of students or employees based on race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran's status, or any other classification that precludes a person from consideration as an individual. Please direct inquiries regarding this policy to a Campus Director responsible for assuring that this policy is followed. Employees may refer to Gurnick Academy of Medical Arts' Employee Handbook for more details.

### **Harassment/Title IX Coordinator**

"No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (Title IX, Education Amendments of 1972, Title 20 U.S.C. Sections 1681)

Gurnick Academy of Medical Arts has designated Title IX Coordinators on each campus to oversee the institution's compliance with all State and Federal discrimination laws, particularly sex discrimination. These Gurnick Academy of Medical Arts staff members function as the Title IX Coordinator and their primary function. Please note that the Title IX Coordinator function is associated with the title(s), as the designee's name may change at any time.

Concerning any questions, concerns, or grievances, students should contact the Campus Director in which they are enrolled. The Campus Director, or their official designee, functions as the Title IX Coordinator for each campus.

The designated Title IX Coordinators will ensure compliance in all areas and aspects of Gurnick Academy of Medical Arts while facilitating any discrimination grievance procedures. This designee will also be responsible for keeping all records affiliated with discrimination grievances and are trained on how to investigate and conduct hearings in a manner that "protects the safety of victims" and "promotes accountability." With this responsibility the designee is considered a resource to Gurnick Academy of Medical Arts students and a resource for the faculty and staff.

### **Sexual Harassment**

Gurnick Academy of Medical Arts is committed to providing a work environment free of discrimination, intimidation, and harassment. Maintaining this commitment, we believe it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

No associate within Gurnick Academy of Medical Arts may engage in verbal abuse of a sexual nature, use sexually degrading or graphic words to describe an individual or an individual's body, or display sexually suggestive objects or pictures at any campus. Students are responsible for conducting themselves in a manner consistent with the spirit and intent.

### **Anti-Bullying/Anti-Harassment**

Gurnick Academy of Medical Arts believes that all individuals, including students, employees, and applicants, are entitled to a safe, equitable, and harassment-free experience. Bullying and harassment will not be tolerated and shall be cause for disciplinary action and law enforcement intervention.

"Bullying" and "harassment" are defined as a pattern of aggressive, intentional, or deliberately hostile behavior that repeatedly occurs over time. These behaviors usually fall into three categories, physical, emotional, and verbal. They may include but are not limited to intimidation, assault, extortion, verbal or written threats, teasing, put downs, name-calling, threatening looks, gestures or actions, rumors, false accusations, hazing, social



isolation, and cyber-bullying. Such behavior is considered bullying or harassment, whether on or off Gurnick Academy of Medical Arts property.

Any student, employee, or applicant who believes they have been or are the victim of bullying or harassment should immediately report the situation to the Gurnick Academy of Medical Arts administrator or another trusted employee of the institution responsible for reporting it to the appropriate authority. Gurnick Academy of Medical Arts administration will investigate reported incidents promptly and thoroughly. Advising, corrective discipline, and referral to law enforcement will be used to change the perpetrator's behavior and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also violate this policy.

### **Sexual Assault Prevention and Response**

Gurnick Academy of Medical Arts educates the student community about sexual assaults and date rape through orientation. Upon request, the Police Department offers sexual assault education and information programs to students and employees. Literature on date rape education and risk reduction is available through the Campus Director/Administrator.

Gurnick Academy of Medical Arts is committed to creating and maintaining an educational environment where respect for the individual is vital. Gurnick Academy of Medical Arts does not tolerate sexual assault in any form. The definition of "sexual assault" includes but is not limited to sexual battery, the threat of a sexual assault, rape, including but not limited to forced oral copulation, foreign object, or sodomy. Statement of the Standard of Evidence: Gurnick Academy of Medical Arts uses a preponderance of the evidence standard.

*Sanctions Gurnick Academy of Medical Arts May Impose Following a Final Institutional Disciplinary Determination of Rape, Acquaintance Rape, Domestic Violence, Dating Violence, Sexual Assault, Stalking, or Other Sexual Offense:*

Sexual assaults violate the standards of conduct expected of every member of Gurnick Academy of Medical Arts. Sexual assault is a criminal act that subjects the perpetrator to criminal and civil penalties under state and federal law. Gurnick Academy of Medical Arts will abide by and cooperate with local, state, and federal sanctions in all cases. Gurnick Academy of Medical Arts disciplinary action may include expulsion depending on the seriousness of the situation. Gurnick Academy of Medical Arts will review the victim's academic standing after a sex offense or alleged sex offense if those changes are requested and reasonably available.

Gurnick Academy of Medical Arts will investigate the sexual assault allegations in which the accuser and the accused are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of choice. Students who have allegedly violated the code of conduct, or been accused of sexual harassment or other Title IX violations, may request a hearing by the Student Disciplinary Panel. The panel consists of the Title IX Coordinator, the Director of Financial Aid, and the Program Director. A faculty member may substitute for one of the panel members as necessary.

The complaining student will be asked to put their allegations in writing, and a copy of the allegations will be provided to the alleged perpetrator. A hearing will be held within two weeks of receipt of the allegations, and the panel will hear from the complainant and the alleged perpetrator separately. Both parties may have anyone present with them for the hearing, including an advisor of their choice. The panel may call other students or employees as needed.

Both the accuser and the accused must be notified simultaneously and in writing of the outcome of the proceeding, appeal procedures, any change to the result before it becomes final, and when the result becomes final. The parties will be provided the determinations concurrently. If another action is taken, and the alleged

perpetrator remains in school, the complainant may request a transfer to another program start or shift as a protective measure. The panel may also consider a transfer of the alleged perpetrator to another program start or shift.

Gurnick Academy of Medical Arts may impose sanctions following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses. Penalties for students can be up to expulsion from Gurnick Academy of Medical Arts. Appropriate action will be taken against employees per Gurnick Academy of Medical Arts policies in the Employee Handbook. Disciplinary action imposed by Gurnick Academy of Medical Arts will not be in lieu of penalty, fines, or imprisonment imposed through the legal system.

The victim's confidentiality will be protected, including record-keeping that excludes personally identifiable information on victims. Gurnick Academy of Medical Arts will take all reasonable steps to investigate and respond to the complaint commensurate with the complainant's request for confidentiality or termination of investigative pursuit. The school will inform the complainant that its ability to respond may be limited should a complainant insist that their name or other identifiable information not be disclosed to the alleged perpetrator. Title IX prohibits retaliation, and school officials will take steps to prevent retaliation and take decisive action if it occurs.

### **Reporting a Sexual Assault**

Dial 9-1-1 should a sexual assault occur. If the victim cannot contact the authorities, please report this assault to any Instructor or Staff member who will contact the authorities on your behalf.

While waiting for medical and law enforcement to arrive, although difficult, try to make mental notes of the incident so there can be as much detail as possible while reporting this assault to the local police. Be certain to request medical treatment.

If the incident occurred on campus, the victim must report the assault to any Faculty/Staff member or Academy Director. Although sexual assault is a criminal offense, police will not collect evidence of a personal nature from the victim's body. After the sexual assault, it is imperative to receive a medical examination by trained personnel for a full physical exam before showering, changing clothes, or bathing, as preserving the evidence is imperative. Kindly note that victims have the option to, or not to, notify and seek assistance from law enforcement and campus security authorities.

### **Counseling**

The survivor of a sexual assault is urged to seek counseling shortly after the sexual assault has occurred. Victims of sexual assault may receive FREE CONFIDENTIAL 24-HOUR counseling by calling RAINN (Rape Abuse Incest National Network) HOTLINE NUMBER 1-800-656-HOPE (4673). Trained counselors are available at the number mentioned above 24 hours a day, seven (7) days a week. RAINN can also be reached 24/7 through online chat at [hotline.rainn.org/online/](https://hotline.rainn.org/online/). You can find more information at [www.rainn.org](http://www.rainn.org).

### **Sex Offender Registry**

Gurnick Academy of Medical Arts is providing a link to the National Sex Offender Registry following the "Campus Sex Crimes Prevention Act" of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act, and the Family Educational Rights and Privacy Act of 1974. This act requires higher education institutions to issue a statement advising the campus community where law enforcement information concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student.

The California Department of Justice's website, which lists designated, registered sex offenders in

California: [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

The following website offers a link to all registered sex offenders that are searchable either by name or by zip code within a radius of a certain address: [www.familywatchdog.us](http://www.familywatchdog.us).

## **STUDENT'S RIGHT TO PRIVACY**

Gurnick Academy of Medical Arts complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly referred to as the Buckley Amendment. This act provides Gurnick Academy of Medical Arts students and their parents with certain rights involving access and release of records that are deemed personally identifiable.

Gurnick Academy of Medical Arts departments maintain student records. Personally identifiable information from these records may not be disclosed to a third party without the eligible student's written consent. Notwithstanding the above, disclosure to Gurnick Academy of Medical Arts administration and faculty members who have a legitimate educational purpose in seeing the records is permitted. Release of records to regulatory bodies, accrediting bodies, oversight bodies, and legally executed court subpoenas do not require student or parent release.

Gurnick Academy of Medical Arts may release directory information without the student's permission unless the student states, in writing, within the first two (2) weeks of the program, the specific information they desire not to be included as part of their directory information. Directory information consists of:

- Student's name
- Hometown
- Class level
- Registered credits (current term)
- Major fields of study
- Participation in recognized activities and sports
- Biographic data for public relations purposes
- Diplomas and awards received
- Most recent previous educational institution attended
- Veteran status
- Job placement information.

Students who wish to disclose information must complete a Gurnick Academy of Medical Arts FERPA Release Form available at [www.gurnick.edu/student-forms/](http://www.gurnick.edu/student-forms/).

Any student or employee who engages in conduct that directly or indirectly violates or infringes upon the privacy rights of an employee or student will be subject to disciplinary action including expulsion/termination from Gurnick Academy of Medical Arts.

## **STUDENT RECORDS**

Gurnick Academy of Medical Arts maintains student records in individual student folders according to privacy regulations. Student folders are started for each future student during Gurnick Academy of Medical Arts registration and contain all required documents according to BPPE and ABHES. The student folder will also contain documents such as a summary statement of the student's progress, refund calculation, a copy of refund (if applicable) should a student withdraw/be expelled before program completion/graduation.

After program completion, all official information (copy of transcripts, a record of clinical performance, lab experiments, and program completion) will remain on file, on-site for a minimum of two (2) years. After two (2)

years following program completion, all students' information in hard-copy format will be archived into electronic format and kept on an offsite computer server, which is maintained for a minimum of five (5) years. Transcripts will be maintained indefinitely. Students are encouraged to make archived copies of all vital documentation throughout their training. All hard-copy records are stored in locked, fireproof cabinets.

Gurnick Academy of Medical Arts maintains student transcripts permanently. Information on transcripts include the following:

- Courses or educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal;
- The final grades or evaluations given to the student;
- Credit for courses earned at other institutions;
- Credit based on experiential learning;
- Credit based on advanced placement;
- Degree or certificate awarded to the student; and
- The name, address, email address, and telephone number of the institution.

If a student withdraws before graduation, a summary statement of the student's progress, refund calculation, and a copy of the refund (if applicable) will be placed in the folder. This folder will be treated as described above.

Students may inspect their master file at any time under the direct supervision of the Program Director/Coordinator or an authorized staff member. Should a student find, upon the review, that there are inaccurate or misleading records, the student may request that errors be corrected. If a difference of opinion exists regarding mistakes, the student may ask that a meeting be held to resolve the matter with the Program Director or Coordinator.

All student records are confidential and they will only be given to authorized persons. Data such as grades, Registry and State certification examination scores, health records, and performance evaluations may not be revealed without the student's consent. Only authorized personnel will have access to in-progress student evaluations and files.

## **TRANSCRIPTS**

Each student's folder contains the student's academic progress record and evidence of diplomas issued by Gurnick Academy of Medical Arts. Official transcript requests will be granted upon payment of a fee of \$15.00. Transcripts will only be released upon a written and signed request to the student. Kindly note that transcripts may not be available immediately as they are processed through the Registrar at the Corporate office.

## **STUDENT CODE OF CONDUCT**

Students shall conduct themselves professionally and ethically at all times. Students are expected to conduct themselves within the bounds of acceptable behavior and appearance, as defined in this catalog and judgment of Gurnick Academy of Medical Arts personnel. No profanity is tolerated in the patient care areas or the campus or classroom environments. Insubordination to faculty and clinical instructors, or dishonesty, could be a reason for immediate expulsion from the program.

In addition to being expected to follow the rules and regulations established by the program and clinical facilities, students are expected to follow the Standard of Ethics and act under the American Hospital Association's Patient's Bill of Rights.

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state, and local governments and conducting themselves in a manner consistent with the best

interests of Gurnick Academy of Medical Arts and the student body. Gurnick Academy of Medical Arts reserves the right to expel a student for any of the following reasons, including but not limited to:

- Failure to maintain satisfactory academic progress
- Failure to pay Gurnick Academy of Medical Arts fees or tuition by applicable deadlines
  - Any unpaid balance for tuition, fees, and supplies becomes due and payable immediately upon a student's expulsion from Gurnick Academy of Medical Arts.
- Disruptive behavior poses a danger to the students' and Gurnick Academy of Medical Arts' community members' health and welfare.
- Unlawful possession, use, distribution, or attempted unlawful possession, use, or distribution of drugs and alcohol.
- Destruction or damage of personal or school property.
- Reckless driving or parking violations on campus.
- Hazing of students or initiation that is dangerous, harmful, or degrading.
- Distribution or obstruction of instruction, classroom activity, research, administrative activity, or other school activity on campus.
- Forceful or illegal entry into an area of the school property.
- Cheating or stealing.
- Illegal activities or other actions deemed inappropriate by the Director.
- Distributing or posting of materials, publications, leaflets, or other printed materials without prior permission from the school administration.
- Possession of firearms, fireworks, explosives, or any other weapons.
- False alarms or threats.
- Sexual Harassment of any kind.
- Failure to comply with the Gurnick Academy of Medical Arts policies and procedures.

## **SAFETY & CAMPUS SECURITY**

The following policies have been adopted to comply with the requirements of the Campus Security Act (34CFR 668.46).

### **Access**

Gurnick Academy of Medical Arts campuses will be open to students, employees, contractors, guests, and invitees during business hours. During non-business hours access to all Gurnick Academy of Medical Arts facilities is by key if issued or by admittance via authorized personnel.

### **Campus Residences**

Gurnick Academy of Medical Arts does not have campus residences.

### **Campus Police Authority and Jurisdiction**

Security personnel hired by Gurnick Academy of Medical Arts have the authority to ask all persons on the premises of Gurnick Academy of Medical Arts for identification and to determine whether those persons have lawful business at Gurnick Academy of Medical Arts. Security personnel do not possess arrest power. Criminal incidents are referred to the local police who have jurisdiction on the campus.

### **Crime Prevention Programs**

Gurnick Academy of Medical Arts does not have a crime prevention program. In addition, Gurnick Academy of Medical Arts does not have any off-campus student organizations that require monitoring of criminal activity off campus.

## Security Awareness Programs

Students are informed of services offered by Gurnick Academy of Medical Arts during initial enrollment. Students are told about crime on campus. Similar information is presented to new employees during new hire orientation. Periodically, as determined to be needed, presentations or materials may be provided on crime prevention awareness, sexual assault prevention, drug and alcohol abuse, theft, and vandalism, as well as educational sessions on personal safety.

A common theme of all awareness and crime prevention policy programs is to encourage students and employees to be aware of their responsibility for their security and the security of others. Information is disseminated to students and employees through the Campus Security Policy and orientation. When time is of the essence, information is released to students and employees of Gurnick Academy of Medical Arts.

## Timely Warnings

If a situation arises, either on or off campus, that constitutes an ongoing or continuing threat in the judgment of the Campus Director, a campus-wide “timely warning” will be issued.

Procedure:

When a determination has been made that a timely warning should be issued, Gurnick Academy of Medical Arts will inform the campus community by taking one or more of the following steps to ensure timely notification.

The warning will be issued through faculty, staff, and management:

- Class Announcements
- Campus-wide email of the timely notice issued
- Warning fliers around the campus distributed
- Website warning posted

Such warning(s) may include but are not limited to the type of crime, date and time occurred, location, and any suspect information.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director by phone or in person. The victim’s names will be withheld when following the procedure described above.

## Annual Disclosure of Crime Statistics

Gurnick Academy of Medical Arts prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be located on [www.gurnick.edu](http://www.gurnick.edu). This report is prepared in cooperation with the local law enforcement agencies surrounding our campus. Each entity provides updated information on its educational efforts and programs to comply with the Act.

Campus crime, arrest, and referral statistics are reported to Gurnick Academy of Medical Arts. These statistics may also include crimes in private residences or businesses and are not required by law. California law (11160 of the California Penal Code) requires prompt, mandatory reporting to the local law enforcement agency by healthcare practitioners when they provide medical services to a person they know or reasonably suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, an e-mail notification is made to all at Gurnick Academy of Medical Arts with the web address to access this report.

## Crime Reporting

Prompt reporting will assure timely warning notices on campus and timely disclosure of crime statistics. Gurnick Academy of Medical Arts does not have campus police. All crime victims and witnesses are strongly encouraged to report the crime immediately. If a crime or other emergency occurs, students are instructed to notify any

staff/faculty member of Gurnick Academy of Medical Arts, including the Security personnel if applicable. They will place the 911 call. If the nature of the emergency makes this not possible, the students should call 911 themselves. Contact the appropriate Campus Director for non-emergencies. This information is posted in several conspicuous places on Gurnick Academy of Medical Arts premises.

### **Confidential Reporting**

Gurnick Academy of Medical Arts does not allow confidential reporting. All reports will be investigated. Gurnick Academy of Medical Arts does not have procedures for voluntary, confidential reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and, when appropriate, to the Campus Director for review. When a potentially dangerous threat to the Gurnick Academy of Medical Arts community arises, timely reports or warnings will be issued. Please see the Timely Warnings Policy above for more information.

### **Procedures**

All individuals at Gurnick Academy of Medical Arts premises are encouraged to promptly report crimes and public safety-related incidents to the Campus Director/Designated School Official. The Campus Director will investigate a report when it is deemed appropriate. If assistance is required from the local Police Department or Fire Department, they will contact the proper unit. If a sexual assault or rape should occur, the Gurnick Academy of Medical Arts Designated School Official on the scene will offer the victim assistance after calling 911.

This publication contains information about on-campus and off-campus resources available if a crime happens. The information about “resources” is not provided to infer that such resources are “reporting entities” for Gurnick Academy of Medical Arts.

### **Personal Property**

Gurnick Academy of Medical Arts does not assume responsibility or is held liable for any loss, damage, or theft of any students’ personal property. This includes but is not limited to clothing, jewelry, electronic devices, school material, credit cards, checks, cash, or cash equivalent. All personal property is the student’s sole responsibility. It is strongly recommended to avoid bringing valuable items when attending class on campus or in a clinical environment. Students bringing any valuable belongings to school do so at their own risk.

### **Incident/Accident Reporting**

All accidents/incidents, including those that occurred both on Campus/Clinical Site premises resulting in personal injury or illness, shall be promptly reported and investigated. If the injury or illness requires emergency medical treatment, call 911 for proper notification of emergency services. Management must complete an Incident/Accident Report form in all cases requiring first-aid treatment, emergency services, or any incident that can develop into an injury or illness. If students/faculty are involved, their Program Coordinator should be notified. If staff is involved, their appropriate supervisors must be notified. In all cases, Campus Directors and management must be notified whenever an Incident/Accident Report form is completed. These reports are then filed in the respective individual’s physical folder.

An Incident Report must be completed in full, describing the following:

- Incident circumstances, including the date and time of incident/accident, details of the procedure being performed, including where and how the incident/accident occurred, and if there was an exposure related to a sharp device, the type of device, and how and when while handling the device the incident/accident occurred.
- Details of the incident/accident, including if there was an exposure to blood or bodily fluids and information about the exposure source (i.e., whether the source material contained HIV or other bloodborne pathogens), and if the source is an HIV-infected person, the stage of disease, history of

antiretroviral therapy, and viral load if known; Attempt to persuade the source person to make themselves available for bloodborne pathogen testing, pre-test counseling, and form completion.

- Details about the follow-up.
- List all parties involved, ensure the form is signed by all relevant parties and returned to Program Coordinators/Directors immediately.
- Keep affected parties' privacy rights in mind if/when sharing information regarding the incident and report (E.g., do not scan the report and keep it on an open network folder).

The student is expected to utilize common sense in patient-care procedures and those OSHA policies related to bloodborne pathogens that minimize risks to the student and, if pregnant, to the unborn fetus. If a student has an incident involving contact with bloodborne pathogens, it is expected to follow the affiliate's exposure control policies. The student's responsibility is to see their physician immediately to establish baseline testing and seek any required follow-up. If all procedures mentioned above are not adhered to, supervisors must be promptly notified. Additionally, if the incident occurred on the premise of any Clinical Facility/Site, the Incident/Accident Report Form should be completed by the student and instructor and should note any concerns where processes are incongruent to this procedure. Similarly, our clinical affiliations can file an Incident Report if students do not adhere to proper procedures.

More details regarding needle sticks, the incident/accident reporting of needle sticks, and exposure to blood/bodily fluids are detailed in the Needle Stick Policy.

## **Weapons and Firearms**

Gurnick Academy of Medical Arts prohibits all persons who enter school property owned, leased, or under the Academy's control from possessing, manufacturing, transferring, selling, storing, displaying, or using weapons of any kind regardless of whether the person is licensed to carry the weapon. Failure to abide by this policy will result in disciplinary action to include, but not limited to, termination of employment/withdrawal from the program and dismissal from the Gurnick Academy of Medical Arts property. Additional disciplinary actions may be imposed under the Code of Conduct policy.

## **Needle Stick**

Healthcare professionals may be exposed to blood and bodily fluids. Bloodborne pathogens such as Hepatitis B, Hepatitis C, and HIV can be serious, even life-threatening. Gurnick Academy of Medical Arts students, faculty, and staff members should follow this policy if blood or bodily fluids exposure occurs.

Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. The application of caustic agents (e.g., bleach) or the injection of antiseptics or disinfectants into the wound is not recommended.

- Irrigate the area with clean water, saline, or other sterile irrigating solution.
- Report the incident to the clinical site supervisor, department supervisor, clinical instructor, etc.
- Follow-up is indicated if it involves direct contact with a bodily fluid listed above and there is evidence of compromised skin integrity (e.g., dermatitis, abrasion, or open wound).
- The exposed individual should be evaluated for susceptibility to bloodborne pathogen infections. Baseline testing (i.e., testing to establish serostatus at the time of exposure) for Hepatitis B, Hepatitis C, and HIV antibodies should be performed.
- Individuals exposed to Hepatitis B, Hepatitis C, or HIV should receive follow-up counseling, post-exposure testing, and medical evaluation. HIV-antibody testing should be performed for at least six (6) months post-exposure.
- An Incident Report must be completed in full. Please see the Incident Accident Reporting policy above.



Use safer needle devices and needleless devices to decrease needle sticks or sharps exposures. Properly handle and dispose of needles and other sharps per the Bloodborne Pathogens Standard. It is essential to utilize your training, protective clothing, and equipment and remain vigilant to signs, labels, and other provisions.

### **Communicable Disease**

Students with known communicable diseases will need to follow the clinical site's infectious disease protocols. Gurnick Academy of Medical Arts has no jurisdiction over a clinical facility's communicable disease protocol. However, the student must report illness, infectious diseases, and any condition that might affect the health of the student, patients, or clinical staff. This should be reported to a program official or clinical instructor.

All students must meet safe health standards to protect clinical personnel and safeguard patients. Any student with an elevated temperature (100 degrees F. or more orally), symptoms of urinary infection (dysuria, urgency, or frequency), symptoms of respiratory infection, symptoms of gastrointestinal infection, or symptoms of pink eye must report the condition to a program official or clinical instructor, even if under a private physician's care. The program official or clinical instructor is responsible for reporting the condition to the Infection Control Department at the clinical site.

Before the student returns to the program, the student's physician must verify a clean bill of health status. The student is responsible for making up lost clinical time and missed classwork during their absence.

Radiography students take part in invasive procedures. Students with known latex sensitivity or allergies should know that Gurnick Academy of Medical Arts cannot guarantee non-exposure to latex in the clinical arena.

During student experiences in the clinical setting, the student may encounter diseases, equipment, and treatments that may be hazardous to the individual and an unborn fetus. TB exposure should be followed immediately with another Mantoux and a three (3) month follow-up. A copy of the incident should be sent to the Gurnick Academy of Medical Arts administration.

If the student comes into contact with diseases outside the program or contracts diseases that may be hazardous to other students, patients, or hospital personnel, it must be reported to the appropriate program director immediately. A decision will then be made on an individual basis regarding the future of the student's participation in the program.

A student who may have been exposed to a communicable disease may be asked to leave the clinical area until the incubation period has expired. Any missed clinical hours must be made up later if a student is absent.

### **Federal Law Concerning Chemical Hazards**

Federal law requires that all individuals be notified about hazardous chemicals present in the workplace. This law applies to all occupations with the fundamental purpose of raising the level of consciousness on chemical safety.

Chemical suppliers must prepare Safety Data Sheets (SDS) for all chemicals used in radiology. Photographic chemicals are used in radiology for processing x-ray film. Some of these chemicals must be used with more than routine precautions. Photographic chemicals can cause allergic reactions or irritate the skin with repeated or prolonged contact. The use of gloves can minimize skin contact hazards. MSDS should be available at all clinical facilities upon request.

## **DRUG FREE**

### **Drug Free Campus**

Gurnick Academy of Medical Arts is a drug-free institution. Any activities that involve the use, selling, manufacturing, or displaying of illegal drugs are strictly prohibited on campus grounds will result in termination from employment or academic program. Anyone suspected of being under the influence of a controlled substance while on school property will be subjected to a drug test.

### **Drug and Alcohol Prevention**

Gurnick Academy of Medical Arts is committed to protecting all employees' and students' safety, health, and well-being. We recognize that drug use and alcohol abuse pose significant threats to our goals. We have established a drug free workplace program that balances our respect for individuals with the need to maintain a drug and alcohol-free environment.

Gurnick Academy of Medical Arts encourages employees and students to seek help with drug and alcohol problems voluntarily. The Owner of Gurnick Academy of Medical Arts must certify to the U.S. Department of Education that a Drug and Alcohol Prevention Program and Drug Free Policy are in place and maintained.

This policy includes and is not limited to all students, employees, and anyone conducting business on behalf of Gurnick Academy of Medical Arts.

### **Applicability**

This policy applies to anyone representing or conducting business with or for Gurnick Academy of Medical Arts. Therefore, this policy applies during all work and school hours, whenever engaging in business with or representing Gurnick Academy of Medical Arts, on-call or paid standby, or on academy property, or at academy-sponsored events/sites.

### **Prohibited Behavior**

It is a policy violation to use, possess, sell, trade, offer alcohol, illegal drugs, or intoxicants while on campus or at a Gurnick Academy of Medical Arts-sponsored site/activity. It is a violation to be intoxicated while on campus or conducting academy business.

Being under the influence of any substance such as marijuana is prohibited while attending Gurnick Academy of Medical Arts or any off-site activity associated with the institution, such as clinical experiences and field trips. Gurnick Academy of Medical Arts' drug-free policy must follow federal laws, regardless of State of law, as an institution with approval to distribute Title IV funds to those who qualify. For example, federal laws classify marijuana as an illegal drug, regardless of whether you may have a medical marijuana card or the substance is legal within California.

### **Notification of Convictions**

Any employee or student convicted of a criminal drug or alcohol violation must notify Gurnick Academy of Medical Arts in writing within five (5) calendar days of the conviction. Gurnick Academy of Medical Arts will take appropriate action within thirty (30) days of notification.

### **Consequences**

One of the goals of our drug and alcohol-free workplace program is to encourage employees/students to seek help with alcohol and drug problems voluntarily. If an employee or student violates the policy, sanctions may include any of the following:

1. Mandated treatment for the problem.
2. Mandated treatment at a local treatment center.

3. Mandated completion of a drug rehabilitation program.
4. Mandated probation period not to exceed one month.
5. Termination from the school or discharge from employment.

Gurnick Academy of Medical Arts will terminate a student or employee after receiving notification that the individual is convicted of a drug crime. Gurnick Academy of Medical Arts will also require that the employee or student participate in a drug abuse assistance or rehabilitation program approved by a Federal, State, or local health enforcement agency, or other appropriate agency.

Eligibility for Title IV programs may be suspended or terminated as part of a conviction.

### Assistance

Gurnick Academy of Medical Arts recognizes that drug and alcohol abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees/students our drug-free workplace policy:

1. Encourages employees and students to utilize the services of qualified professionals in the community to assess the seriousness of suspected drug or alcohol problems and identify appropriate sources of help.
2. Ensures the availability of a current list of qualified community professionals.

The ultimate financial responsibility for recommended treatment belongs to the employee and student.

### Resources

The Center for Substance Abuse Treatment and Referral Hotline: **1.800.843.4971**

The National Clearinghouse for Alcohol and Drug Information: **1.800.729.6686**

Substance Abuse Treatment Facility Locator by City:

[findtreatment.samhsa.gov/locator](http://findtreatment.samhsa.gov/locator)

Table 15. Resources

Location	Resource	Contact Information
San Mateo, CA	Project Ninety Inc. O'Toole Center	15 9th Avenue, San Mateo, CA 94401, (650) 579-7157
San Mateo, CA	Mills-Peninsula Health Services Behavioral Health Department	1601 Trousdale Drive, Burlingame, CA 94010, (650) 696-5363
Concord, CA	John Muir Behavioral Health Center for Recovery	2740 Grant Street, Concord, CA 94520, (925) 674 -4100
Concord, CA	Recovery Management Services Crossroads Treatment Center Inc.	2449 Pacheco Street, Concord, CA 94520, (925) 682-5704
Modesto, CA	Nirvana Drug and Alcohol Institute Outpatient	1100 Kansas, Suite B, Modesto, CA 9535, (209) 579-1151
Modesto, CA	Living Center	416 Corson Avenue, Modesto, CA 95350, (877) 399-0049
Fresno, CA	Mental Health Systems Inc. Fresno Center for Change	2550 West Clinton Avenue, Fresno, CA 93705, (559) 264-7521
Fresno, CA	WestCare California Inc.	611 East Belmont Avenue, Fresno, CA 93701, (559) 237-3420
Sacramento, CA	Sacramento County Probation Adult Drug Court Treatment Center	3201 Florin Perkins Road, Sacramento, CA 95826 (916) 875-1171
Sacramento, CA	Bridges Inc Outpatient Services	3600 Power Inn Road, Suite C, Sacramento, CA 95826 (916) 450-0700

Van Nuys, CA	Los Angeles Centers for Alcohol and Drug Abuse	470 East 3 <sup>rd</sup> Street, A & B, Los Angeles, CA 90013 (213) 626-6411
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### **Confidentiality**

All information received by Gurnick Academy of Medical Arts through the drug-free workplace program is confidential. Access to this information is limited to those who must know to comply with relevant laws and management policies.

### **Shared Responsibility**

A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Students and employees, including management, have essential roles to play. All employees and students are required not to report to work or school while their ability to perform duties is impaired due to on- or off-duty use of alcohol or other drugs. In addition, employees and students are to report dangerous behavior to their appropriate designated official and inform their supervisor or program coordinator of any over-the-counter or prescription medications that may affect their performance/behavior. It is the supervisor's and instructor's responsibility to:

1. Observe employee and student performance.
2. Investigate reports of dangerous practices.
3. Document negative changes and problems in performance.
4. Counsel employees and students as to expected performance improvement.
5. Clearly state the consequences of policy violations.

### **Reasonable Suspicion Testing**

Testing may be required where there is reasonable suspicion based on objective symptoms. This includes factors related to appearance, behavior, or speech if the employee or student is found to have physical evidence (i.e., drug or alcohol paraphernalia). Following an injury or other incident causing suspicion of drug or alcohol use, Gurnick Academy of Medical Arts management may elect to test.

### **Communication**

Communicating our Drug Free Policy to employees and students is critical to our success. To ensure that all employees and students are aware of their role in supporting our program:

- All employees and students will receive a written copy of the policy and program.
- The policy and program will be reviewed in orientation sessions with new employees and students.
- All employees and students will receive an update of the policy and program annually.

### **Review of this Policy**

Gurnick Academy of Medical Arts will review the Drug Free Policy/Drug and Alcohol Prevention Program at a minimum once every two (2) years.

### **Alcoholic Beverage Programs**

The possession, sale, or furnishing of alcohol on the Gurnick Academy of Medical Arts campus is governed by the Campus Director/Administrator and California state law. Laws regarding the possession, sale, consumption, or furnishing of alcohol are controlled by the California Department of Alcohol and Beverage Control (ABC). However, the enforcement of alcohol laws on campus is the primary responsibility of the Campus Director/Administrator.

The campus has been designated Drug free. The possession, sale, manufacture, or distribution of any controlled substance is illegal under state and federal laws. Such laws are strictly enforced. Violators are subject to disciplinary action, criminal prosecution, fines, and imprisonment. It is unlawful to sell, furnish or provide alcohol to anyone under 21.

The possession of alcohol by anyone less than 21 years of age in a public place or a place open to the public is illegal. It is also a violation of the Alcohol Policy for anyone to consume or possess alcohol in any public or private campus area without prior approval from the Campus Director/Administrator. Students, employees, or groups violating alcohol/substance policies or laws may be subject to sanctions by Gurnick Academy of Medical Arts.

### **Illegal Drugs**

The campus has been designated “Drug free.” The possession, sale, manufacture, or distribution of any controlled substance is illegal under state and federal laws. The Campus Director strictly enforces such laws. Violators are subject to disciplinary action, criminal prosecution, fines, and imprisonment.

### **Prevention Programs**

Gurnick Academy of Medical Arts has developed a program to prevent students’ and employees’ illicit drug use and alcohol abuse. The program provides drug use and abuse services, including disseminating referrals and disciplinary actions. The Campus Director will provide referral services upon request.

### **Local, State, and Federal Legal Sanctions**

Laws Governing Alcohol, Controlled Substances & Health Risks

*A violation of any law regarding alcohol and controlled substances is also a violation of the Student Code of Conduct and will be treated as a separate disciplinary matter.*

California sets 21 as the minimum age to purchase or possess any alcoholic beverage. The unlawful use, possession, distribution, manufacturing, or dispensing of illegal drugs is prohibited.

Substance abuse may result in serious health problems or even sudden death, which can occur after first-time use in the case of some drugs (e.g., cocaine). The following is a partial list of other potential health risks:

Acute problems; Heart attack; Stroke; Long-lasting effects; Disruption of normal heart rhythm; High blood pressure; Destruction of brain cells; Permanent memory loss; Infertility and impotence; Immune system; impairment; Kidney failure; Cirrhosis of the liver; Pulmonary damage, etc.

Specific ordinances regarding violations of alcohol laws, including driving while intoxicated as well as for the unlawful possession or distribution of illegal drugs and alcohol, include the following:

- No person may sell, furnish, give, or cause to be sold, furnished, or given away any alcoholic beverage to a person under 21. No person under the age of 21 may purchase alcoholic beverages. (California Business and Professions Code 256560).
- It is unlawful for any person under the age of 21 to possess alcoholic beverages on any street or highway or in any place open to public view. (California Business and Professions Code 25662).
- It is a misdemeanor to sell, furnish, or give away an alcoholic beverage to any person under the age of 21 (California Business and Professions Code 25658) or anyone visibly intoxicated (California Business Professions Code 25602).
- It is unlawful for any person to drink while driving or have an open container of an alcoholic beverage in a moving vehicle. With a blood-alcohol level of .08 or higher, a driver is presumed under the influence of alcohol. Between .05% and .08%, a person may be found guilty of driving under the influence (Vehicle Code 23153).
- Every person found in public under the influence of intoxicating liquor, any drug, controlled substance, or any combination of the above and is unable to exercise care for their or the safety of others is guilty of a misdemeanor (Penal Code 647(f)).
- It is unlawful to possess controlled substances: Imprisonment in State prison for possession of specified controlled substances, including opium derivatives and cocaine (Health and Safety Code Section 11350).

- It is unlawful to sell controlled substances: Imprisonment in State prison for two to four years for possession or sale of specified controlled substances, including opium derivatives and cocaine (Health and Safety Code Section 11351).
- It is unlawful to possess marijuana under the following:
  - Possession of not more than 28.5 grams or more than four grams of concentrated cannabis, or both, shall be punished as follows:
    - Upon a first offense, persons under 18 years of age must complete four hours of drug education or counseling and up to 10 hours of community service.
    - Persons at least 18 years of age but less than 21 years of age shall be guilty of an infraction and punishable by a fine of not more than \$100 (Health and Safety Code Section 11357 (b))
  - Possession of more than 28.5 grams of marijuana or more than four (4) grams of concentrated cannabis shall be punished by imprisonment in county jail and a fine of not more than \$500.
- It is unlawful to possess with intent to sell marijuana: shall be punished by imprisonment in the State prison (Health and Safety Code Section 11359).
- It is unlawful to distribute prescription drugs: it is unlawful for any person who is not a pharmacist to manufacture, compound, furnish, sell, or dispense any dangerous drug or dangerous device, or to dispense or compound any prescription (Business and Professions Code Section 4051 (a)).
- It is unlawful to be under the influence of a controlled substance: No person shall use or be under the influence of any controlled substance. Any person convicted of violating this is guilty of a misdemeanor and shall be sentenced to serve a term of not less than 90 days or more than one (1) year in county jail. (Health and Safety Code Section 11550 (a)).

**For reference:**

Health and Safety Codes

[leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=HSC&tocTitle=+Health+and+Safety+Code+-+HSC](http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=HSC&tocTitle=+Health+and+Safety+Code+-+HSC)

Penal Codes

[leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=PEN&tocTitle=+Penal+Code+-+PEN](http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=PEN&tocTitle=+Penal+Code+-+PEN)

Vehicle Code

[leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=VEH&tocTitle=+Vehicle+Code+-+VEH](http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=VEH&tocTitle=+Vehicle+Code+-+VEH)

Drug use during pregnancy may result in fetal damage and congenital disabilities, causing hyperactivity, neurological abnormalities, and developmental difficulties.

## **PREGNANCY**

Gurnick Academy of Medical Arts provides students with a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed.

However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. Disclosed pregnant students may seek counseling from a radiation safety officer (RSO) or other qualified individuals. Upon student disclosure, the student will be provided a fetal dose monitor and instructions for use.

Associate of Science in Radiologic Technology and Associate of Occupational Science in Radiologic Technology Program students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance

with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy.

A student may submit a written request to withdraw her declaration without question at any time. A student who has decided to declare her pregnancy will be allowed to pick one of the following options for completing their Gurnick Academy of Medical Arts training.

### **Options**

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue the training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Associate of Science in Nuclear Medicine Technology students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy. The student will then be counseled and review the U.S. Nuclear Regulatory Commission Appendix to Regulatory Guide 8.13, "Possible Health Risks to Children of Women Who Are Exposed to Radiation During Pregnancy."

A student may submit a written request to withdraw her declaration without question at any time. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the Gurnick Academy of Medical Arts training.

### **Options**

1. Continuing the training with approval of the clinical site per the institution's radiation protection policy. As a result, the student elects to continue doing so at their risk. Neither the college nor the clinical affiliate can guarantee that the student would not exceed the occupational limits of 0.5 rem during the entire gestational period. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Associate of Science in VMT Program students: As a point of information, a pregnant student is reminded of the many contaminants present in the clinical area that could adversely affect a fetus. It is advisable for the student to contact her obstetrician once the pregnancy has been confirmed, to ensure that there are no medical

concerns or limitations. Upon declaration of pregnancy the academy will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

**Options:**

1. Continuing the training with approval of the clinical site per the institution's radiation protection policy. As a result, the student electing to continue does so at her own risk in that neither the college nor the clinical affiliate can guarantee that the student would not exceed the occupational limits of 0.5 rem during the entire gestational period. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in the training with Gurnick reserving the right to contact the physician to verify student physical activity level and ability to complete all requirements of the clinical experience.
2. The student may take a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

For students in the Dental Assistant, Associate of Occupational Science in Ultrasound Technology, and Associate of Science in Magnetic Resonance Imaging Programs, there is an additional option:

1. Students may also continue the training with a modification of clinical assignments. This option means the student would choose to delay clinical assignments and competencies in areas high in potential hazardous exposure. However, to accomplish this, the training may need to be extended. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue training.

For students in the Dental Assistant, Associate of Science in Radiologic Technology, and Associate of Occupational Science in Radiologic Technology, there is an additional option:

Students have the right to undeclare their pregnancies. Modifications will be determined on an individual basis per programmatic completion requirements.

## **STUDENT BEREAVEMENT**

Recognizing that a time of bereavement is challenging, every effort will ensure that a bereaved student can attend to family matters. The student will provide documentation of the death or funeral service to the Program Coordinator. A designated School Official will inform the student's instructors of the student's leave.

### **Immediate Family**

Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, domestic partner, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

### **Relative Living in the Student's Home**

Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew, or first cousin living in the student's home.



## Relative

Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew, or first cousin. If the death of another family member or friend is not explicitly included within this policy, a bereaved student should petition for grief absence through the Program Coordinator.

## Travel and Absences

Additional days may be granted depending on the number of miles needed to travel. No additional excused absence days are allowed within 150 miles (241.4 km) radius of the student campus. One extra excused absence day may be permitted between 150 miles (241.4 km) and 300 miles (482.8 km) of the student campus. Two additional excused absence days may be taken beyond a 300-mile radius of the student campus. Outside the 48 contiguous United States, four further excused absence days may be approved.

## Making up Clock Hours

Depending on where the student is in the program and the nature of Gurnick Academy of Medical Arts' educational structure, hours cannot be guaranteed, possibly affecting the students' graduation date and completion status. The student must make up all hours missed and complete all the necessary competencies. Given proper documentation, didactic instructors will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. Making up Clinical Hours is also contingent upon an available student position in appropriate clinical facilities.

## CHANGE OF NAME

Any changes to a student's current or former legal name require the following:

- One of the following:
  - a certified copy of their birth certificate
  - valid (current) passport
  - a marriage license issued by a county or city clerk
  - a divorce decree from a court of law
  - a court-ordered name change
- The second piece of identification (with the new name) must be a government-issued photo ID. Changes of Name Forms are available on [www.gurnick.edu/student-forms/](http://www.gurnick.edu/student-forms/) or by asking a campus designee. Students must complete the Change of Name Form and bring the above-mentioned official documents in person to the Student Services Coordinator or Designated School Official located on their campus or mail notarized copies of documents with a cover letter explaining the change. Students must sign the cover letter and include their Gurnick Academy of Medical Arts student ID number or social security number and date of birth if they choose to mail the certified documents. Mail should be sent to the student's campus.

The Student Services Coordinator or Designated School Official will photocopy the official documents evidencing the name change and file these documents in the appropriate student folder with the completed Change of Name Form.

## STUDENT DRESS CODE

The Student Dress Code applies whenever the student is at the campus or a clinical site in either a clinical or didactic setting.

Students are expected to maintain a neat, clean, and professional appearance while attending Gurnick Academy

of Medical Arts. This helps to ensure a positive teaching and learning environment for all students and is essential to the image and safe operation of Gurnick Academy of Medical Arts. Dress codes in the medical profession are common, and our dress code is designed to teach our students to adhere to policies and look professional. Our dress code identifies the student as a medical professional in training.

### **General Requirements:**

All students attending class on campus must wear school-designated scrubs and white professional medical shoes (non-porous material, leather or pleather, that can be easily cleaned and polished) during the didactic, laboratory, and clinical sites. The uniform consists of blue scrub tops, blue scrub bottoms, and a sweater. Students may wear white short-sleeved or long-sleeved undershirts without visible designs for additional warmth. Individual programs may enforce a stricter dress code.

While in attendance at a clinical site, students must adhere to the Gurnick Academy of Medical Arts Policies and Designated Clinical Facility Policies. Violation of the dress code policy may result in disciplinary action, including being sent home. Clinical sites requesting an exception to the Gurnick Academy of Medical Arts Dress Code Policy will need to provide their request in writing, and accommodations will be made specifically for that clinical site only.

### **Exceptions or Additions to the Student Dress Code by Program**

#### **Physical Therapist Assistant (A.S. in PTA) and Ultrasound Technology (A.O.S. in UT) Programs:**

Students must wear Khaki pants, and Gurnick Academy of Medical Arts supplied shirts for didactic sessions. Physical Therapist Assistant and Ultrasound students must wear the Gurnick Academy of Medical Arts supplied shorts and shirts for the lab. Women must wear a tank top or sports bra if shirts are removed.

#### **Distance Education (Online) Programs:**

Students enrolled in Distance Education (Online) programs, including B.S. in DMI, are not required to abide by the above dress code.

#### **Bachelor of Science in Nursing (BSN) Program:**

Students in the BSN program are exempt from the above dress code for the externship portion of the program. However, students must dress appropriately for the facility they attend for their externship hours.

## **PERSONAL APPEARANCE AND HYGIENE**

In addition to the above dress code, students are required to maintain a neat and professional appearance and maintain personal hygiene at all times. The guidelines below are for the student's health, safety, professionalism, and the patient's comfort in being cared for by a medical professional in training. Kindly note that the following requirements are not all-encompassing. Circumstances may arise which are not covered by this policy:

- Students with long hair must keep their hair up and away from the face at all times.
- Students must wear their Gurnick Academy of Medical Arts Identification Badge at shoulder or chest height at all times. (Clinical facilities may additionally require an identification badge issued by their department to be worn during the students' clinical experiences at their facility).
- Tattoos must be covered. Tattoos on the arms (including upper arm, forearm, and wrists) must be covered by long sleeves. A white undershirt or turtleneck must cover tattoos on the chest and extend up the neck without visible designs. Tattoos that cannot be covered must not convey a message contrary to professional standards and must not pose a potential customer relations issue.
- Undergarments must be worn at all times.
- Fragrances must be avoided.

- Jewelry must be discrete and provide no risk to the wearer or patient. Visible piercing jewelry is not allowed.
- No head coverings, including hats, except for verified religious practices.
- Neatly trimmed, naturally colored fingernails; no long artificial nails are permitted.
- Facial hair must be closely trimmed.
- Any makeup must be minimal.
- Daily hygiene adhered to (shower, deodorant, oral care).
- This list is not meant to be exhaustive, and other requirements may be applied as deemed professional by Gurnick Academy of Medical Arts.

## **CELL PHONE**

Cell phones must be turned off in class\* and clinical settings at all times. Students may use their cell phones on campus before or after class and during breaks in the posted designated areas or outside Gurnick Academy of Medical Arts. Students who do not comply with this policy are subject to disciplinary probation or expulsion at the discretion of the Gurnick Academy of Medical Arts administration.

*\*Please note that some instructors may allow restricted cellphone use in class for certain activities.*

## **ADMINISTRATION OF EXAMINATION**

All electronic devices must be turned completely off during all evaluation forms administration and displayed within the instructors' view. All non-electronic personal belongings will be stored out of all class members' view by storing belongings under the chair or desk. There will be no talking or questions during the administration of evaluations. Forms of evaluation include but are not limited to quizzes, tests, and examinations. Students who do not comply with this policy are subject to disciplinary probation or expulsion at the discretion of the Gurnick Academy of Medical Arts administration.

## **ELECTRONIC RECORDING**

Gurnick Academy of Medical Arts prohibits video recording of any kind on academy grounds or at a clinical site by students or any other individuals who have not secured written permission from the Gurnick Academy of Medical Arts' administration to do so. This policy protects the privacy of all students, faculty, staff, clinical site employees, and patients and protects the confidentiality and intellectual property of all instructional material and curricula. Voice recording is solely permitted during a lecture class with the instructor's permission and when being used for the educational purpose of an individual's studying resource. Any student found in violation of this policy will be immediately expelled from Gurnick Academy of Medical Arts and will not be permitted to re-enroll per the Gurnick Academy of Medical Arts' Re-enrollment Policy's guidelines on expulsion due to disciplinary action.

## **VIDEO AND AUDIO SURVEILLANCE NOTIFICATION**

When on Gurnick Academy of Medical Arts premises, individuals enter an area where video and audio recording may occur. By entering the premises, individuals consent to video and audio recording and release Gurnick Academy of Medical Arts, its officers, employees, and each and all persons involved from any liability connected with the video and audio recordings.

To promote the safety of employees and students, as well as the security of its facilities, Gurnick Academy of Medical Arts may conduct video and audio surveillance of any portion of its premises at any time. These video cameras will be positioned in appropriate places within and around Gurnick Academy of Medical Arts. The only

exception to surveillance is within private areas such as restrooms.

By entering the premises, individuals waive any right to inspect or approve any video or audio recordings taken by Gurnick Academy of Medical Arts or the person or entity designated to view recordings.

## TRANSFER

### Within the Program

Students may be considered for transfer from one cohort into another within the same program if:

- Students are returning from LOA by the expected return date
- Students are currently Active (students have started the program) and wish to:
  - Transfer from AM/PM or PM/AM
  - Transfer to another campus

Students may not be eligible for transfer if there is a large discrepancy in cost, length, start date, and availability of programs and seats in the preferred group or campus.

### To Another Program

Students who are not eligible for transfer within the program may withdraw from the current program and enroll in the available desired program. Please see the Re-Enrollment Policy for further details.

Transfer students are not subject to pay a \$100.00 Registration Fee.

## TRANSFERABILITY OF CREDITS AND CREDENTIALS

The transferability of credits you earn at Gurnick Academy of Medical Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the (credits or degree, diploma, or certificate) that you earn at this institution are not accepted at the institution you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Thus, you should confirm that attendance at this institution will meet your educational goals. This may include contacting an institution you may seek to transfer to after attending Gurnick Academy of Medical Arts to determine if your (credits or degree, diploma, or certificate) will transfer.

## UNIT OF CREDIT

Academic credit is measured in quarter credit, semester credit, or clock hours. Typically, one hour of instructional time is defined as fifty minutes. Credits solely earned at Gurnick Academy of Medical Arts determine progress towards program completion. Credits are not usually transferable to another school, college, or university.

Quarter credit hours are determined as follows:

- 10 hours of lectures = 1 quarter credit hour
- 20 hours of laboratory = 1 quarter credit hour
- 30 hours of clinical = 1 quarter credit hour

Semester credit hours are determined as follows:

- 15 hours of lectures = 1 semester credit hour
- 30 hours of laboratory = 1 semester credit hour
- 45 hours of clinical = 1 semester credit hour

## ESTIMATED TIME FOR OUTSIDE OF SCHOOL PREPARATION HOURS (OSPH)

The OSPH policy estimates the number of hours it takes students to perform outside of school preparation activities. Such activities that will require students to study outside regularly scheduled hours in school include but are not limited to:

- Homework assignments
- Test and quizzes preparations
- Reports competitions
- Other assignments

The number of hours it takes students to perform OSPH is estimated using the following methodology:

“The average adult reading rate is 250 words per minute with 70% comprehension. [Smith, Brenda D. “Breaking Through: College Reading” 7th Ed. Longman, 2004]. Reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). With an average of 400 words per page, at 200 words per minute, a student should read around 30 pages per hour (200 words per minute x 60 = 12,000 words per hour divided by 400 = 30 pages per hour). Therefore, we are using 25-30 pages per hour. Audiobooks are recommended to be 150-160 words per minute or 22 pages per hour. Reading on Monitor: 180-200 wpm or 27 pages per hour. Slide presentations are closer to 100 wpm or 15 pages per hour.”

OSPH related activities may be graded. Quarter Credit programs: Students must spend at least five (5) hours of OSPH per quarter credit (didactic or lab) to receive credit. Semester Credit program: Students must spend at least 7.5 hours of OSPH per semester credit (didactic or lab) to receive credit.

## STUDENT GRIEVANCE AND APPEALS

Gurnick Academy of Medical Arts is dedicated to fair treatment and professional conduct with students. In compliance with the Office of Civil Rights (OCR) recommendations, this policy and procedure about grievances of various natures, including but not limited to academic, discrimination, harassment, and bullying. Students are first encouraged to discuss any concerns or questions regarding policies or decisions rendered directly with the party with whom the student has a concern. Should any student have a complaint, the student is asked to discuss the matter within five days directly with an Instructor or Administrative Manager/Designated School Official who will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. An effort to define the problem.
2. An effort to identify acceptable options for resolution.
3. An attempt to resolve the conflict through the application of one or more acceptable options for resolution.

Should the student feel the issue has not been satisfactorily resolved, they may, within five (5) days file a written complaint directly with the Program Director. The Program Director will do their best to resolve the matter at hand for the student and Gurnick Academy of Medical Arts. The Program Director will try to resolve or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If, after following these steps, the Program Director cannot remedy the issue and the student is still unsatisfied with the solution, then the Campus Director will investigate all written complaints, attempt to resolve all such complaints, and record an entry into the campus’s official log.

The formal process will require the student's submission of a written description of the specific complaint and the desired remedy, accompanied by any available documentation. The Campus Director will have five (5) days to respond to the grievance and determine proper action. The Campus Director may notify the student of the decision reached. If need be, students may also follow the Appeals Procedures outlined below for further action.

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy of Medical Arts has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Strategy and Innovation. Note: A student must stay within the appeal process and not contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied their appeal.

Should the Campus Director be unable to remedy the issue and the student is still unsatisfied with the outcome, the student may ask the Campus Director, in writing, to forward all written grievances and correspondence to the Appeals Committee. The Appeals Committee will have five (5) working days to respond to the appeal and determine proper action. All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director or Appeals Committee and on a “need-to-know” basis. The decisions rendered by the Appeals Committee will be the final and binding decision of Gurnick Academy of Medical Arts.

At any time, a student or any member of the public may file a complaint about Gurnick Academy of Medical Arts with the Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form obtainable on the bureau’s Internet website at [www.bppe.ca.gov](http://www.bppe.ca.gov).

Associate of Science in Physical Therapist Assistant (A.S. in PTA) at Gurnick Academy of Medical Arts is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If you need to contact the program/institution directly, please call 650- 425-9672 or email [rcheema@gurnick.edu](mailto:rcheema@gurnick.edu).

All VN and PT students have the right to contact the Board of Vocational Nursing and Psychiatric Technicians regarding the education program. The BVNPT contact info is BVNPT 2535 Capital Oaks Drive, Suite 205 Sacramento, CA 95833-2945 Phone: 916-263-7800 Fax: 916-263-7859 Web: [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

Students in a Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited program have the right to contact the JRCERT regarding concerns about their education program. The JRCERT contact information is 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182. Phone: (312) 704-5300. E-mail is [mail@jrcert.org](mailto:mail@jrcert.org). The website is [www.jrcert.org](http://www.jrcert.org).

Students may be withdrawn either by self-withdrawal or by academic withdrawal. A student who self-withdraws will be processed through the drop process. Students who are academically withdrawn can dispute the withdrawal through the student grievance and appeals process. To initiate the grievance and appeals process, the students must submit a written appeal within five (5) days of being notified of the withdrawal. After five (5) days, the student will be dropped via the drop process if no written appeal has been submitted.

The student grievance and appeals process will start if a written appeal is submitted within the allotted time. The student will be placed on Active Warning status and must attend all instruction until the grievance and appeals process has been completed and a final decision has been made. Please see the Student Grievance and Appeals section for detailed information.

## COPYRIGHT

It is the policy of Gurnick Academy of Medical Arts to respect the copyright protections given by federal law to owners of texts, publications, documents, works of art, digital materials, and software, and to abide by all license

and contractual agreements in the provision of resources and services to Gurnick Academy of Medical Arts.

Members of the Gurnick Academy of Medical Arts community are advised to become as knowledgeable as possible regarding copyright law and this policy. Individuals who willfully disregard this policy and guidelines do so at their own risk and may be subject to personal liability. Gurnick Academy of Medical Arts regards a violation of this policy as a serious matter. Any such violation is without its consent and is subject to disciplinary action, including termination of Gurnick Academy of Medical Arts employees and expulsion of students.

Use of copyright material(s) is permissible with written permission from the owner(s). The Campus Director can provide a sample request letter. When consent is received, please provide a copy of the signed letter to the Campus Director. The Campus Director will review the letter's content and either give or deny the request to utilize the texts, publications, documents, works of art, digital materials, or software requested.

Gurnick Academy of Medical Arts prohibits using its equipment to access, use, copy, reproduce, or make available to others, including unauthorized peer-to-peer sharing, any copyright-protected materials or software except as permitted under copyright law or specific license. Specifically, users are prohibited from:

- Copying or reproducing any texts, publications, documents, works of art, digital materials, and software on Gurnick Academy of Medical Arts' photocopiers, fax machines, or computing equipment, except as expressly permitted in writing by the owner. Furthermore, users may not use unauthorized copies of texts, publications, documents, works of art, digital materials, and software on-site at Gurnick Academy of Medical Arts facilities, owned computers, or personal computers housed in the institution's facilities.
- Copying, downloading or uploading audio recordings, music, movies, videos, and other kinds of copyright-protected files electronically without the owner's written permission.
- Posting copyrighted material on a Gurnick Academy of Medical Arts-owned website (official or personal).

Additionally, faculty, staff, administrators and students must:

- Fully read, understand, and abide by all terms of software license agreements.
- Where applicable, remove any copyrighted material from Gurnick Academy of Medical Arts facilities or download it from the web after the evaluation period has expired.
- Not accept unlicensed software from any third party.
- Not install, nor direct others to install, illegal copies of computer software or unlicensed software onto any institution-owned or operated computer system.

Gurnick Academy of Medical Arts does not routinely monitor the network for illegal activity in violation of institutional policy. However, Gurnick Academy of Medical Arts reserves the right to monitor network use for operational needs and ensure compliance with applicable laws and institutional policies. Gurnick Academy of Medical Arts has a legal duty to comply with applicable laws protecting third parties' intellectual property rights and respond to formal legal complaints that it receives.

Gurnick Academy of Medical Arts reserves the right to authorize removing any illegal copyright material or disconnecting a user's account if the user represents a severe threat to system integrity or is a liability to the institution. Gurnick Academy of Medical Arts may refer suspected violations of applicable law to appropriate law enforcement agencies.

Any provision of this policy that is ruled invalid under the law shall be deemed modified or omitted solely to the extent necessary to comply with said law. The remainder of the policy shall continue in full force and effect.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less

than \$750.00 and not more than \$30,000.00 per work infringed. For infringement, a court may award up to \$150,000.00 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five (5) years and fines of up to \$250,000.00 per offense.

For more information, please see the Website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

## FILE SHARING

Gurnick Academy of Medical Arts' computers are strictly for supporting the mission of Gurnick Academy of Medical Arts and are only to be used by our students, faculty, and staff. No user should perform any action which may be deemed inappropriate or dangerous. All use of Gurnick Academy of Medical Arts' computers should be within the ethical standards of Gurnick Academy of Medical Arts. This includes but is not limited to plagiarism, illegal file sharing, or the distribution of copyrighted material.

Gurnick Academy of Medical Arts' students, faculty, and staff in violation of this policy are subject to disciplinary probation, suspension, or termination at the discretion of Gurnick Academy of Medical Arts' administration. In addition, any user found in violation of State or Federal laws is responsible for the consequences of their actions which may include civil action or criminal prosecution.

## PLAGIARISM

Plagiarism is defined as "literary theft," i.e., the presentation and passing off as one's original ideas, words, or writings of another. One common violation is the use of another student's work without acknowledgment. The most common violation involves a student using published materials and failing to acknowledge the sources.

Copying a direct quotation without using quotation marks or crediting the source is considered plagiarism. Another form of plagiarism consists of paraphrasing or using an original idea without properly introducing or documenting the paraphrase or borrowed idea.

The ideas and words are the author's property. They are protected by law and must be credited when borrowed. To avoid plagiarism, one should:

- Use quotation marks for all quoted materials.
- Paraphrase material using their style and language rather than merely rearranging sentences.
- Use footnotes or other accepted methods to credit the author.
- Provide a bibliography for the sources noted in the footnotes.
- Introduce the quotation or paraphrase with the author's name of the borrowed material.

## STUDENT SERVICES

### Student Identification Card

Students receive their badges at the beginning of their program; it is part of their Gurnick Academy of Medical Arts uniform. Initial ID badges or replacements are provided by Student Services or Front Desk. If a replacement identification card is required for any reason, the student is responsible for all applicable fees.

All students must wear their Student Identification Card while in a clinical setting at all times. Failure to do so could impact the student's ability to attend the clinical facilities, complete the program's graduation



requirements, or obtain certification after program completion.

### **Academic Advisement**

All applicants and students may discuss program and course selection with the applicable Program Director or Admission Advisor. An appointment is required.

### **Accessibility for Disabled Students**

All campuses of Gurnick Academy of Medical Arts have accessible parking spaces available. Students with disabilities who require assistance are encouraged to disclose this information to their Admission Advisor to determine a plan of action for support services.

### **Orientation of New Students**

Orientation is conducted before the beginning of each program to introduce new students to Gurnick Academy of Medical Arts. During this orientation, administration members familiarize students with Gurnick Academy of Medical Arts facilities and explain academic policies and regulations.

### **Tutor Locator Service**

Students who experience difficulty or have learning challenges will be assisted in locating qualified tutors as Gurnick Academy of Medical Arts does not offer a tutoring program. Interested students should contact the Program Director. The Program Director can arrange individual tutoring to help students struggling to catch up with the program and improve academic progress.

### **Library Resources**

Gurnick Academy of Medical Arts provides students with online resources through our consortium membership and subscriptions with the Library & Information Resources Network (LIRN). Gurnick Academy of Medical Arts subscribes to the LIRN Core Collection of databases to access online reference books, journals, magazines, and news content.

The LIRN Medical Module provides journals, magazines, news, and dissertation content in biomedical science, nursing, and allied health. Students can access our LIRN database content 24/7. Gurnick Academy of Medical Arts also subscribes to LIRN's Consortium Librarian Services. Students and faculty may contact the LIRN Librarian for research assistance and training by emailing [GurnickAcadOfMedArts@lirn.net](mailto:GurnickAcadOfMedArts@lirn.net).

### **Computer and Internet Resources**

Computer and Internet Resources are available for students to use at each campus. Students have access to equipment and programs essential for their educational and work-related experiences. Most of our computer labs are also equipped with a printer to help students in education and research projects.

### **Student Information System**

The Student Information System is available to students for idea sharing, communication between faculty and students, quizzes and research exchange, email communications and grades, and attendance verification and review.

### **Employment Assistance**

Gurnick Academy of Medical Arts provides job search assistance to graduates in good standing for as long as the graduate continues to cooperate with the academy. Gurnick Academy of Medical Arts does not guarantee employment upon graduation. Embarking on a course of education typically enhances one's thinking and potential productivity.

The concentrated programs offered at Gurnick Academy of Medical Arts require a significant commitment of

time and effort. There is also the risk that, due to market fluctuations, personal issues, or other factors, some graduates may be unable to find employment in their field of training within a timeframe that is acceptable to them. Therefore, they may elect to pursue other career options; some use their training indirectly, and some do not.

Job search assistance will be provided in the form of some or all of the following:

- Interviewing skills seminars
- Resume preparation seminars
- Job search techniques seminars
- Referrals to potential employers

In some allied health occupations, many jobs begin as part-time, averaging 20 to 25 hours per week, with a potential opportunity to progress to or convert to full-time employment in the future.

Finding employment is a joint effort between the student and Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts holds workshops and meetings with students and graduates. The student must agree to cooperate with our Career Services Coordinators in conducting a job search, including providing a resume, participating in scheduled workshops, attending interviews, and completing all required assignments. Further, students should understand the effort it takes to find a job upon program completion is commensurate with the program itself.

Students must commit to a reasonable timeframe to complete the job search process, which typically takes several months beyond graduation to maximize chances for success. During this time, the student should maintain regular weekly contact with the school. Students should also understand that a potential employer may consider a job applicant's attitude, grades, attendance, personal performance on an interview, work background, educational background, and other intangible factors in hiring the applicant.

Gurnick Academy of Medical Arts programs are comprehensive and are designed to prepare students for entry-level positions. After obtaining an entry-level position, additional training is usually required to develop incremental skills and protocols specific to that position. An applicant for an entry-level position must adopt a "get your foot in the door" approach by maintaining flexibility regarding salary, hours, location, and potential relocation to secure such employment.

## Housing

Gurnick Academy of Medical Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to [www.rentals.com](http://www.rentals.com), rental properties in the following cities start at approximately the following rates per month: San Mateo, CA \$1,400.00, Concord, CA \$1,465.00, Modesto, CA \$995.00, Fresno, CA \$685.00, Sacramento, CA \$950.00, and Van Nuys, CA \$1,295.00.

## Student Resources

Students can obtain a list of local support services from Student Services. The list of services includes but is not limited to safety class providers, counseling services, tutoring services, medical care services, financial assistance services, and public transportation.

## Learning Disabilities

At Gurnick Academy of Medical Arts, we understand and agree that a student's learning disability or learning disorder/difficulty is when a student has difficulty learning using a typical approach. The causes vary; however, the causal factor is typically a disorder that affects the brain's ability to receive and process information. In other words, learning disabilities are neurologically-based conditions that get in the way of fitting attainment, management, and use of skills and knowledge. Every effort is put forth to ensure that students, faculty, and staff

with disabilities at Gurnick Academy of Medical Arts receive the services and accommodations to which they are entitled.

We also think that the learning disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific skills or completing tasks if they are left to figure things out by themselves or taught in conventional ways.

The diagnosis of a learning disability in an adult requires documentation of at least average intellectual functioning along with deficits in such areas as:

- Auditory processing
- Visual processing
- Information processing speed
- Abstract reasoning
- Memory (long-term, short-term, visual, auditory)
- Spoken and written language skills
- Reading skills
- Mathematical skills
- Visual-spatial skills
- Motor skills
- Executive functioning (planning)

Gurnick Academy of Medical Arts believes that a learning disability is not a temporary disorder. This disability type impacts how students with average or above-average intelligence process incoming, outgoing, or both.

Learning disabilities are often inconsistent. They may be manifested in only one specific academic area, such as math or foreign language. There might be problems in grade school, none in high school, and a return during higher education.

Learning disabilities are not the same as mental retardation or emotional disorders. Prevailing accommodations for students with learning disabilities are alternative print formats, taped lectures, notetakers, adaptive technology, course substitutions, early syllabus, exam modifications, priority registration, and study skills and strategies training.

Students may be required to submit documentation verifying the nature and extent of the disability receiving any accommodations. In this case, the documentation must be provided to Gurnick Academy of Medical Arts on professional letterhead and contain assessment dates, signatures, titles, and license/certification numbers of the diagnosing professionals. Diagnoses and disabilities that do not have the required information may not be used for determining eligibility for academic accommodations.

## **Disability Accommodation & Grievance Policy**

### **1. Statement of Non-Discrimination and Accommodation**

- a. Gurnick Academy of Medical Arts, LCC (“the Institute”) does not discriminate based on disability.
- b. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the educational resources of the Institute, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”) and the Americans with Disabilities Act (42 U.S.C. § 12182) (“ADA”) and their related statutes and regulations.
- c. Section 504 prohibits discrimination based on disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating based on disability. The applicable law and regulations may be examined in the office of the ADA

Compliance Coordinator. The Compliance Coordinator has been designated to coordinate the efforts of the Institute to comply with Section 504 and ADA.

ADA Compliance Coordinator:

Jason Ho  
 2121 S. El Camino Real, Building B-200  
 San Mateo, CA 94403  
 (650) 425-9673  
[jho@gurnick.edu](mailto:jho@gurnick.edu)

## 2. Requests for Accommodation

- a. Individuals with disabilities wishing to request reasonable accommodation must contact the ADA Compliance Coordinator. Disclosure of a disability or a request for accommodation made to a faculty or staff member, besides the ADA Compliance Coordinator, will not be treated as a request for accommodation. However, if a student discloses a disability to faculty or staff members, they must direct the student to the ADA Compliance Coordinator.
- b. The ADA Compliance Coordinator will provide a student or applicant with an **Accommodation Request Form**.
- c. Reasonable accommodations are available for students and applicants who provide the appropriate documentation of a disability. Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three (3) years from the date a student requests a reasonable accommodation and must be completed by a qualified professional specializing in the student’s disability, as enumerated below.

Table 16.

Disability	Qualified Professional
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D.) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	Ph.D. Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, Ph.D. Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist; Ph.D. Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the particular disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include:

- A licensed professional's current medical diagnosis and date of diagnosis
- Evaluation of how the student's disability affects one or more of the major life activities and recommendations
- Psychological and emotional diagnostic tests
- Functional effects or limitations of the disability
- Medications and recommendations to ameliorate the effects or limitations.

The Institute may request additional documentation as needed. The Institute may, at its discretion, waive the requirement for medical documentation to support accommodation requests that relate to obvious impairments and are *de minimis* (unimportant) in nature.

- d. After the ADA Compliance Coordinator receives the Request Form and the required documentation, they will engage the student or applicant in an interactive process to determine what accommodations may be reasonable.
- e. If the student or applicant is denied the requested accommodation, they may file a grievance using the Grievance Process below. They also may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity.
- f. The Institute will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if required, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

### 3. Grievance Process

- a. The Institute has adopted an internal grievance procedure, providing prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the ADA.
- b. Anyone who believes they have been subjected to discrimination based on disability, including disagreements regarding requested accommodations, may file a grievance under the procedure outlined below. The Institute will not retaliate against anyone who files a grievance or cooperates in the grievance investigation.
- c. Procedure

- i. Grievances must be submitted to the ADA Compliance Coordinator

Jason Ho  
2121 S. El Camino Real, Building B-200  
San Mateo, CA 94403  
(650) 425-9673  
[jho@gurnick.edu](mailto:jho@gurnick.edu)

Grievances must be submitted to the ADA Compliance Coordinator within thirty (30) days of the person filing the grievance becoming aware of the alleged discriminatory action.

- ii. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- iii. The ADA Compliance Coordinator (or their trained designee) shall investigate the complaint and afford all interested persons an opportunity to submit relevant evidence. The Complainant may also present witnesses relative to the complaint. The ADA Compliance Coordinator will maintain the files and records relating to such grievances.
- iv. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days of filing. The ADA Compliance Coordinator will advise the student and provide an update about the investigation status should a written decision not be made within 30 days of the filing. The student may also contact the ADA Compliance Coordinator to inquire about the investigation status at reasonable intervals.
- v. The person filing the grievance may appeal the decision of the ADA Compliance Coordinator by writing to:

Burke Malin  
Chief Operating Officer  
2121 S. El Camino Real, Building B-200  
San Mateo, CA 94403  
(650) 558-9038  
[bmalin@gurnick.edu](mailto:bmalin@gurnick.edu)

within 15 days of receiving the ADA Compliance Coordinator's decision. The Chief Operating Officer shall issue a written decision responding to the appeal no later than 30 days after its filing.

- vi. The availability and use of this grievance procedure do not prevent a person from filing a complaint of discrimination based on disability with the U. S. Department of Education's Office for Civil Rights and a similar state agency.
- vii. The Institute will take all steps to prevent the recurrence of any harassment or other discrimination and to correct discriminatory effects where appropriate.

### Consumer Protection

A student receiving a loan is responsible for repaying the loan amount, including interest, less the amount of any refund. If the student receives federal financial aid funds, the student is entitled to a refund of the money not paid from federal aid programs.

Gurnick Academy of Medical Arts has not entered into a transfer or articulation agreement with any other college or university. Gurnick Academy of Medical Arts 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 (5) years. Neither has it had a petition in bankruptcy filed against it within the preceding five (5) years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

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

The student may direct questions not satisfactorily answered by this catalog or Gurnick Academy of Medical Arts to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

## ACADEMIC INTEGRITY

Gurnick Academy of Medical Arts students are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records, and other details relative to the assessment of student performance. Integrity and honesty are essential qualities of all medical workers. The faculty does not want dishonest students since that attitude and perspective will put patients' health and lives at risk. Any dishonesty regarding these matters is subject to censure or penalty (including but not limited to expulsion) proportionately to the seriousness of the action.

Dishonesty includes:

- Copying answers of another person or persons during an examination,
- Secreting (hiding) of unauthorized materials to assist in an examination,
- Plagiarism, taking as one's original statements those of another without giving due credit to the author, even though such material may have been restated in one's own words,

- Fraudulently obtaining test information, falsifying records, transcripts, recommendations, or other documents indicative of student qualifications.

Gurnick Academy of Medical Arts also considers the following to be serious breaches of integrity:

- Falsification of patient records.
- Breach of patient confidentiality.
- Taking property or drugs from clinical sites or patients.
- Felony convictions.
- Endangering patients due to psychological impairment or intoxication with alcohol or drugs.
- Falsification of assignments to be conducted on patients or members of the community.
- Having someone else complete your written tasks and submitting them as your work.

Proportionally, the seriousness of the action, censure, and penalty may extend from a failing grade of the work in question to expulsion from the program. Ordinarily, resolving the issues lies with the faculty member and the student.

- “Statement on Cheating and Plagiarism: Cheating includes all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating that consists of the misuse of the published and unpublished works by misrepresenting the material so used as one’s original work. Plagiarism includes using books, articles, class notes, web sources, & audiovisual resources. Penalties for cheating and plagiarism range from a “0” or “F” on an assignment, a course grade of “F”, and school expulsion.”
- “Statement on Disruptive Classroom Behavior: In the classroom or laboratory environment, you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and removal from class.”
- “Syllabus is Subject to Change: This syllabus and schedule are subject to change due to extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.”

### **Professional Behavior Objectives**

1. Demonstrate Professional Behavior.
  - Appear at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with agency dress code.
  - Present a professional appearance concerning neatness and personal hygiene.
  - Arrive at the clinical setting on time and notify staff and instructor(s) when leaving or returning to patient care or the agency.
  - Notify the clinical agency and instructor promptly when unable to report to the clinical assignment.
  - Notify the instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective care.
  - Report for clinical intoxicatedness with alcohol and mind-altering drugs.
  - Do not discriminate against the clients based on race, creed, national origin, physical disability, sexual preference, or disease entity.
  - Act courteously towards staff, interdisciplinary team members, and faculty.
  - Avoid using profane language with clients and staff.
2. Provide Safe Care Based on Scientific Principles

- Prepare for client care by acquiring theory and knowledge essential to the care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe the treatment, research procedures, etc.).
- Implement safe care based on scientific principles (e.g., asepsis, protection from physical and psychological injury, correct medicine, and administration).

### 3. Demonstrate Ethical Behavior

- Maintain confidentiality of all client, family, and agency information.
- Inform instructor and staff of any unsafe practices observed in the clinical setting.

Failure to comply with these objectives will result in a failing grade of the work in question or expulsion from the program.

## PROGRAM DELIVERY

The instructional delivery for Gurnick Academy of Medical Arts programs is either a blended format or full distance education. For blended programs (A.S. in MRI, A.S. in PTA, A.S. in Nursing, A.S. in VN, A.S. in RT, A.O.S. in UT, A.O.S. in RT, A.S. in NM, A.S. in VMT, B.S. in Nursing, Dental Assistant, X-ray Technician with Medical Assistant Skills, Medical Assistant, Medical Assistant with Phlebotomy, Psychiatric Technician, Vocational Nurse), clinical/practicum hours are completed at an assigned clinical site(s). Simultaneously lectures and labs may be held in a distance education format or on campus through direct classroom instruction. The A.S. in NM and B.S. in DMI programs are full distance education. Limited online and hybrid courses are available for prerequisite courses.

## ELECTRONIC BOOKS

For all non-term programs, disbursements are made following the SAP evaluation and the disbursement review. Students must meet the SAP requirements and complete the clock or credit hours and weeks in the payment period for the scheduled disbursement to be made.

Per federal regulations set by the U.S. Department of Education, students are not required to use electronic books (e-books) and may request to opt-out of any e-book services. For further details regarding the timeline of opting out, please see an Admission Advisor or the Program Director.

## GENERAL EDUCATION, TECHNICAL EDUCATION & PROFESSIONAL EDUCATION

General Education courses are required of all students pursuing an Associate or Bachelor level program. When reviewing a program outline, General Education courses are identified by italic letters and numbers. General Education prepares students to think broadly and have the general skills for life needed in the ever-changing world. General Education courses assist students in building a foundation for Technical and Professional Education and developing habits to pursue life-long learning.

Technical Education in the area of concentration for which the degree is awarded is designed to assist students in developing the skills, attitudes, and knowledge necessary for immediate job opportunities in their chosen field of study. Furthermore, Technical Education allows students to be technically prepared upon graduation and develop lifelong learning habits.

Professional education requires students to think critically and master complex knowledge and skills through formal education and practical experience. Professional education is subject to strict codes of conduct, enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular



field are typically agreed upon and maintained through widely recognized professional associations.

General education requirements may vary among programs. Some programs may require General Education courses to be taken, advancing to the technical and professional courses, or even being accepted. Others may intersperse general education throughout the program.

## ENGLISH INSTRUCTION

Gurnick Academy of Medical Arts does not offer English as a Second Language instruction. All instruction occurs in English.

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

For students to be considered in good academic standing, they must be making Satisfactory Progress while pursuing their program of study. Students must achieve a level of competence in all didactic and laboratory coursework. The clinical environment is consistent with the expertise required to pass the licensing exams.

Satisfactory Progress measurements consist of a Qualitative Measurement and a Quantitative Measurement. Qualitative Measurement and Quantitative Measurement are measured when the student has attended the scheduled clock hours of each payment and at the time of completion of each program-required module. The Grade Point Average and the Rate of Progress/Passed Measurement are then calculated.

### Qualitative Measurements

The Qualitative Measurement portion consists of a student's grades, calculated into a cumulative Grade Point Average (GPA). The GPA is calculated on a weighted scale, using course hours and quality points based upon the course's final grade. The GPA is the calculated average of the course grades for the entire program of study to date. A student must maintain a minimum GPA of 2.00 or a "C" to be considered making Satisfactory Progress.

Students must obtain a 78% in each course for module II and an 80% (B) for modules III and IV for the Vocational Nurse program.

The grading system is defined as follows for all programs.

Table 17. *Qualitative Measurements.*

Letter Grade	Numeric Grade	Description Legend	Quality Points
A	90 — 100%	Excellent	4
B	80 — 89%	Good	3
C	75 — 79%	Satisfactory	2
D	65 — 74%	Unsatisfactory	1
F	0 — 64%	Failure	0
P	—	Pass (Clinical)	N/A
F	—	Fail (Clinical)	N/A
W	—	Withdrawn	0
I	—	Incomplete	0

R	—	Repeat	N/A
T	—	Transfer Credit	N/A
TO	—	Tested Out	N/A

The student GPA calculation is weighted based upon the number of quality points earned. Quality points earned are determined by the number of hours assigned to a particular course multiplied by the quality points awarded for the letter grade earned in this course. The total quality points are then divided by the total number of hours completed to determine the GPA.

For example, a course is defined as being 24 clock hours, and the final grade received is a "C." As illustrated in the above chart, the "C" grade is worth 2.00 quality points. For a 24-hour course, the total number of quality points awarded would be 24 times 2.00 or 48 total quality points. The total calculated quality points are then divided by the number of clock hours completed to determine the GPA.

Didactic and laboratory courses with a grade of "A," "B," "C," "D," and "F" enter into the GPA calculation. Courses with a grade of "A," "B," "C," and "D" are also included in the Rate of Progress/Passed Measurement calculation as hours attempted and as hours earned. Didactic and laboratory courses with a grade of F are also included in the Rate of Progress/Passed Measurement calculation as hours attempted but not as hours earned.

A grade of "P" is given for courses designated as pass/fail. A grade of "P" does not enter into the GPA calculation. A grade of "P" is included in the Rate of Progress/Passed Measurement calculation as attempted and earned hours.

A grade of "F" is given for courses designated as pass/fail does not enter into the GPA calculation. A clinical course with a grade of "F" is included in the Rate of Progress/Passed Measurement calculation as hours attempted but not as hours earned.

A grade of "W" is listed on the transcript for any course a student officially withdraws from before the scheduled course ends. Grades of "W" do not enter into the GPA calculation. A grade of "W" is included in the Rate of Progress/Passed Measurement calculation at hours attempted, but not as hours earned.

A grade of "I" is listed on the transcript for any courses that have not been completed. A grade of "I" indicates that the student was in attendance for the entire term but has not completed all necessary coursework or homework to receive a punitive grade. Should missing coursework not be made up within the required time frame, the grade of "I" will be replaced with an "F."

Should a student receive a grade of "I" and successfully undergo the remediation process, the course grade will be changed to a grade of "C." Should a student receive a grade of I and not be placed on remediation, the course grade will be changed to a punitive grade. A grade of "I" does not enter into the GPA calculation. A grade of "I" is included in the Rate of Progress/Passed Measurement calculation as attempted but not earned credits.

A grade of "R" is given solely if a student repeats a course. The grade received in the most recent course completion will be used to calculate the GPA. Upon receiving a punitive grade for the repeated course, the original grade will be changed to an "R." A grade of "R" is not entered into the GPA calculation. A grade of "R" is used to calculate the Rate of Progress/Passed Measurement as attempted and hours earned.

A grade of "T" is listed on the transcript for any course a student took at another institution accepted by Gurnick Academy of Medical Arts. Courses with a grade of "T" are listed on the transcript to identify courses accepted into the program of study to satisfy graduation requirements. A grade of "T" does not enter into the GPA

calculation. A grade of “T” is not included in the Rate of Progress/Passed Measurement calculation as hours attempted nor as hours earned.

A grade of “TO” is listed on the transcript for any course that a student has successfully tested out of at Gurnick Academy of Medical Arts. A grade of “TO” does not enter into the GPA calculation. A grade of “TO” is included in the Rate of Progress/Passed Measurement calculation as attempted and earned hours.

### Quantitative Measurements

The Quantitative Measurement portion consists of a student’s satisfactorily completed program hours, as by a Rate of Progress/Passed Measurement calculation. The Rate of Progress/Passed Measurement is the percentage of completed hours of attempted hours.

The Rate of Progress/Passed Measurement has two components: the attempted and actual hours earned. The actual hours earned are divided by the attempted hours to determine the student’s Progress/Passed measurement rate.

The maximum time frame for completing programs of study at Gurnick Academy of Medical Arts is defined as 150% of the scheduled program length. Programs are measured in both clock and credit hours. However, clock hours will calculate the maximum time frame and the Rate of Progress/Passed Measurement. Periods of non-enrollment are not considered in calculating the maximum time frame. Any student who has not reached program completion by the maximum time frame will be expelled from Gurnick Academy of Medical Arts.

Table 18. *Quantitative Measurements*

Program	Clock Hours in Program	Midpoint of the Maximum Time Frame	Maximum Time Frame (credit hours)
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	1,886	1,414.5	2,829
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	2,646	1,984.5	3,969
Associate of Science in Nursing – Generic (ADN)	1830	1372.5	2745
Associate of Science in Nursing – AP (LVN-RN)	645	483.75	967.5
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	1,353*	1,014.75	2,029.5
Associate of Science in Radiologic Technology (A.S. in RT)	2,974	2,230.5	4,461
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	2,923	2,192.25	4,384.5
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	2,386	1,789.5	3,579
Associate of Science in Vocational Nursing (A.S. in VN)	2070	1552.5	3105
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	765	573.75	1,147.5
Bachelor of Science in Nursing – Generic (BSN)	2,505	1,878.75	2,757.5

Bachelor of Science in Nursing – AP (LVN-BSN)	1,335	1,001.25	2,002.5
Bachelor of Science in Nursing – RN-BSN	405*	303.75	607.5
Medical Assistant (MA)	948.5	711.38	1,422.75
Medical Assistant with Phlebotomy (MAPHL)	1048.5	786.38	1,572.72
Dental Assistant (DA)	946.5	709.88	1,419.75
Psychiatric Technician (PT)	1,530	1,147.5	2,295
Vocational Nurse (VN)	1,570	1,177.5	2,355
X-ray Technician with Medical Assistant Skills (XTMAS)	1,341	1,005.75	2,011.5

*\*These numbers reflect only the clock hours for Gurnick Academy of Medical Arts Technical/Professional Courses.*

## ATTENDANCE — ABSENT — TARDINESS — DROP

Students are expected to attend all classes as scheduled. All efforts should be made not to miss any class. If a student is absent due to illness or any other reason, they must notify Gurnick Academy of Medical Arts in advance whenever possible. The student's instructor must approve all absences.

Program lengths are calculated, excluding any holiday and vacation times. Class times may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure program completion is on time and the required hours are fulfilled.

### Absent

- Students that arrive more than 15 minutes after class begins.
- Students that leave more than 15 minutes before class ends.
- Students that return from the break more than 15 minutes after class begins.
- Three (3) tardies are equivalent to one (1) absence.

### Tardy

- Students that arrive one (1) to 15 minutes after class begins.
- Students leave class one (1) to 15 minutes before class ends.
- Students return from break one (1) to 15 minutes after class begins.

### Drop

- Students that miss a significant portion of any course within a program will be expelled.
- Unexcused and excused absences without approval and completed make-up work cannot exceed more than 10% when the Rate of Progress/Passed Measurement is calculated.

Please see the table Number of Unexcused Absences for more details. To find out how and when the Rate of Progress is calculated, contact your Student Service Representative.

The table Number of Unexcused Absences outlines the number of unexcused absences per course (otherwise noted), resulting in various disciplinary measures.

Table 19. Number of Unexcused Absences

Program	Course Type	# of Absences resulting in Student Warning Notification	# of Absences resulting in Disciplinary Probation	# of Absences resulting in Expulsion
<b>MA &amp; MAPHL</b>	Didactic	2*	3*	4*
	Clinical	2	3	4
<b>DA</b>	Didactic	1***	2***	3***
	Clinical	1***	2***	3***
<b>ADN, LVN-RN, BSN, &amp; LVN-BSN ASVMT</b>	Didactic	1	3	4**
	Clinical	1	3	4**
<b>A.O.S. in UT</b>	Didactic/Lab	2*	3*	4*
	Clinical	2*	2*	3*
<b>A.S. in MRI, A.S. in PTA, A.S. in RT, A.O.S. in RT, A.S. in NM</b>	Didactic	2	3	4
	Clinical			
<b>PT</b>	Didactic	2	3	4
	Clinical			
	PT120	1	2	3
<b>VN</b>	Didactic	2	3	4
	Clinical			
	VN120	1	2	3
	VN420			
	VN440			
<b>A.S. in VN</b>		Online Course (see below)		
<b>B.S. in DMI</b>		Online Course (see below)		
<b>RN-BSN</b>		Online Course (see below)		
<b>XTMAS</b>	Didactic	2	3	4
	Clinical			

\*These numbers are considered to be per three (3) consecutive courses, not per course

\*\*Either in Didactic or Clinical or a total of both Didactic and Clinical

\*\*\*These are total absences allowed for the entire program either in Didactic or Clinical or a total of both Didactic and Clinical

### Online Courses Attendance, Participation, and Absences

#### Attendance

Attendance of this class is mandatory and under the school policy as printed in the current school catalog. Students' attendance is tracked through the submission of online activities and assignments. Clock hour tracking for online courses may be accomplished in different ways. The student must log in at a specific date and time to participate in synchronous activities. The interaction is recorded for documentation.

The learning management system tracks asynchronous hours through an activity log. The log records the amount of time a student spends on a particular page or activity and can be pulled at any time for review. The absence

of more than 10% of the course (more than two (2) class periods) may result in a student placed on academic probation and is grounds for expulsion from the program. **All absences must be made up before course completion.**

**Participation**

You will be expected to participate in the Discussion sections. Ask questions, provide comments, and share your experiences and knowledge with the rest of the class. Your participation in this class is required. Please visit “*Netiquette*” for details of proper participation in the Class Forum.

**Instructor Absence**

An email will be sent informing the students of class cancellation and any assignments which need to be completed before the next class if the instructor is absent. Every attempt will be made to provide a substitute rather than cancel a class.

**Student Absence**

The following absences are the only excused absences. Students must provide proof of excused absences:

- Medical Emergency
- Jury Duty
- Family Emergency\*
- Bereavement
- Subpoenaed Court Dates
- Naturalization/Citizenship Appointments
- Mandatory Work Orientation

\*If you are the sole responsible person for a child or dependent adult and there is a medical emergency, you must provide written documentation from the physician.

Medical clearance must be provided to and approved by the program coordinator before the student can return to the clinical setting.

**Continuing Education Courses Attendance-Tardiness-Drop Policy**

Please read this policy on our website as it differs from the above-stated policy.

**Make-up Guidelines**

The table Make-up Assignments Deadlines summarizes the make-up guidelines per program. All absences must be made up within the period specified in the table or by the end of the course, whichever comes first. The student’s responsibility is to ensure that a make-up plan of action for each absence is completed within the period specified in the table and documented on the didactic make-up and clinical make-up form. All make-up forms must be filled out completely and accurately with all required signatures for all missed hours before the credit of make-up hours is granted.

Table 20. *Make-up Assignments Deadlines*

Program	Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences	Didactic Absence Make-up Assignment Due	Clinical Absence Make-up Assignment Due
A.S. in MRI	Within seven (7) days upon Return from Absence*	Within 30 Days from Date of Absence*	Within 30 Days from Date of Absence*
PT			
VN			
DA	Immediately upon Return from	Within seven (7) Days from	

MA & MAPHL A.S. in PTA	Absence	Return of Absence*	
A.O.S. in UT	Within seven (7) days upon Return from Absence*	Students not in clinical — Within 14 days of absence	Students not in clinical — Within 14 days of absence
		Students in clinical — Within 21 days of absence	Students in clinical — Within 30 days of absence
ADN, LVN-RN, A.S. in VN, BSN, LVN-BSN, RN-BSN B.S. in DMI	Within seven (7) days upon return from Absence	Within 14 days from date of Absence	Within 14 days from date of Absence
A.S. in RT A.O.S. in RT A.S. in NM A.S. in VMT	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course
XTMAS	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course

*\*Or by the course end, whichever comes first.*

#### **Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)**

To meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences. Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports. Make-up clinical hours required scheduling additional time with the assigned clinical instructor at the assigned facility.

#### **Vocational Nurse (VN) and Psychiatric Technician (PT) Programs**

All Vocational Nurse and Psychiatric Technician students must complete all required theory and clinical hours to graduate. When possible, the instructor must approve all absences in advance. Approval for all absences is at the instructor's discretion.

To meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences.

Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports. Make-up clinical hours can consist of performance evaluation(s) in the skills laboratory or additional time in the clinical area with clients and patients.

### **ACADEMIC PROBATION/REMEDICATION**

*Please read this policy and its programmatic sections, as there are slight policy variations per program.*

The table Remediation/Probation Plan Details summarizes the Academic Probation/Remediation and Disciplinary Probation guidelines per program.

Table 21. *Remediation/Probation Plan Details*

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days — academic probation/disciplinary probation
A.S. in PTA	2	3	3
A.O.S. in UT	3	14	3/module
A.S. in MRI	5	5	5
A.S. in NM			
A.S. in RT			
A.S. in VN			
A.S. in VMT			
PT			
MA & MAPHL	5	21	5 Disciplinary only
DA			
VN			
ADN, LVN-RN BSN, LVN-BSN, RN-BSN*	5	21	
B.S. in DMI			
A.O.S. in RT	Next Business Day	5	3
XTMAS	Next Business Day	5	3

\*Applies to General Education courses only.

Duration of Probationary Period: two (2) probationary periods are the maximum allotted per course, only if the problem is not similar (academic versus disciplinary).

The Gurnick Academy of Medical Arts is committed to the success of each student. We recognize there are times and circumstances where students may find they have a poor academic, laboratory, or clinical performance. Gurnick Academy of Medical Arts monitors students' performance and implements a progressive educational performance policy to keep them on track.

The clinical practicum and clinical rotation courses cannot be remediated. Students who fail a clinical practicum or clinical rotation course will be expelled from the program.

All students who receive a non-passing grade in any didactic or laboratory course will be placed on remediation. Please review the Qualitative Measurements section for more information on grading. To lift the remedial status, students must complete the corrective plan. If the student decides not to finish the remedial plan for any reason or does not complete the remediation plan, the student receives a failing grade for the course and will be expelled from the program for academic reasons.

The remedial plan of action will be developed by a Designated School Official with student collaboration (student collaboration is required for the successful result of the corrective plan) and finalized within the maximum time frame specified in the table above. The maximum time frame allotted for completing a remedial action plan is set in the table above.

The purpose of the remedial plan of action is to improve the student's chance of completing the program and strengthen areas of concern or weakness. Students may be required to attend remediation sessions with the instructor and complete remediation assignments as per the remediation plan. The remediation coursework is



designed per the individual student's situation.

The remediation grade is not calculated into the overall course grade, nor is it considered "extra credit." Students who pass the remediation are deemed to receive a passing grade of "C" in that course. The student must adhere to and complete the action plan to remain in the program. Failure to attend or to complete remediation within the maximum time frame will result in expulsion from the program for academic reasons (please see the Re-Enrollment policy for more details).

Students on remediation are not eligible for Federal Student Aid. Once the student completes the remediation plan and receives a passing grade of "C" for the course for which the student was placed on remediation, the student will regain eligibility for Federal Student Aid.

Students on remediation are not eligible to be placed on Leave of Absence (LOA). Students may be placed on remediation only for a maximum of two (2) courses per module or semester as necessary and are not to exceed a total of three (3) times for the program duration.

If the student has completed two (2) remediations per module/semester or three (3) remediations total and still obtains a non-passing grade in any remaining courses, the student will be expelled from the program for academic reasons.

#### **Additional information for Vocational Nurse Program (VN)**

Course VN 440 cannot be remediated. For Module 1, the passing grade is 75% ©. For Module 2, the passing grade is 77% (C). For Modules 3 and 4, the minimum passing grade is an 80% (B). Students who score lower than 60% are not eligible for remediation.

#### **Additional information for X-ray Technician with Medical Assistant Skills (XTMAS) and Bachelor of Science in Diagnostic Medical Imaging (BSDMI)**

Students who score lower than 60% are not eligible for remediation.

#### **Additional information for Associate of Science in Physical Therapist Assistant (A.S. in PTA)**

Students may be placed on academic probation during any course (didactic, lab, or clinical evaluations) if a grade of less than a "C" is achieved.

If a student is placed on academic probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period.

The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed individually and is not calculated into the overall course grade, nor is it considered "extra credit." The consequence of failing to meet the level of expectations and failing to receive a passing grade for the course will ultimately result in a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations defined within the probationary plan of action and has completed the course in satisfactory academic standing. After being placed on probation, the student receives a final passing grade for the course. This final grade will be reflected on the student's transcript.

#### **Additional information for Associate of Science in MRI (A.S. in MRI), Associate of Nuclear Medicine Technology (A.S. in NM), Associate of Science in Radiologic Technology (A.S. in RT), Associate of Occupational Science in**

## **Radiologic Technology (A.O.S. in RT), and Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT) Programs**

Students in the above-mentioned programs may be placed on remediation only for a maximum of two (2) courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students may be placed on academic probation during any course (didactic, lab, or clinical evaluations) if a grade of less than a “C” is achieved. Students who score lower than 60% are not eligible for remediation.

If a student is placed on academic probation, they must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period.

The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed individually and is not calculated into the overall course grade, nor is it considered “extra credit.” The consequences of failing to meet the level of expectations and failing to receive a passing grade for the course will ultimately result in a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations defined within the probationary plan of action and has completed the course in satisfactory academic standing. After being placed on probation, the student receives a final passing grade for the course. This final grade will be reflected on the student’s transcript.

## **Additional information for the Associate Degree in Nursing (ADN) and Bachelors of Science in Nursing (BSN) Programs**

A score less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum grade of 75% (C) will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. The courses must be retaken and passed concurrently. There is no remediation available for the core nursing courses. Students who score lower than 60% are not eligible for remediation for the general education courses.

## **DISCIPLINARY PROBATION**

Students must adhere to Gurnick Academy of Medical Arts’ acceptable conduct and behavior at all times. Disciplinary probation status is a consequence when a student disregards the boundaries of proper behavior outlined in this catalog and other applicable disclosures. Students who violate any Gurnick Academy of Medical Arts Program policies/guidelines will be placed on disciplinary probation.

Written disciplinary probation is an official notice for a specified period during which a student must demonstrate conduct that conforms to Gurnick Academy of Medical Arts’ standards of conduct. Assigned discipline may include a combination of sanctions for a particular incident. Misconduct during the probationary period or violation of any conditions of the probation will result in further disciplinary action, generally in the form of expulsion. Expulsion is the termination of “Student” status for an indefinite period. Please see our Re-enrollment Policy for more details.

Disciplinary probation status does not prohibit a student from being placed on academic probation and remediation. Please see the summary of the Disciplinary Probation guidelines per program in Academic Probation/Remediation policy.

## **REPETITION OF CLASSES OR MODULES**

If students are assigned to repeat any classes or modules for any reason, they will be responsible for additional tuition payment based on the prorated hourly charges. (Ex. The total number of hours needed to repeat is multiplied by hourly charges.)

## LEAVES OF ABSENCE (LOA)

Should a student's circumstances be such that a leave of absence is needed, the student must submit a request for Leave of Absence. A Leave of Absence is an approved absence from a program for 180 days maximum in a 12-month calendar period. Students who are approved for an LOA for less than 180 days may request an additional LOA for well-documented reasons, so long as combined they do not exceed a total of 180 days in a 12-month calendar period.

Eligibility for LOA depends on individual student circumstances. Academic Probation/Remediation, Re-enrollment policies, and the Financial section provide additional information on LOA eligibility.

Eligible students must meet with the Program Coordinator to request a leave of absence.\* Students must consider the effects of a leave of absence on their current enrollment, academic standing, and financial aid and discuss the expected return date along with the make-up plan. It is the student's responsibility to obtain the signatures of the Program Coordinator and the Campus Director to finalize the LOA approval process. Students must keep a copy of the approved LOA Form.

*\*If the student cannot meet with the Program Coordinator, an LOA Request Form is available to download on the Gurnick Academy of Medical Arts website.*

The Program Coordinator, Campus Director, or School Official Designee will consider the individual circumstance of the student and the frequency of LOA requests during the approval process. For example, the student repeatedly resorts to an LOA, and such applications show a pattern of delays. Should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, appropriate actions will take place at the sole discretion of the Program Coordinator/Campus Director or designated official.

If the student does not return by the expected return date, they will be expelled from the program, with the effective date as the student's Last Day of Attendance (LDA). A student's grace period may be shortened for loans received from financial aid by the amount of time spent on Leave of Absence (LOA).

Gurnick Academy of Medical Arts will award the grade of "W" for courses the student has withdrawn due to an approved LOA.

**Note:** Students in term-based programs are not eligible for an LOA.

## GRADUATION REQUIREMENTS

The following requirements must be met for a student to graduate from any program at Gurnick Academy of Medical Arts:

1. Completion of all program courses and hours.
2. Completion of program exit examinations (ATI for VN Program and PT Exit Exam for PT Program). Students will be provided up to three (3) attempts to complete this requirement per the guidelines set by the program.
3. All financial obligations have been met, including tuition and textbook charges.

## **Program Specific Graduation Requirements**

### **Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (A.S. in RT) and Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT):**

1. The student must complete and verify the minimum clinical competencies defined by the American Registry of Radiologic Technologists (ARRT).
2. Students must have acquired an Associate Degree before sitting for the ARRT exam.

### **Additional Graduation Requirements for the Associate of Science in Nuclear Medicine Technology Program (A.S. in NM):**

1. The student must have completed and verified the minimum clinical competencies as defined by the American Registry of Radiologic Technologists for Nuclear Medicine Technology.
2. Students must have acquired an Associate Degree before sitting for the American Registry of Radiologic Technology Nuclear Medicine Technology certification exam.

### **Additional Graduation Requirements for the Associate of Science in Nursing Program (ADN):**

1. Students must successfully meet the benchmark of 90% on the ATI Exit Exam to graduate from the Associate of Science in Nursing Program.

### **Additional Graduation Requirements for the Bachelor of Science in Nursing Program (BSN):**

1. Students must successfully meet the benchmark of 90% on the ATI Exit Exam to graduate from the Bachelor of Science in Nursing Program.

### **Additional Graduation Requirements for Dental Assistant Program DA:**

1. Students must bring three (3) patients (aged 18 or above) to campus for Coronal Polishing. Each patient must fill out the documentation to be reviewed and approved by a Dental Assisting program faculty member who can participate. The document must be received before the scheduled Coronal Polish examination date.
2. Students must bring four (4) patients (aged 18 or above) to campus for a full set of mouth X-Rays (FMX). Each patient must fill out the documentation to be reviewed and approved by a dentist, stating they can participate. The document must be received before the scheduled FMX examination date.

### **PT Exit Examination and Extenuating Circumstances**

Under extenuating circumstances, students who submit a written request outlining those circumstances might be given a fourth additional attempt to take the PT Exit exam with other provisions (such as mandatory license preparation sessions or assignments similar in nature).

Extenuating circumstances are defined as: documented illness, family or other emergencies, severe circumstances, etc. Requests are to be addressed in letter format to the Campus Director. The Campus Director will review the request and inform the Student of the final decision within five (5) business days.

## **ONLINE COURSE RESPONSE TIME**

For online courses, the institution has seven (7) days between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluation.

## STUDENT TECHNOLOGY ACCEPTABLE U.S.E POLICIES

Students are responsible for actions and activities involving Gurnick Academy of Medical Arts computers, personal computers, networks, Internet services, and personal computer files, passwords, and accounts. These policies provide general direction concerning computer usage and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students who have questions about whether an activity is prohibited are urged to contact the school administration.

### VIOLATION OF COMPUTER U.S.E POLICY AND RULES

Use of Gurnick Academy of Medical Arts computers, networks, Internet services is a privilege, not a right, including personal devices usages such as computers and mobile devices. Compliance with policies and rules regarding computer use is mandatory. Students who violate these policies and regulations may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and legal action. The school administration shall have the final authority to decide whether a student's privileges will be limited, suspended, or revoked based upon the conditions of the situation.

### REQUIRED APPLICATIONS

All Gurnick Academy of Medical Arts students must have the following application installed on their computers:

- Chrome browser
- Lanschool Student
- Adobe Acrobat Reader
- VitalSource bookshelf

Students may face disciplinary action if applications are not installed or intentionally removed.

### ACCEPTABLE USES

The Gurnick Academy of Medical Arts computers and Internet services are provided for educational purposes and study consistent with its educational mission, curriculum, and instructional goals. All policies, school rules, and expectations concerning student conduct and communications apply when using computers. Students are also expected to comply with all specific instructions from teachers and other school staff when using a school or personal computer.

### PROHIBITED USES

Violations of the Student Technology Acceptable Use Policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of technology services are:

- **Accessing Inappropriate Materials** — Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and illegal materials.
- **Violating Copyrights** — Copying, downloading, or sharing any copyrighted materials without permission is prohibited.
- **Software Copying** — Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties.
- **Non-School-Related Practices** — Use of Gurnick Academy of Medical Arts school networks and Internet services for non-school-related purposes such as private financial gain, commercial,

advertising or solicitation purposes, or any other personal use not correlated with the educational program or assignments.

- **Unauthorized Access** — Sharing passwords with other users or using other users' passwords and accessing or using other students' accounts.
- **Malicious Use and Vandalism** — Any malicious use, disruption, or harm of Gurnick Academy of Medical Arts computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

## NO EXPECTATION OF PRIVACY

Students do not expect privacy when using the Gurnick Academy of Medical computers, personal computers, or mobile devices on campus or using Gurnick Academy of Medical Arts internet resources, email, and stored files.

Gurnick Academy of Medical Arts reserves the right to review and monitor any emails or transmissions sent or received through its network at its sole discretion.

## EMAIL USAGE

The purpose of this information is to ensure the proper use of Gurnick Academy of Medical Arts' email system and make users aware of what Gurnick Academy of Medical Arts deems as acceptable and unacceptable use of its email system. Gurnick Academy of Medical Arts reserves the right to amend this policy at its discretion. Concerning amendments, users will be informed appropriately.

### System Monitoring

You have no expectation of privacy for anything you create, store, send, or receive on Gurnick Academy of Medical Arts' computer system. Your emails can be monitored without prior notification if Gurnick Academy of Medical Arts deems this necessary if there is evidence that you are not adhering to the guidelines set out in this policy. Gurnick Academy of Medical Arts reserves the right to take disciplinary action, including termination and legal action.

### Email Accounts

All email accounts maintained on our email systems are the property of Gurnick Academy of Medical Arts. Passwords should not be given to other people and must be changed once every six (6) months.

\*Email accounts are available to students for learning and communication within the Gurnick Academy of Medical Arts community. Email accounts are provided only to students who are enrolled.

### Primary Means of Communication

Gurnick Academy of Medical Arts provided email accounts are the primary means of communication for all academy functions and the primary means of communication between yourself and staff, instructors, and fellow students. You must check your Gurnick Academy of Medical Arts provided email every 24 hours. As necessary, official communication will only be delivered to your Gurnick Academy of Medical Arts email address.

### Legal Risks

Email services are an educational communication tool, and users are obligated to use this tool in a responsible, effective and lawful manner. Although, by its nature, email appears to be less formal than other written communication, the same laws apply. Therefore, users must be aware of the legal risks of email:

- You and Gurnick Academy of Medical Arts can be held liable if you send or forward emails with any libelous, defamatory, offensive, racist, or obscene remarks.

- You and Gurnick Academy of Medical Arts can be held liable if you unlawfully forward confidential information.
- You and Gurnick Academy of Medical Arts can be held liable for copyright infringement if you unlawfully forward or copy messages without permission.
- You and Gurnick Academy of Medical Arts can be held liable if you send an attachment that contains a virus.

By following the guidelines in this policy, the email user can minimize the legal risks involved in the use of email. If any user disregards the rules set out in this Email Usage Policy, the user will be fully liable, and Gurnick Academy of Medical Arts will disassociate itself from the user as far as legally possible.

### **Confidential Information**

Avoid sending confidential information by email. If you do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password using other communication, such as telephone.

### **Acceptable Use**

Gurnick Academy of Medical Arts students must understand and follow the Email Acceptable Use Policy for appropriate email services usage. Violations of the Email, Acceptable Use Policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of email services are:

- Intentional and unauthorized access to another person's email.
- Sending or forwarding emails containing libelous, defamatory, offensive, racist, or obscene remarks. If you receive an email of this nature, you must promptly notify your supervisor.
- Attempting to forge email messages.
- Creation and use of a false or alias account to impersonate another individual to send fraudulent communications.
- Distributing materials in violation of copyright law.
- Use of email services for commercial activities or profit-making purposes.
- Use of email services to visit, view or distribute internet sites or content containing obscene, sexually explicit, or profane material.

### **Writing Emails**

- Write well-structured emails and use short, descriptive subjects.
- Gurnick Academy of Medical Arts' email style is informal. This means that sentences can be short and to the point. You can start your email with "Hi," or "Dear," and the person's name. Messages can be ended with "Best Regards." However, the use of Internet abbreviations and characters such as smileys is discouraged.
- Use the spell checker before you send out an email.
- Do not send unnecessary attachments. Compress attachments larger than 2M before sending them.
- Do not write emails in capitals.
- Do not use CC: or BCC: fields unless the CC: or BCC: of the recipient is aware that you will be copying a mail to them and knows what action, if any, to take.
- State clearly what action you expect the recipient to take if you forward an email.
- Only send emails of which the content could be displayed on a public notice board. If they cannot be displayed publicly in their current state, consider rephrasing the email, using other means of communication, or protecting information by using a password (see confidential).
- Only mark emails as necessary if they are essential.

## Best Practices

Gurnick Academy of Medical Arts considers email an essential means of communication. It recognizes the significance of proper email content and prompt replies to convey a professional image and deliver good customer service. Therefore, Gurnick Academy of Medical Arts requests users to adhere to the following guidelines:

### Confidential Information

- Avoid sending confidential information by email. If you do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password using other communication, such as telephone.

### Malware/Viruses

- Students should be careful not to open files from unknown senders or files they are not expecting, as they could contain malicious code.
- Students should be careful not to send files that are not known to be secure.

### Replying to Emails

- Emails should be answered within 24 hours.

### Newsgroups

- Users need to request permission from their supervisor before subscribing to a newsletter or newsgroup.

### Maintenance

- Delete any email messages you do not need to archive and set your email client to empty your “deleted items” upon closing.

## Equipment Losses and Damages

The student is responsible for the losses or accidental damages of the personal computer, mobile devices, or equipment purchased through Gurnick Academy of Medical Arts.

## Student Technology Security Policy

- The students may not share or reveal personal information such as login names, passwords, full name, address, telephone number, or social security number on the Internet.
- The students may not use someone else’s login name and password on the school or personal equipment.
- Students must notify their instructor if they access information or messages that are threatening, inappropriate, or make them uncomfortable in any way.
- If you notice a security threat, do not demonstrate the problem to others or attempt unauthorized access to the material. Any student who attempts to breach system security, cause a breach of system security, or fail to report a system security matter will be subject to disciplinary and legal action, and have their computer privileges limited, suspended, or revoked.
- The Gurnick Academy of Medical Arts system security is a high priority. Students who identify security threats must inform their instructor immediately.

## The Importance of Strong and Secure Passwords

Passwords are an essential aspect of computer security. In addition to creating a secure password, users should learn to safeguard their password and use it wisely. If you cannot remember your password, we recommend using a password manager.

- Passwords should change regularly, minimum every six (6) months.



- Do not use the same password for everything.
- It significantly increases the risk of your accounts being compromised.
- Do not share your password with anyone.
- Do not write nor store passwords online without encryption.
- Do not reveal passwords in email, chat, or other electronic communication.
- Do not enter passwords on questionnaires or security forms.
- If an account or password compromise is suspected, report the incident immediately to your instructor.

### **General Password Construction Standards**

1. Contain at least three (3) of the five (5) following character classes:
  - a. Lower case characters
  - b. Upper case characters
  - c. Numbers
  - d. Punctuation
  - e. Special characters (e.g., !@#\$%^&\*()\_+= etc.)
2. Contain at least eight (8) alphanumeric characters

### **Weak passwords contain the following characteristics**

1. Less than eight (8) characters
2. Common words found in the dictionary
3. Common usage words such as:
  - a. Names of family, pets, friends, co-workers, etc.
  - b. Birthdays and other personal information

## **COMPUTER BEST PRACTICES**

### **Use Antivirus Software**

Antivirus software is a software utility that detects, prevents, and removes viruses, worms, and other malicious software from the computer. Antivirus programs are essential utilities for any computer. We strongly recommend using one of the following Antivirus applications:

1. Symantec
2. McAfee
3. Webroot
4. Bitdefender
5. Kaspersky
6. Trend Micro

### **Perform Regular Software and Operating System Updates**

Software and Operating System updates are critical to keeping your system running healthy. Update reminders can be annoying, especially if you have many applications; however, they can improve your experience eventually and ensure that you get the most from your technology.

Before downloading newly released software or Operating System updates, we recommend reading other users' reviews to ensure it's safe to download and install. Be aware. Cybercriminals like to distribute phony applications designed to steal your information.

### **Run Computer Maintenance**

While using your computer, temporary internet files, downloaded files, and cache files build up and reduce hard drive space, using software utilities such as the built-in Disk Cleanup for Windows or third-party applications such as CCleaner can locate and clear these files on your computer. Moreover, when visiting many websites collects files that can make your web browser sluggish, it also helps to check your browser's preferences or settings to find its option to clear the cache or temporary internet files.

### **Backup Files**

Performing regular file backups prevents data loss and can even provide a copy of your entire system in case of hardware failure or malicious software. You can use an external hard drive, flash drive to save your backups and then use the utility to quickly restore individual files or return your computer to a previous state.

You can also utilize cloud storage solutions such as OneDrive, Google Drive, Dropbox, or another cloud storage service to have more flexible access to your data on any device.

### **Keep Your Keyboard Crumb Free**

Dip a cloth or towelette into the isopropyl alcohol and brush it along the tops of all the keys and surfaces, taking care to scrub heavily used areas (such as the Enter key and space bar) to remove buildup. Use a dry, lint-free cloth to remove dust and polish the keyboard.

### **Avoid Extreme Temperatures**

Computers get warm after a while, and some can get quite hot. The temperature changes are routine and part of cooling the laptop. However, be aware that if your computer gets hot, it could be a sign it is overheating, which can potentially cause damage. **Do not leave your computer in a hot car or in direct sunlight.**

### **Use A Protective Case**

When carrying a laptop or moving your computer, use a protective case or bag to protect it from damages.

## **COMPUTER SUPPORT**

New students at Gurnick Academy of Medical Arts participate in a mandatory new student computer orientation. During the orientation, instructions for setting up your computer are provided. Beyond that, the Gurnick Academy of Medical Arts Support team may offer the following level of support:

- Software and computer configuration.
- Software and hardware troubleshooting.
- Providing loaner machines during the repair process.

You can contact the Gurnick Academy of Medical Arts IT team by emailing [support@gurnick.edu](mailto:support@gurnick.edu).

When sending emails to support, describe your problem in detail, including your contact information, first and last name, and best contact number or email to reach you.

We do not provide support for hardware and accidental damage issues.  
*See computer Warranty*

## **COMPUTER WARRANTY**

### **Personal Devices**

- Contact your computer manufacturer for hardware or accidental damage issues with your device.

### **Devices Purchased Through Gurnick Academy of Medical Arts**

- The Microsoft Factory warranty covers computers purchased through Gurnick Academy of Medical Arts from the date you start using your equipment for one (1) year.
- Contact the Microsoft warranty center for hardware or accidental damage issues with your device.
- Gurnick Academy of Medical Arts is not responsible for any hardware, damages, or associated cost with repairs of your device.

## **PROGRAM INFORMATION**

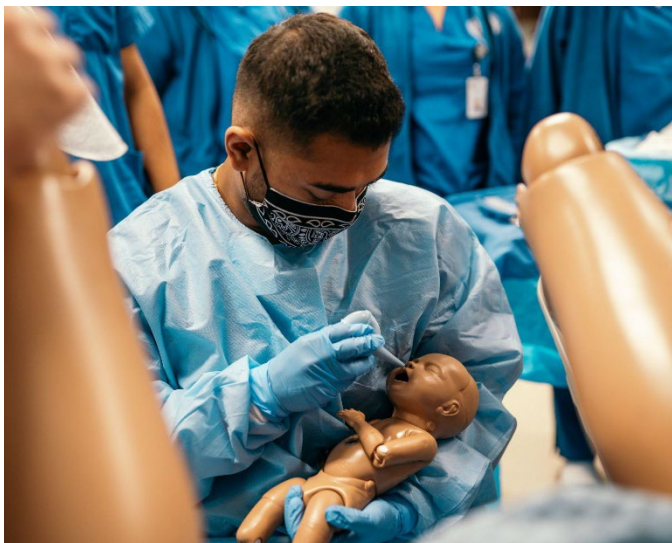
Program schedules vary per campus. The times and dates below are for general information. Please be sure to review your programmatic schedules in the Addendum, Student Handbook, and Enrollment Agreement.

The Marking Period within each program is defined as a general term referring to a designated period for each program, such as a module or semester.

Table 22. *Marking Period Table*

Program	Marking Period	Number of Marking Periods
A.S. in RT	Module	8
A.O.S. in UT		
DA		
A.S. in MRI		6
PT		4
VN		
XTMAS		
MA		
MAPHL		4
BSN	Semester	8
BSN (LVN to BSN Pathway)		4
BSN (RN to BSN Pathway)		3
ADN		6
ADN (LVN to RN Pathway)		2
A.S. in VN		2
B.S. in DMI		3
A.S. in PTA	Quarter	4
A.O.S. in RT	Weeks	94

## VOCATIONAL NURSE PROGRAM (VN)



**52 WEEKS**  
**1570 CLOCK HOURS**  
**92.5 QUARTER CREDIT HOURS**  
**DIPLOMA PROGRAM, 4 MODULES**  
**STANDARD OCCUPATIONAL CLASSIFICATION**  
**(SOC Code): 29-2053.00, 29-2061.00.**  
**POTENTIAL OCCUPATION:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATIONS:**  
 San Mateo, Concord, Fresno, Modesto, and Sacramento.  
**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Nursing Skills Lab at the Concord campus.

### VN Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### VN Program Description

The Vocational Nurse program (VN) utilizes the plan that nursing courses progress along with the simple to complex continuum. The organizing principle is homeostasis as it relates to the study of representative client problems by addressing the various anatomical systems and specialty areas in nursing. The program includes didactic and laboratory training and a clinical component that correlates with theoretical knowledge. As a result of preparation, students can work as Vocational Nurses in hospitals or medical clinics.

### VN Program Goals and Objectives

- Incorporate nursing, behavioral and physical sciences principles to provide competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients.
- Differentiate the role of the Vocational Nurse within the medical team.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice.
- Organize, prioritize and delegate care, communicating effectively with members of the medical team.

### VN Program Outline

Table 23. VN Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
VN 100	Fundamental of Nursing	96	9.5

VN 110	Anatomy and Physiology	56	5.5
VN 120	Clinical Nutrition	32	3
VN 130	Clinical Lab I	120	6
VN 200	Medical/Surgical Nursing I	88	8.5
VN 210	Pharmacology I	40	4
VN 220	Clinical II	278	9
VN 300	Medical/Surgical Nursing II	96	9.5
VN 310	Pharmacology II	48	4.5
VN 320	Clinical III	278	9
VN 400	Obstetric Nursing	44	4
VN 410	Pediatric Nursing	44	4
VN 420	Psychiatric Nursing	32	3
VN 430	Clinical IV	278	9
VN 440	Preparation for NCLEX	40	4
<b>TOTAL</b>		<b>1,570</b>	<b>92.5</b>

### **VN Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Vocational Nurse Program is a diploma program providing a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:15 in laboratory and clinical, 1:30-50 in residential lecture, and 1:25 in online lecture depending on the campus.

Classes begin twice a year on the San Mateo campus. Classes begin four (4) times a year on the Modesto, Concord, and Fresno campuses. Students spend thirty (30) to forty (40) hours per week attending classes, and the program consists of four (4) modules.

#### *Module One — Monday through Friday*

Morning Group students must be available 9:00 AM to 2:00 PM for the lectures/internal clinical experience — four (4) days a week and 6:00 AM to 2:00 PM, or 6:30 AM to 2:30 PM for the clinical skill lab — one (1) day a week depending on the campus.

Evening Group students must be available 5:00 PM to 10:00 PM for the lectures/internal clinical experience — four (4) days a week and 2:00 PM to 10:00 PM, 2:30 PM to 10:30 PM, or 3:00 PM to 11:00 PM for the clinical lab — one (1) day a week. (Modesto campus is from 2:30 PM to 10:30 PM). Listed times are approximate.

*Module Two, Three, and Four — Monday through Friday*

Morning Group students must be available 9:00 AM to 2:00 PM for the lectures/internal clinical experience — three (3) days a week. Evening Group students must be available 5:00 PM to 10:00 PM for the lectures/internal clinical experience — three (3) days a week.

Morning and Evening Groups students must be available two to five (2 – 5) days per week for the clinical rotations. Regular clinical rotations are 6:30 AM to 3:30 PM and 2:30 PM to 11:30 PM. Particular clinical rotations (Ex. OB, Peds, etc.) might require an alternative schedule (Ex. 8:00 AM to 6:00 PM, Saturdays, etc.). Students must complete those particular rotations according to the schedule provided.

*For the last four (4) weeks of the program, students attend a Preparation for NCLEX course — Monday through Friday.*

Morning Group students must be available from 9:00 AM to 2:00 PM. Evening Group students must be available from 5:00 PM to 10:00 PM.

Students receive 616 hours of didactic and laboratory instruction and 954 hours of laboratory and clinical education, allowing them to apply the lecture topics to practical use.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. The expected completion time for this program is 52 weeks, excluding holidays and vacation times. Preparation for NCLEX (ATI) is provided during the final program module. Students are permitted up to two(2) attempts to pass the ATI exit exam for graduation based on the guidelines in VN440.

The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable Students may be eligible for one (1) additional attempt. See the Student Grievance and Appeals Policy for more information.

Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

**ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.O.S. IN RT)**



**94 WEEKS**  
**2,923 CLOCK HOURS**  
**148.5 QUARTER CREDIT HOURS**  
**ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM**  
**STANDARD OCCUPATION CLASSIFICATION (SOC CODE): 29-2034.00, 29-2035.00, 29-2099.06**  
**POTENTIAL OCCUPATIONS:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATIONS:** Van Nuys  
**DELIVERY:** Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts student in the X-Ray Skills Lab at the Sacramento campus.

### **A.O.S. in RT Program Mission**

The Associate of Occupational Science in Radiologic Technology program's mission is to prepare students for employment as certified radiologic technologists.

The program emphasizes the knowledge, skills, and entry-level competencies appropriate for examinations required by the California Department of Public Health, Radiologic Health Branch, and the American Registry of Radiologic Technologists (ARRT).

### **A.O.S. in RT Program Description**

The Associate of Occupational Science Radiologic Technology program at Gurnick Academy of Medical Arts is committed to developing students' intellectual, analytical, and critical thinking skills. Instructional methods based on established principles and practices of adult learning theory combined with classroom techniques encourage student participation.

Duties for program graduates may include diagnostic imaging procedures in hospital diagnostic imaging departments, surgical theaters, emergency rooms, doctor's offices, and other health care settings using fixed or portable machines.

A felony conviction may affect a graduate's ability to sit for certification examinations or attain state licensure. Understanding the certification requirements, state or national board licensing exams is the student's responsibility. Such stipulations may change during the program.

Students are responsible for inquiring with the appropriate agencies about current requirements before enrolling in the program if a student's circumstances change when applying for certification or licensure. Clinical sites may themselves require a criminal background check or a medical examination.

Students learn about the requirements for employment and certification, state board, or national board licensing exams. No student automatically receives a certificate in any way upon program completion. Students with felony convictions may not be eligible for certification.

This program's design prepares graduates to pursue entry-level employment in the field or jobs in related fields. These specific job titles may not correspond directly with the program title.

Although Gurnick Academy of Medical Arts will assist students with job placement, finding a job is their responsibility. Gurnick Academy of Medical Arts does not guarantee student placement in any of the described occupations or at all.

Some clinical rotations and radiographic examinations are deemed "gender-specific," such as mammography and the hysterosalpingogram (HSG). While mammography is generally performed on females, the HSG is an examination exclusively conducted on female patients.

Male students should understand that they may not observe or perform these examinations because of their sensitivity. Didactic information on these examinations will be provided to all students. However, clinical experience in these examinations may be limited to only female students.

### **A.O.S. in RT Program Goals and Objectives**

- Students/graduates should be able to demonstrate effective communication skills.
- Students/graduates should understand the importance of professional development and lifelong learning.
- Students/graduates should possess knowledge and skills to demonstrate clinical competence.
- Students/graduates should demonstrate problem-solving and critical thinking skills.

- The program strives to prepare qualified radiologic technologists to serve the surrounding employment community.

#### A.O.S. in RT Student Learning Outcomes

- Explain radiographic procedures to patients.
- Obtain an accurate patient history.
- Communicate with a diverse patient population.
- Practice comprehensive written communication skills.
- Demonstrate professional behavior in the clinical setting.
- Understand the importance of joining a professional organization.
- Embody dependability and reliability appropriate to the clinical environment.
- Illustrate knowledge of radiographic positioning.
- Select appropriate technical factors.
- Adhere to radiation protection practices.
- Perform non-routine exams on trauma patients.
- Critique radiographic films.
- Capable of making sound decisions.

#### A.O.S. in RT Program Outline

Table 24. A.O.S. in RT Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
GE 222-50	English Reading & Composition (50hr)	50	5.0
GE 112-50	College Algebra (50hr)	50	5.0
GE 201-50	Introduction to Sociology (50hr)	50	5.0
XRTA 100	Core: Anatomy, Physiology, Ethics, Nursing, and Technical Overview	19	1.0
XRTA 101	Radiological Physics	15	1.5
XRTA 102	Exposure (Density, Contrast, and Detail/Distortion)	55	5.0
XRTA 103	Radiation Protection	65	5.5
XRTA 104	Specialized Chest Radiography	20	1.5
XRTA 105	Specialized Extremities Radiography	60	5.0
XRTA 106	Specialized Torsokeletal Radiography	70	5.5
XRTA 107	Clinical Practice	160	5.0
XRTA 108	Clinical Practice	160	5.0
XRTA 201	Medical Terminology	15	1.5
XRTA 202	Professional Ethics	10	1.0
XRTA 203	Patient Care in Radiologic Sciences	44	3.5
XRTA 204	Principles of Radiographic Exposure and Image Quality	50	3.0
XRTA 205	Introduction to Procedures with Contrast Media	58	5.5
XRTA 206	Special Procedures with Contrast	54	5.0
XRTA 207	Pediatric Radiography	20	2.0



XRTA 208	Specialized Skull Radiography	45	3.5
XRTA 209	Specialized Radiographic Positioning and Lab	55	5.0
XRTA 210	Technology Seminar	45	4.5
XRTA 211	Cross-Sectional Anatomy & Technology	30	3.0
XRTA 212	Fundamentals of Radiologic Technology	10	1.0
XRTA 213	Clinical Practice	160	5.0
XRTA 214	Clinical Practice	160	5.0
XRTA 215	Clinical Practice	160	5.0
XRTA 216	Clinical Practice	160	5.0
XRTA 217	Clinical Practice	160	5.0
XRTA 218	Clinical Practice	160	5.0
XRTA 219	Clinical Practice	160	5.0
XRTA 220	Clinical Practice	160	5.0
XRTA 221	Clinical Practice	160	5.0
XRTA 222	Clinical Practice	160	5.0
XRTA 223	Physics and Equipment Care	38	3.5
XRTA 224	Advanced Radiation Protection	35	2.5
XRTA 225	Radiologic Technology Seminar	40	4.0
<b>TOTAL</b>		<b>2923</b>	<b>148.5</b>

General Education courses are identified in *Italic*

Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for the following courses.

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CLOCK HOURS</b>	<b>QUARTER CREDIT HOURS</b>
XRTA 100	Core: Anatomy, Physiology, Ethics, Nursing, and Technical Overview	19	1.0
XRTA 101	Radiological Physics	15	1.5
XRTA 102	Exposure (Density, Contrast, and Detail/Distortion)	55	5.0
XRTA 103	Radiation Protection	65	5.5
XRTA 104	Specialized Chest Radiography	20	1.5
XRTA 105	Specialized Extremities Radiography	60	5.0
XRTA 106	Specialized Torsoskeletal Radiography	70	5.5
XRTA 107	Clinical Practice	160	5.0
XRTA 108	Clinical Practice	160	5.0
XRTA 213	Clinical Practice	160	5.0
XRTA 214	Clinical Practice	160	5.0
<b>TOTAL</b>		<b>944</b>	<b>45</b>

### **A.O.S. in RT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Gurnick Academy of Medical Arts' A.O.S. in Radiologic Technology program provides a library and classrooms equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Associate of Occupational Science in Radiologic Technology program consists of 148.5 quarter credit hours completed over 94 weeks for day and night students, for 2,923 contact hours. Before graduation, students must complete 1,920 hours of clinical practice.

## **ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. in MRI)**



Gurnick Academy of Medical Arts students at a clinical affiliate site.

**72 WEEKS**

**1,886 CLOCK HOURS**

**115 QUARTER CREDIT HOURS**

**ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2035.00.**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:**

San Mateo, Modesto, and Sacramento

**DELIVERY:** Blended (Residential and Distance Education)

### **A.S. in MRI Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### **A.S. in MRI Program Description**

Magnetic Resonance Imaging (MRI) Technologists are valued members of today's healthcare team. They use specialized MRI equipment to create images of structures inside the human body, among other vital tasks. While supervised by board-certified radiologists, MRI Technologists have responsibility and independence in performing their duties.

MRI program graduates acquire preparation to perform clinical MRI examinations, focusing on image production, quality control, signal-to-noise ratio, and primary pulse sequences. Read more about the benefits of becoming an MRI Technologist. The program includes online classwork, required online lectures, and clinical experiences correlating with theoretical education. Gurnick Academy of Medical Arts considers clinical experience an essential in healthcare education. Accordingly, students are rotated throughout our affiliated medical facilities while attending our MRI Technologist school.

### **A.S. in MRI Program Goals**

- Train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.

- Develop interpersonal skills in communicating with patients, medical and administrative individuals.
- Help students acquire the skills needed to practice proper patient care.
- Instill students with the knowledge, clinical skills, problem-solving abilities, and interpersonal skills to practice in the field of magnetic resonance imaging.
- Equip graduates to be competent in entry-level positions as an MRI Technologist and display appropriate behaviors as set forth by the American Society of Radiologic Technologists (ARRT) and the Section for Magnetic Resonance Technologists (SMRT).
- Prepare students to take and pass the ARRT (MR) Examination.

### A.S. in MRI Program Outline

Table 25. ASMRI Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>GE 001</i>	<i>Biology Basics</i>	45	4.5
<i>GE 021</i>	<i>Essentials of Anatomy and Physiology</i>	66	6.5
<i>GE 110</i>	<i>Critical Thinking</i>	45	4.5
<i>GE 112</i>	<i>Algebra I</i>	45	4.5
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	4.5
MR 001	Introduction to MRI	120	12.0
MR 101	Sectional Anatomy I	24	2.0
MR 102	Medical Terminology I	18	1.5
MR 103	Physical Principles of MRI	54	5.0
MR 104	Patient Care	36	3.5
MR 111	MRI Clinical I	264	8.5
MR 201	Sectional Anatomy II	24	2.0
MR 202	Medical Terminology II	18	1.5
MR 203	MRI Protocols and Procedures I	42	4.0
MR 204	MRI Safety	36	3.5
MR 211	MRI Clinical II	252	8.0
MR 301	Sectional Anatomy III	24	2.0
MR 302	Physics I	31	3.0
MR 303	MRI Protocols and Procedures II	42	4.0
MR 304	MRI Pathology in Diagnostic Imaging	36	3.5
MR 311	MRI Clinical III	252	8.0
MR 401	Medicolegal Considerations in Healthcare	24	2.0
MR 402	MRI Registry Review	36	3.5
MR 403	Physics II	31	3.0
MR 404	Computers in Imaging and PACS	24	2.0
MR 411	MRI Clinical IV	252	8.0
<b>TOTAL</b>		<b>1,886</b>	<b>115.0</b>

General Education Courses are identified in Italics.

### A.S. in MRI Program Information, Length, and Schedule

Gurnick Academy of Medical Arts' Associate of Science in MRI Program provides a library. Instructor to Student ratio is 1:20 in lecture and 1:1 or 1:2 during clinical rotation.

The MRI program is a seventy-two (72) weeks full-time course of study. The program is offered twice per calendar year. The curriculum encompasses all magnetic resonance imaging technology principles, including 246 hours of general education instruction, 620 hours of technical didactic instruction, and 1,020 hours of supervised clinical experience.

The program is based on the parameters suggested by the Joint Review Commission on Education in Radiologic Technology (JRCERT), the Association of Educators in Radiologic Sciences (AERS), and the American Society of Radiologic Technologists (ASRT). In addition, the MRI program integrates general education components to complement technical courses.

The program consists of six (6) 12-week modules. Students will take General Education courses up to 24 hours per week via online delivery during the first program module. Students will take General Education courses online up to 24 hours per week for the first eight (8) weeks during the second module. Students will take Technical courses online for the last five (5) weeks of the second module.

Clinical Rotations start in module 3. Students will attend their clinical rotation at an assigned MRI facility for a period of forty-eight (48) weeks two to four (2 – 4) days per week, with a minimum of 21 hours per week with +/- ten (10) hours per week variance. Occasional Saturday clinical hours will be required for the completion of clinical hours.

The expected program completion time is seventy-two (72) weeks, excluding any holidays and vacation times. The curriculum provides our students with the general education, technical, clinical, and interpersonal skills necessary to succeed in this challenging field. An Associate of Science Degree is awarded upon program completion. Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and the fulfillment of required program hours.

## **ASSOCIATE OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY PROGRAM (A.S. in NM)**



Stock photo from Canva.com.

**94 WEEKS**  
**2646 CLOCK HOURS**  
**173 QUARTER CREDIT HOURS**  
**ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8**  
**MODULES**  
**STANDARD OCCUPATIONAL CLASSIFICATION**  
**(SOC Code): 29-2033.00**  
**POTENTIAL OCCUPATION:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATIONS:** Concord  
**DELIVERY:**  
Blended, Full Distance Education

### **A.S. in NM Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

The Nuclear Medicine Technology program’s mission is to provide the healthcare community with compassionate, competent, and professional nuclear medicine technologists.

The program’s philosophy is to educate students to succeed in the evolving field of Nuclear Medicine. Our students will demonstrate the highest standards of excellence, integrity, didactic commitment, and clinical competency. Students will graduate with a diverse background of clinical exposure and exemplify compassionate and professional patient care.

### A.S. in NM Program Description

The Associate of Science in Nuclear Medicine Technology (ASNMT) is a 24-month program preparing students with essential general education classes, a core nuclear medicine curriculum, and real-life experience at clinical sites. The program begins with basic nuclear medicine principles and builds on that knowledge to bring the student to the level needed to pass the national credentialing exam.

The curriculum includes diagnostic and therapeutic nuclear medicine procedures, radiopharmaceutical preparation and administration, and quality control procedures for imaging equipment. The program also includes courses on emerging hybrid imaging technologies, including positron emission tomography (PET), computed tomography (CT), and magnetic resonance imaging (MRI). The program includes online classwork, live online lectures, and clinical experiences.

In their clinical experiences, students will be under the direct supervision of a nuclear medicine technologist and learn the administration and preparation of radiopharmaceuticals for use in diagnostic and therapeutic applications. They also use specialized imaging equipment to visualize pathologic conditions and physiologic processes in the human body. The student elevates their critical thinking skills to deliver high-quality care consistently. Student rotations may include work in hospitals, outpatient clinics, imaging centers, research facilities, and mobile imaging trailers.

### A.S. in NM Program Goals and Objectives

- Graduate students will demonstrate the knowledge and skills required of competent entry-level nuclear medicine technologists.
- Empower students to apply critical thinking and problem-solving skills in the clinical setting to ensure patient safety and diagnostic study acquisition.
- Produce students that will demonstrate effective communication skills with patients, medical, and administrative staff.
- Promote acknowledgment of and adherence to ethical and professional responsibilities.
- Cultivate students who will uphold radiation protection practices to protect themselves and their patients.
- Prepare students to take and pass the national credentialing examination.

### A.S. in NM Program Outline

Table 26. ASNMT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45	4.5
GE 003	<i>Conceptual Chemistry with Laboratory</i>	75	6
GE 020A	<i>Human Body in Health &amp; Disease I with Laboratory</i>	75	6
GE 020B	<i>Human Body in Health &amp; Disease II with Laboratory</i>	75	6

<i>GE 112</i>	<i>Algebra I</i>	45	4.5
<i>GE 230</i>	<i>Written &amp; Oral Communication</i>	45	4.5
<i>GEH 301</i>	<i>Ethics &amp; Law in Health Sciences</i>	45	4.5
NM 111	Patient Care in Nuclear Medicine	100	8
NM 112	Introduction to the Science of Nuclear Medicine	100	10
NM 121	Radiation Protection & Biology	75	7.5
NM 122	Instrumentation in Nuclear Medicine I	80	8
NM 123	Nuclear Physics	60	6
NM 131	Nuclear Procedures I	95	8.5
NM 132	Instrumentation in Nuclear Medicine II	75	7.5
NM 141	Nuclear Procedures II	60	6
NM 142	Nuclear Pharmacy	60	6
NM 143	Principles of CT in Nuclear Medicine	70	7
NM 250C	Clinical Practice I	128	4
NM 251	Cross-Sectional Anatomy	48	4.5
NM 252	Principles of PET in Nuclear Medicine	60	6
NM 253	Pharmacology, Drug Administration, and Venipuncture	54	4.5
NM 260C	Clinical Practice II	360	12
NM 270C	Clinical Practice III	384	12.5
NM 271	Registry Review I	36	3.5
NM 280C	Clinical Practice IV	360	12
NM 281	Registry Review II	36	3.5
<b>TOTAL</b>		<b>2,646</b>	<b>173</b>

*General Education courses are identified in Italic*

### **A.S. in NM Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Nuclear Medicine Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: online lectures 1:25 and clinical 1:1. Classes may be scheduled Monday through Sunday. Students will attend no more than forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day or evening as the clinical site requires. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive 1,414 hours of didactic and laboratory instruction and 1,232 hours of clinical education, allowing them to apply the lecture topics to practical use.

## ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)



**90 WEEKS (GENERIC); 33 WEEKS (LVN TO RN)**

**80 SEMESTER CREDIT HOURS**

**ASSOCIATE DEGREE PROGRAM, 6 SEMESTERS**

**LVN TO RN, 2 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-1141.00, 29-1141.01**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATION:** Fresno

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Nursing Skills Lab at the Fresno campus.

### ADN Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### ADN Program Description

Gurnick Academy of Medical Arts' nursing graduates play an essential role in healthcare. Registered Nurses are a vital part of the healthcare team as they provide and coordinate patient care. RNs assess patients, administer medication and treatments, consult doctors, and teach patients how to manage illness or injuries.

We offer two (2) different pathways that include didactic and hands-on training. The first track is a six-semester program for non-nursing applicants.

We offer a second track for those with an LVN/LPN license and fulfilled general education courses. LVN to RN applicants can complete the program in two semesters and a three-week LVN to RN transition course. After program completion, students will receive an NCLEX prep class to prepare for the RN licensure board examination.

### ADN Program Goals

- Provide a high-quality educational experience to each individual desirous of entering or advancing in the healthcare profession.
- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the Associate Degree student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Employ the nursing process in the provision of safe and effective care.
- Help develop the Associate degree student to become a role model, patient advocate, patient educator, and caregiver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the Associate Degree student in becoming an active participant in the learning process and assist with their development of self-awareness and self-direction.
- Provide a shared learning environment between faculty and students by exchanging knowledge and experience to promote change within the participants.

- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in various settings.

### ADN Educational Objectives

Upon completion of the Associate of Science in Nursing Program, the graduate will function within the roles of the Registered Nurse in various healthcare settings and be able to:

1. Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring behaviors in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process as bases for clinical decision-making.
6. Care for clients and families from diverse and multicultural populations across the life span.
7. Communicate effectively with clients, families, and members of the interdisciplinary healthcare team.
8. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and the BRN Practice Act.
9. Recognize responsibility for maintaining competence as a registered nurse through self-evaluation and continuing nursing education.
10. Perform as an accountable member of the profession of nursing.
11. Understand and integrate technology into the provision of care of clients across the healthcare continuum.
12. Develop a foundation for advanced study and professional growth in nursing.

### ADN Program Outline

Table 27. Generic ADN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health and Disease I with Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 202	General Psychology	45	3
GE 020B	Human Body in Health and Disease II with Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 110	Critical Thinking	45	3
GE 201	Introduction to Sociology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2
RN 106	Pathophysiology	30	2
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3



RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
<b>TOTAL</b>		<b>1785</b>	<b>80</b>

*General Education Courses are identified in Italics.*

### **ADN Program — LVN to RN Advanced Placement Program Outline**

*Prerequisite-General Education Courses LVN to RN Advanced Placement (Can be completed at Gurnick Academy of Medical Arts or be credit granted).*

*Table 28. LVN to RN Advanced Placement General Education Outline*

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>	<b>Semester Credit Hours</b>
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	75	4
<i>GE 041</i>	<i>General Microbiology with Lab</i>	75	4
<i>GE 222</i>	<i>English Reading and Composition</i>	45	3
<i>GE 112</i>	<i>Algebra I</i>	45	3
<i>GE 202</i>	<i>General Psychology</i>	45	3
<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	75	4
<i>GE 031</i>	<i>Nutrition in Health &amp; Disease</i>	45	3
<i>GE 110</i>	<i>Critical Thinking</i>	45	3
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	3
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	45	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>		<b>540</b>	<b>33</b>

*General Education Courses are identified in Italics.*

*Prerequisite Nursing Courses: LVN to RN Advanced Placement*

*(These courses are to be credit granted for LVNs, subject to Credit Granting Policy).*

*Table 29. LVN to RN Advanced Placement Prerequisite Outline*

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>	<b>Semester Credit Hours</b>
RN 100	Fundamentals of Nursing Theory	45	3

RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>600</b>	<b>22</b>

Table 30. LVN to RN Advanced Placement Admission Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120	5
<b>TOTAL GURNICK ADMISSION COURSES</b>		<b>120</b>	<b>5</b>

Table 31. LVN to RN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	30	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>645</b>	<b>25</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>		<b>1785</b>	<b>80</b>

#### ADN Program Information, Length, and Schedule

The ADN program is designed with two (2) separate admission pathways. The pathways are intended for full-time attendance.

**Generic ADN (6 semesters for a total of 80 Semester Credit Hours):**

In the first two (2) semesters of the program, students will be taking 33 Semester-Credit Hours of General Education courses via online delivery.

The third semester is 15 weeks and consists of 14 Semester Credit Hours (9 — lecture, 5 — clinical & skills lab). Courses include Fundamentals of Nursing encompassing theory, skills and clinical, Health Assessment, Pharmacology, and Pathophysiology. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fourth semester consists of ten (10) Semester Credit Hours (6 — lecture, 4 — clinical). Courses include Introduction to Med/Surg I Theory and Clinical, and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 14 Semester Credit Hours (9 — lecture, 5 — clinical). Courses include Maternal/Newborn Theory and Clinical, Care of Children Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The sixth semester consists of nine (9) Semester Credit Hours (5 — lecture, 4 — clinical). Courses include Mental Health Nursing Theory and Clinical and Complex Med-Surg Theory and Clinical/Leadership. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

Students enrolled in this pathway receive 885 hours of didactic and 900 hours of clinical and lab instruction, allowing them to apply the lecture topics in practical use.

**LVN to RN Advanced Placement (2 semesters for a total of 25 Semester Credit Hours):**

Students in this pathway can complete the ADN program within 33 weeks (two (2) semesters and a 3-week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll in the LVN to RN Advanced Placement program. The admission course is called RN 180 — Nursing Transition Advanced Placement Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete before starting any Professional Courses.

The third semester is 16 Semester Credit Hours (11 — lecture, 5 — clinical). Classes will be held Monday through Friday with two (2) days on campus (9 hours of class each week for 15 weeks) and nine (9) hours/two (2) days per week in clinical practice for ten (10) weeks.

The fourth semester is nine (9) Semester Credit Hours (5 — lecture, 4 — clinical). Classes will be held Monday through Friday with two (2) days on campus (7 hours of class) and three (3) days per week in clinical practice, each for eight to nine (8 – 9) hours.

Students receive 292.5 hours of didactic and 472.5 hours of clinical and lab instruction from this pathway, allowing them to apply the lecture topics in practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. The expected program completion time is 33 weeks, excluding holidays and vacation times.

Gurnick Academy of Medical Arts has adopted ATI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assists students in this program by focusing directly on the current NCLEX-RN test plan, application process, and test-taking strategies to prepare for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (ATI) is provided after the didactic, laboratory, and clinical hours. Students are permitted two (2) attempts to pass the ATI exit exam to graduate. The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable students may be eligible for a third attempt. See the Student Grievance and Appeals Policy for more information.

**LVN 30-Unit Option**

This option is available to all individuals who are Licensed Vocational Nurses in California. Completing the required courses will provide the opportunity and eligibility to take the California Registered Nurse licensure examination. This option does not meet the Associate of Arts Degree in Nursing graduate requirements, and students taking this option will not be a graduate of the nursing degree program. In addition, several states do not recognize individuals who complete this option or pass the NCLEX-RN examination as registered nurses.

Admission to the LVN 30 Unit Option is dependent on space availability. The candidate must meet the criteria to enroll in the 30 Unit Option. 22.5 units must be completed in the Gurnick Academy of Medical Arts Associate Degree Nursing program. The remaining 6.5 units will be transfer credits from Physiology (3.5 units) and Microbiology (3 units) which are admission requirements. This option does not apply to ADN students enrolled in the program or to students who failed any course from the ADN program.

*Table 32. LVN 30-Unit Option Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120	5
RN 102	Health Assessment Theory	30	2
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>607.5</b>	<b>22.5</b>
<b>TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)</b>		<b>—</b>	<b>29</b>

## ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. in PTA)



**80 WEEKS**, including prerequisites taken before enrolling in the 44 weeks of technical courses

**1353 CLOCK HOURS**

**101 QUARTER CREDIT HOURS**

**ASSOCIATE OF SCIENCE DEGREE PROGRAM, 4 QUARTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-2021.0.**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATION:**

San Mateo

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Physical Therapist Assistant Skills Lab at the San Mateo campus.

### **A.S. in PTA Program Mission**

The Physical Therapist Assistant program's mission supports the mission of Gurnick Academy of Medical Arts and is based upon the PTA program's philosophy. The Physical Therapist Assistant Program at Gurnick Academy of Medical Arts will prepare and graduate students to meet our diverse community's growing needs.

The PTA program at Gurnick Academy of Medical Arts will strive to provide students with the necessary skills to enter the workforce as competent, thinking, respectful, and compassionate individuals who will provide legal and ethical care within the standards of practice for Physical Therapist Assistants under the supervision of a Physical Therapist.

### **A.S. in PTA Program Description**

Gurnick Academy of Medical Arts' Physical Therapist Assistant graduates join an in-demand career in the growing healthcare field. Physical Therapist Assistants provide physical therapy services under the supervision of a licensed physical therapist, which is within the scope of practice for PTAs. They provide patients instructions for therapeutic exercise and utilize therapeutic modalities that incorporate massage, stretching, selected manual therapy interventions, and using electrotherapies.

The program includes classwork, laboratory training, and clinical experiences correlating with theoretical education. The technical courses incorporate the minimum skills of Physical Therapist Assistant graduates at entry-level and the Standards of Ethical Conduct for the Physical Therapist Assistant developed by the [American Physical Therapy Association](#) (APTA).

Gurnick Academy of Medical Arts considers clinical experience essential for healthcare education. Accordingly, students are rotated throughout our affiliated clinical facilities while completing the Physical Therapist Assistant program.

PTAs must complete a 2-year associate's degree and are licensed, certified, or registered in most states.\*  
*\*Source: American Physical Therapy Association.*

Graduation from an accredited physical therapist assistant program allows the graduate to be eligible to take the National Physical Therapy Exam (NPTE) for PTAs and the California Law Exam (CLE). Upon successfully passing

these exams, the student will be licensed to practice in California. For information about Gurnick Academy of Medical Arts' PTA program accreditation, please see Accreditation, Approval, Recognition, Membership section.

The Physical Therapist Assistant Program is an Associate of Science Degree program.

**A.S. in PTA Program Goals**

- The program will offer a technical curriculum that is sequential, integrated, and reflective of contemporary Physical Therapist Assistant practice.
- The program will prepare graduates to provide physical therapy interventions in various settings, which are within the PTA scope of practice and under a physical therapist's supervision.
- The program will prepare graduates to demonstrate ethical and professional behaviors consistent with California State Law and Practice Acts and the professional standards of practice.
- The program will employ faculty who demonstrate current knowledge in the areas they teach and are committed to the current professional standards of excellence.
- The program will prepare graduates to utilize self-assessment and awareness in communication, skills, knowledge, and behaviors with patients/clients, caregivers, colleagues, and other healthcare team members.

**A.S. in PTA Philosophy**

- Physical Therapists and Physical Therapist Assistants are valued members of today's health care team.
- Physical Therapists and Physical Therapist Assistants must understand their respective roles and respect them to meet the patient/client needs best.
- Students will benefit from a curriculum that supports multiple learning styles, is varied in educational experiences, and is structured to provide interaction between faculty and students.
- Students will benefit from a curriculum that recognizes, fosters understanding and embraces diversity.
- Students will benefit from a curriculum that will react to changes in Physical Therapy knowledge and technology.
- To be successful as a Physical Therapist Assistant and meet the profession's needs, the student must understand learning as a lifelong activity.
- Clinical experience in various settings is vital for the student to acquire entry-level skills as a Physical Therapist Assistant.
- Physical Therapist Assistant students are adult learners. Gurnick Academy of Medical Arts expects them to take responsibility for learning, professional behavior, respect for others, and preparedness.
- Faculty members are positive role models of the profession of Physical Therapy.
- Gurnick Academy of Medical Arts does not discriminate against students based on race, color, creed, national origin, gender, sexual orientation, age, disability, or marital status.

**A.S. in PTA Program Outline**

*Table 33. A.S. in PTA General Education Courses*

Required program prerequisites courses (to transfer into Gurnick Academy of Medical Arts at the time of enrollment)	Equivalent Clock Hours	Quarter Credits
Humanities: English: Reading and Writing Composition	50	5
Humanities: Oral Communication: Speech or Interpersonal Communication	40	4

Sciences: Anatomy and Physiology with Lab Note: 100 lecture hours with 40 laboratory hours	140	12
Mathematics: Minimum Algebra 1	50	5
Social Science: Introduction to Psychology or Lifespan Psychology	40	4
Social Science Elective: History, Economics, Political Science, Geography, Sociology, Anthropology, or General Psychology	40	4
<b>TOTAL GENERAL EDUCATION COURSES</b>	<b>360</b>	<b>34</b>

Table 34. A.S. in PTA Technical Courses and Total Program Hours.

Course Number	Title	Clock Hours	Quarter Credit Hours
PTA 100	Introduction to Physical Therapist Assistant	22	2
PTA 110	Fundamental PTA Procedures with lab	77	4.5
PTA 120	Clinical Kinesiology with lab	77	4.5
PTA 130	Pathology	44	4
PTA 210	Procedures II with lab	66	4
PTA 220	Orthopedic Management	66	4
PTA 230	Professional Behaviors	33	3
PTA 222	Patient Care Skills I	22	1
PTA 225	Clinical Education I	184	6
PTA 226	Clinical Education I Seminar	11	1
PTA 240	Applied Neurology	66	4
PTA 250	Physical Therapy Aspects of Growth, Development, and Aging	44	3
PTA 260	Selected Topics	44	3
PTA 233	Patient Care Skills II	22	1
PTA 235	Clinical Education II	240	8
PTA 280	Senior Seminar	33	3
PTA 245	Clinical Education III	280	9
PTA 290	Licensure Exam Preparation	22	2
<b>TOTAL GURNICK TECHNICAL COURSES</b>		<b>1,353</b>	<b>67</b>
<b>TOTAL Program for degree: GE plus technical</b>		<b>1,713</b>	<b>101</b>

### **A.S. in PTA Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

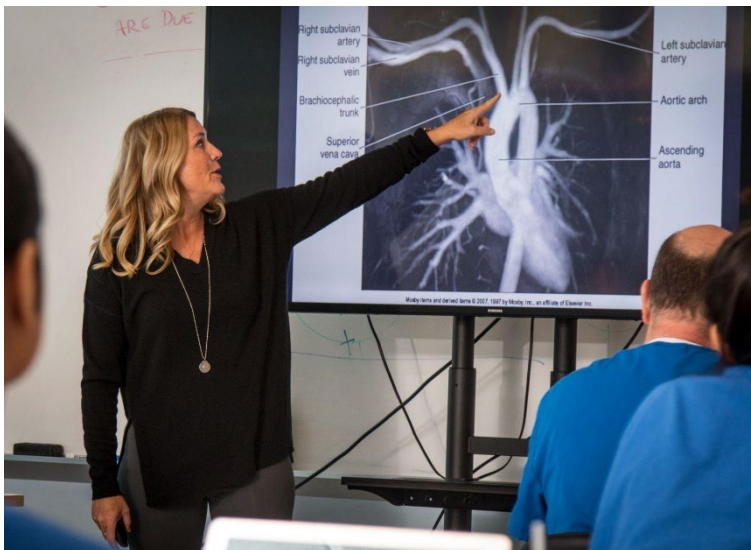
The Physical Therapist Assistant program is an Associates of Science degree program. The program follows the 1+1 model in which General Education Courses are completed before enrollment into the technical education curriculum at Gurnick Academy of Medical Arts.

General education coursework, including Anatomy and Physiology, is transferred to Gurnick Academy of Medical Arts from the student's previous college coursework. This allows the program at Gurnick Academy of Medical Arts to be offered in 44 weeks of technical coursework only.

Classes begin twice a year in January and July and are scheduled Monday through Friday full time during the day. Clinical education assumes the Clinical Site hours during the day.

Gurnick Academy of Medical Arts' A.S. in Physical Therapist Assistant program at the San Mateo campus has a 1,776 sq. ft. classroom/laboratory equipped with industry-standard equipment found at typical Physical Therapy facilities. This includes cardio, modalities, balance, weights, and treatment tables. The classroom lecture instructor to student ratio is 1:20, and in the laboratory sessions, the ratio is 1:15. Clinical education is a crucial part of the PTA Program. Students have the opportunity for three (3) full-time clinical rotations at various types of Physical Therapy facilities located locally and out of state.

## **ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)**



Gurnick Academy of Medical Arts students in the classroom at the Sacramento campus.

**94 WEEKS**

**2,974 CLOCK HOURS**

**167 QUARTER CREDIT HOURS**

**ASSOCIATE OF SCIENCE DEGREE PROGRAM,  
8 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION  
(SOC Code): 29-2034.00, 29-2035.00, 29-  
2099.06**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete  
list of potential occupations.*

**LOCATIONS:**

Concord and Sacramento

**DELIVERY:** Blended (Residential and Distance  
Education)

### **A.S. in RT Program Mission**

Gurnick Academy of Medical Arts and our A.S. in Radiologic Technology Program faculty are dedicated to providing qualified individuals with an optimal learning experience. We strive to provide the medical imaging community with competent radiologic technologists. They will demonstrate the highest standards of ethics, professionalism, clinical competency, and critical thinking while providing compassionate and respectful patient care.

The program's philosophy ensures that graduates perform radiologic procedures as defined by the American Society of Radiologic Technologists Practice Standards. Graduates of the A.S. in Radiologic Technology Program



will possess professionalism and ethics in a manner consistent with the American Registry of Radiologic Technologists Principles of Professional Conduct for Radiologic Technologists and Code of Ethics.

### A.S. in RT Program Description

A Radiologic Technologist is a person trained in the “art and science” of creating images of the human body using ionizing radiation. The radiologic technologist works closely with the radiology doctor (radiologist) and other physicians and plays a vital role as a professional member of the medical team.

Technologists work in hospitals’ general radiography, surgery, trauma, pediatrics, clinics, doctors’ offices, and imaging centers. The role of radiologic science in medicine is continually growing. New applications and imaging equipment are in a constant state of development. Imaging’s continued growth and development is dependent on highly qualified and well-trained radiologic technologists.

Some clinical rotations and radiographic examinations are deemed “gender-specific,” such as mammography and the hysterosalpingogram (HSG). While mammography is generally performed on females, the HSG is an examination exclusively conducted on female patients.

Male students should understand that they may not be allowed to observe or perform these examinations because of their sensitivity. Didactic information on these examinations will be provided to all students. However, clinical experience in these examinations may be limited to only female students.

### A.S. in RT Program Goals and Objectives

- Graduate students with the clinical competence required to be an entry-level technologist.
- Produce students who will demonstrate effective interpersonal skills with the entire healthcare team and the public.
- Enable students to employ appropriate critical thinking and problem-solving skills in the preparation to be entry-level technologists in the clinical setting.

### A.S. in RT Student Learning Outcomes

- Demonstrate positioning skills of an entry-level technologist.
- Evaluate images for diagnostic quality.
- Demonstrate effective communication skills with the healthcare team.
- Employ communication skills with the patients and the public.
- Ability to adapt to patients' conditions that deviate from routine exams.
- Utilize proper safety and ALARA practices for routine and non-routine exams.

Students will establish a plan for professional development and career enhancement upon graduation.

### A.S. in RT Program Outline

Table 35. A.S. in RT Program Course Outline

Number	Title	Clock Hours	Quarter Credit Hours
GE 011	<i>Anatomy &amp; Physiology</i>	56	5.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 112	<i>Algebra I</i>	45	4.5
GE 201	<i>Introduction to Sociology</i>	45	4.5
GE 222	<i>English Reading and Composition</i>	45	4.5

<i>GEH 020</i>	<i>Medical Terminology</i>	18	1.5
RT 110C	Clinical Practice I	128	4
RT 111	Radiologic Patient Care	42	4
RT 112	Radiation Physics and Exposure	58	5
RT 113	Radiographic Procedures I	48	4.5
RT 113L	Radiographic Procedures I Lab	30	1.5
RT 120C	Clinical Practice II	168	5.5
RT 121	Radiation Protection and Biology	50	5
RT 122	Digital Imaging	52	4.5
RT 123	Radiographic Procedures II	48	4.5
RT 123L	Radiographic Procedures II Lab	30	1.5
RT 130C	Clinical Practice III	176	5.5
RT 131	Radiographic Physics II and Fluoroscopy	48	4.5
RT 132	Ethics and Law in Radiography	24	2
RT 133	Radiographic Procedures III	45	4.5
RT 133L	Radiographic Procedures III Lab	33	1.5
RT 140C	Clinical Practice IV	192	6
RT 142	Radiographic Pathology	48	4.5
RT 143	Radiologic Procedures IV	45	4.5
RT 143L	Radiologic Procedures IV Lab	33	1.5
RT 250C	Clinical Practice V	280	9
RT 251	Radiographic Pharmacology and Venipuncture	36	3
RT 252	Cross Sectional Anatomy	40	4
RT 260C	Clinical Practice VI	240	8
RT 261	Advanced Digital Imaging	30	3
RT 262	Radiographic Advanced Procedures	48	4.5
RT 270C	Clinical Practice VII	264	8.5
RT 271	Patient Care and Procedures Seminar	48	4.5
RT 272 or RT 273	Computed Tomography or Mammography	40	4
RT 274	Advanced Radiation Protection	50	4
RT 280C	Clinical Practice VIII	280	9
RT 281	Image Production and Safety Seminar	48	4.5
RT 282	Professional Development and Advancement	18	1.5
<b>TOTAL</b>		<b>2,974</b>	<b>167</b>

*General Education Courses are identified in Italics.*

### **A.S. in RT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Please read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Gurnick Academy of Medical Arts Radiologic Technology program provides a library and classrooms equipped with media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Radiologic Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: laboratory 1:10, residential lectures 1:30, online lectures 1:25, and clinical 1:1.

Classes may be scheduled Monday through Sunday. Students will attend an average of forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day, evening, or graveyard as the clinical site requires. Didactic courses are held between 8:00 AM to 8:00 PM.

The program's affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic technologists and supervisors/operators (doctors) who hold certification issued by the State of California Radiologic Health Branch.

### **ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in UT)**



A Gurnick Academy of Medical Arts instructor and student in the Ultrasound Skills Lab at the Sacramento campus.

**96 WEEKS**

**2386 CLOCK HOURS**

**149 QUARTER CREDIT HOURS**

**ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM, 8 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code):**

**29-2032.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** San Mateo, Fresno, and Sacramento

**DELIVERY:** Blended (Residential and Distance Education)

### **A.O.S. in UT Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### **A.O.S. in UT Program Description**

The Ultrasound Technology program prepares competent entry-level general/vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be qualified to work in hospitals, imaging centers, physicians' offices, or clinics.

### **A.O.S. in UT Program Goals and Objectives**

Diagnostic Medical Sonography (DMS) requires the ability to provide diagnostic sonographic images and possess critical thinking skills. The Sonographer needs to make crucial judgments while performing sonographic exams. Sonographers are professionals who must possess high-level skills in diagnostic sonographic techniques under the guidance of a licensed physician. A sonographer is responsible for providing excellent patient care and gathering adequate data necessary for diagnoses to be determined.

Program graduates will be able to perform, at a minimum, the following objectives.

### Cognitive

- Obtain, review and integrate pertinent patient data to facilitate optimum diagnostic results.
- Demonstrate critical thinking skills during sonographic procedures to provide optimum diagnostic services.

### Psychomotor

- Perform sonographic procedures appropriately and accurately, recording all anatomic and physiologic information for interpretation by a physician.
- Document and present complete and accurate sonographic findings to the interpreting physician to facilitate patient diagnosis.
- Maintain optimal function of the sonographic equipment.
- Assist physicians during invasive ultrasound-guided procedures.

### Affective

- Employ effective communication skills with patients and all members of the healthcare team.
- Provide compassionate patient care and education to promote overall well-being.
- Act professionally within recognized ethical and legal standards.
- Demonstrate a commitment to lifelong learning.

Upon graduation, students will have demonstrated and completed all clinical and academic competencies required for eligibility to take the American Registry of Diagnostic Medical Sonography (ARDMS) certification exams in the area(s) of study.

### A.O.S. in UT Program Outline

Table 35. A.O.S. in UT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45	4.5
GE 021A	<i>Essentials of Anatomy and Physiology I</i>	40	4.0
GE 021B	<i>Essentials of Anatomy and Physiology II</i>	26	2.5
GE 112	<i>Algebra I</i>	45	4.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 230	<i>Written &amp; Oral Communication</i>	45	4.5
UT 201	Sectional Anatomy	48	4.5
UT 200	Ultrasound Physics and Instrumentation	62	6.0
UT 301	Patient Care for Ultrasound Professional	12	1.0
UT 302	Abdominal Sonography 1	84	8.0

UT 302L	Laboratory Abdominal Sonography 1	84	4.0
UT 303	Small Parts Sonography 1	38	3.5
UT 303L	Laboratory Small Parts Sonography 1	12	0.5
UT 402	Abdominal Sonography 2	70	7.0
UT 402L	Laboratory Abdominal Sonography 2	70	3.5
UT 403L	Laboratory Small Parts Sonography 2	12	0.5
UT 403	Small Parts Sonography 2	12	1.0
UT 405	Neonatal Sonography	48	4.5
UT 406	Pediatric Sonography	30	3.0
UT X01	Clinical 1	192	6.0
UT 504A L	Laboratory Vascular Sonography 1	20	1.0
UT 504A	Vascular Sonography 1	20	2.0
UT 504B L	Laboratory Vascular Sonography 2	25	1.0
UT 504B	Vascular Sonography 2	20	2.0
UT 507A	Gynecology 1	20	2.0
UT 507B	Gynecology 2	56	5.5
UT 507L	Laboratory Gynecology Sonography	36	1.5
UT 508	MSK and Basic Sonography 1	40	4.0
UT 508L	Laboratory MSK and Basic Sonography 1	40	2.0
UT X02	Clinical 2	192	6.0
UT 604A L	Laboratory Vascular Sonography 3	20	1.0
UT 604A	Vascular Sonography 3	25	2.5
UT 604B	Vascular Sonography 4	20	2.0
UT 604B L	Laboratory Vascular Sonography 4	20	1.0
UT 608	MSK and Basic Sonography 2	40	4.0
UT 608L	Laboratory MSK and Basic Sonography 2	40	2.0
UT 609A	Obstetric Sonography 1	32	3.0
UT 609B	Obstetric Sonography 2	68	6.5
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8	0.5
UT 701	Clinical 3	288	9.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8	0.5
UT 801	Clinical 4	288	9.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8	0.5

UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam	8	0.5
UT 820G	Master Scanning Lab Upper Extremity Mapping For Dialysis Access	8	0.5
<b>TOTAL</b>		<b>2,386</b>	<b>149</b>

*General Education Courses are identified in Italics.*

### **A.O.S. in UT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Gurnick Academy of Medical Arts Ultrasound Technology program has a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models, in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and an Ankle-Brachial Index (ABI) machine.

The Ultrasound Technology Program is an Associate of Occupational Science Degree program. The student will receive didactic and clinical education in abdominal sonography, small parts, obstetrics and gynecology, ultrasound physics and instrumentation, musculoskeletal (MSK), pediatric, neonatal, patient care, and vascular sonography. This training will be combined with General Education courses. Instructor to student ratio is 1:30 in residential lecture, 1:25 in online lecture, and 1:10 in laboratory and 1:1 during clinical rotation.

The program consists of eight (8) 12-week modules. Students will be taking General Education courses up to 24 hours per week via online delivery during the first program module. Students will continue taking General Education courses online up to 24 hours per week for the second program module's first seven (7) weeks. The students' workload consists of on-campus didactic/lab sessions, which include up to six (6) hours per day of instruction for up to three (3) days per week during the last five (5) weeks of the second module.

The subsequent two (2) modules (Module 3 and 4 or Module 5 and 6 depending on the module sequence) consist of on-campus didactic/lab sessions only, including three (3) days per week of up to eight (8) hours per day of didactic instruction. After completing four (4) modules, students are generally expected to participate in clinical rotation two (2) days per week, up to eight (8) hours per day.

Students will continue to attend didactic/lab sessions on-campus three (3) days per week, up to eight (8) hours per day. In the last two (2) modules of the program, students attend clinical rotations only for three to four (3 – 4) days per week, in addition to attending Master Scanning Lab courses once a month on days to be announced on a separate schedule.

The student receives 1,426 hours of didactic and laboratory instruction and 960 hours of clinical education, allowing them to apply the lecture topics to practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this field. In addition, the program prepares students to take their ARDMS examinations.

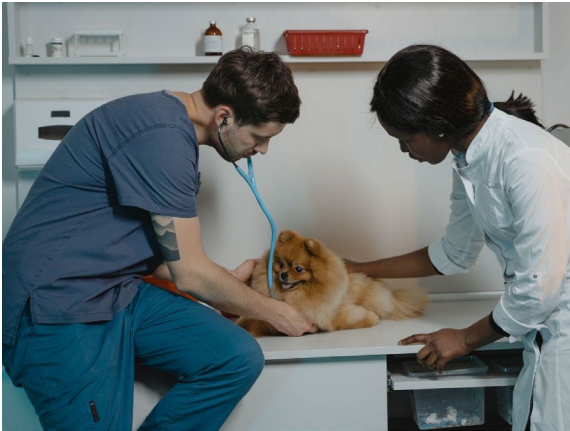
Upon program completion, an Associate of Science Degree in Ultrasound Technology is awarded. The expected completion time for this program is 96 weeks, excluding holidays and vacation times. Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

Master Scanning Labs (MSL) may be scheduled at other campuses as needed and are scheduled in no particular order.

### **Voluntary and Prudent Use Statement for Ultrasound Technology**

Instructions in the ultrasound training laboratory are made possible by the participation of students, both as the person scanning and the person being scanned (subject). All the exercises are developed to ensure prudent and safe use of the equipment and the subject. Participation is voluntary. Election not to participate will not affect grades. However, alternate training will need to be arranged.

## **ASSOCIATE OF SCIENCE IN VETERINARY MEDICAL TECHNOLOGY PROGRAM (A.S. in VMT)**



Stock photo from canva.com.

**90 WEEKS**

**1,855 CLOCK HOURS**

**94.5 SEMESTER CREDIT HOURS**

**ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-2056.00**

**POTENTIAL OCCUPATION:**

*Please see school official for complete list of potential occupations*

**LOCATIONS:**

San Mateo

**DELIVERY:** Blended

### **A.S. in VMT Program Description**

The Associate of Science in Veterinary Medical Technology (A.S. in VMT) is a 24-month program that prepares the student with essential general education classes, core veterinary medicine curriculum, and real-life experience at clinical sites. The program begins with basic veterinary medicine principles and builds on that knowledge to bring the student to the level needed to pass the national credentialing exam. The curriculum includes courses on diagnostic and therapeutic veterinary medicine procedures, anatomy and physiology, husbandry, pharmacology, and laboratory procedures. The program also includes courses on emerging diagnostic and therapeutic technologies. The program includes online classwork and clinical experiences. In their clinical experiences, the student will be under the direct supervision of a credentialed veterinary technician and will practice skills and techniques for diagnostic and therapeutic applications. They will also use specialized equipment including ultrasounds, x-ray, and electronic laboratory equipment. The student will elevate their critical thinking skills to consistently deliver high-quality care. Student rotations may include work in shelters, general practice clinics, large animal facilities, research facilities, and emergency hospitals.

### **A.S. in VMT Program Goals and Objectives**

- To graduate students who will demonstrate the knowledge and skills required of competent entry-level credentialed veterinary technicians.
- To empower students to apply critical thinking and problem-solving skills in the clinical setting to ensure patient safety.
- To produce students that will demonstrate effective communication skills with clients, medical staff, and administrative staff.
- To promote acknowledgment of and adherence to ethical and professional responsibilities.
- To produce students who will uphold radiation protection practices for the safety of themselves and their patients.
- To prepare students to take and pass the national credentialing examination.

### **A.S. in VMT Program Outline**

Table 36. ASVMT Program Course Outline

Course Number	Title	Clock Hours	Semester Credit Hours
GE 001	<i>Biology Basics</i>	45	3
GE 041	<i>General Microbiology with Lab</i>	75	4
GE 110	<i>Critical Thinking</i>	45	3
GE 112	<i>Algebra I</i>	45	3
GE 201	<i>Introduction to Sociology</i>	45	3
GE 221	<i>Written Communication for Professionals</i>	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
VMT 100	Introduction to Veterinary Medical Technology	15	1
VMT 101	Animal Care and Husbandry	45	3
VMT 102	Veterinary Medical Terminology	15	1
VMT 103	Veterinary Anatomy and Physiology I with Lab	60	3.5
VMT 104	Veterinary Office Practices	15	1
VMT 105	Veterinary Nursing I with Clinical Labs	75	4
VMT 106	Veterinary Clinical Laboratory Procedures I with Lab	60	3
VMT 108	Veterinary Pathology I	45	3
VMT 109	Externship I	80	1.5
VMT 200	Medical Math for Veterinary Technicians	30	2
VMT 203	Veterinary Anatomy and Physiology II with Lab	60	3.5
VMT 204	Professional Development	15	1
VMT 205	Veterinary Nursing II with Clinical Labs	75	4
VMT 206	Veterinary Clinical Laboratory Procedures II with Lab	60	3
VMT 207	Veterinary Radiology	45	3
VMT 208	Veterinary Pathology II	45	3
VMT 209	Externship II	80	1.5
VMT 305	Veterinary Nursing III with Clinical Labs	75	4
VMT 306	Veterinary Clinical Laboratory Procedures III with Lab	60	3
VMT 307	Veterinary Pharmacology and Toxicology	45	3
VMT 309	Externship III	80	1.5
VMT 310	Large Animal Veterinary Nursing with Clinical Labs	75	4
VMT 311	Laboratory, Exotic & Avian Nursing w/ Clinical Labs	75	4
VMT 312	Applied Animal Behavior	15	1



VMT 407	Veterinary Technician National Exam Review	15	1
VMT 409	Externship IV	80	1.5
VMT 410	Veterinary Anesthesia and Analgesia	15	1
VMT 411	Veterinary Dentistry	15	1
VMT 412	Veterinary Nutrition	15	1
VMT 413	Complementary Therapies	45	3
VMT 509	Externship V	80	1.5
<b>TOTAL</b>		<b>1,855</b>	<b>94.5</b>

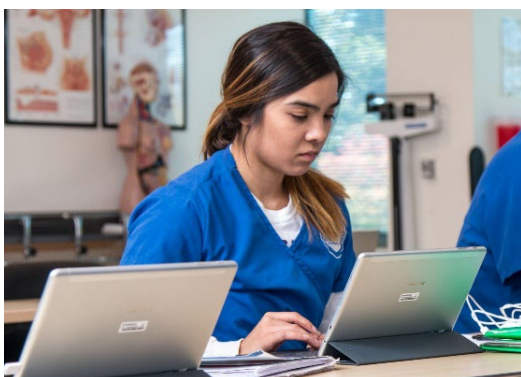
### A.S. in VMT Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Veterinary Medical Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: online lectures 1:25 and clinical 1:1. Classes may be scheduled Monday through Sunday. Students will attend no more than forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day or evening as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive one thousand eight hundred and fifty-five (1,855) hours of didactic and laboratory instruction and four hundred (400) hours of clinical education allowing them to apply the lecture topics to practical use.

## ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING PROGRAM (A.S. in VN)



**82 WEEKS**, including technical courses taken before enrolling in the 30 weeks of General Education courses

**2070 CLOCK HOURS**

**90.5 SEMESTER CREDIT HOURS**

**ASSOCIATE DEGREE PROGRAM**

**LOCATION:** Fresno

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Sacramento campus.

### A.S. in VN Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### A.S. in VN Program Description

Gurnick Academy of Medical Arts Vocational Nursing program graduates join a career in the healthcare field. Vocational nurses provide primary medical care under the direction of registered nurses and doctors. They monitor patients' health, discuss care with patients, keep records, and administer primary care, including

changing bandages and inserting catheters.

The Associate of Science in Vocational Nursing program is a two-semester program for graduates of an approved Vocational Nursing or Practical Nursing program who wish to obtain an Associate of Science Degree.

The program builds on the vocational nursing diploma program by adding the same general education courses to our Associate of Science in Nursing Program (ADN Program).

#### A.S. in VN Program Goals and Objectives

- Incorporate nursing, behavioral and physical sciences principles to provide competent care to clients of different ages with different biopsychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients.
- Differentiate the role of the Vocational Nurse within the medical team.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice.
- Demonstrate organization, prioritization, delegation, and collaboration with healthcare professionals using effective communication.
- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in various settings.

Table 37. A.S. in VN Program Course Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	SEMESTER CREDIT HOURS
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	75	4
<i>GE 041</i>	<i>General Microbiology with Lab</i>	75	4
<i>GE 222</i>	<i>English Reading and Composition</i>	45	3
<i>GE 112</i>	<i>Algebra I</i>	45	3
<i>GE 202</i>	<i>General Psychology</i>	45	3
<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	75	4
<i>GE 031</i>	<i>Nutrition in Health &amp; Disease</i>	45	3
<i>GE 110</i>	<i>Critical Thinking</i>	45	3
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	3
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	45	3
<b>TOTAL</b>		<b>540</b>	<b>33</b>

*General Education Courses are identified in Italics.*

#### A.S. in VN Program Information, Length, and Schedule

The expected program length is 30 weeks to complete all 33 semester credit hours of online General Education courses after receiving transfer credit for 57.5 semester credits of a prior Vocational Nursing or Practical Nursing program. Graduates will earn 90.5 semester credit hours and an Associate of Science Degree in Vocational Nursing.

## BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)



Gurnick Academy of Medical Arts students in the classroom at the Sacramento campus.

**120 WEEKS (GENERIC); 63 WEEKS (LVN TO BSN); 45 WEEKS (RN TO BSN)**

**120 SEMESTER CREDIT HOURS; 2505 CLOCK HOURS**

**GENERIC BACHELOR'S DEGREE PROGRAM, 8 SEMESTERS**

**LVN TO BSN, 4 SEMESTERS; RN TO BSN, 3 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-1141.00, 29-1141.03, 29-1141.01**

**POTENTIAL OCCUPATIONS:** *Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** Concord

**DELIVERY:** Blended (Residential and Distance Education)

### BSN Program Description

Students will study a wide range of curricular content required for licensure by the California Board of Registered Nursing. Students will also study the organization and function of health services, ethics and law in health care, writing skills for health professionals, leadership and management, nursing research, and essentials of patient education.

Emphasis will be placed on evidence-based practice and critical thinking skills to provide safe and effective care to patients from diverse and multicultural populations and communities across the life span. Students will also take Community Health Nursing, which includes certification in reporting child abuse and disaster management, following the Public Health California Code of Regulations requirements.

### BSN Program Mission Statement

Gurnick Academy of Medical Arts' mission is to offer quality allied health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

The purpose of the Bachelor of Science in Nursing is to achieve distinction in the undergraduate nursing program and to advance the mission of Gurnick Academy of Medical Arts through:

1. Active preparation of the baccalaureate student to assume roles in nursing practice per the regulatory and accrediting agencies.
2. Active preparation of the baccalaureate student to bear responsibility in practice, education, and Research.
3. Promotion of public health by developing new knowledge and applying this knowledge to innovate health care delivery in a public health setting.
4. Provision of insight, assistance, and teaching of health care programs responding to the growing needs of public health.
5. Championing nursing research and scholarships.

### BSN Program Goals

The faculty at Gurnick Academy of Medical Arts is committed to:

1. Providing a learning environment that nurtures cultural diversity, differences in learning styles and is free of discrimination and judgment.
2. Graduate well-prepared Bachelor of Science in Nursing students who demonstrate clinical behaviors and judgments to meet the essential competencies necessary to obtain licensure and join the workforce as an entry-level nurse.

3. Ensure that graduates are equipped with the necessary knowledge and skills to respond to the community's growing healthcare delivery and practice needs.
4. Produce well-rounded nurses that are culturally sensitive, situation-adaptive, and active advocates of the community it serves.
5. Continuously revisit its curriculum and revise as necessary to ensure that its nursing graduates can adapt to rapid healthcare delivery and practice changes.
6. Build a learning platform to inspire nursing graduates to pursue recognition and excellence in practice, research, and community outreach.
7. Foster nurturing partnerships with its community organizations for academic programs.
8. Inspire its nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

### BSN Terminal Educational Outcomes

By the end of the baccalaureate nursing program, the graduate will be able to:

1. Apply theoretical and clinical concepts of health promotion and disease prevention practices, provide a safe and nurturing environment, and lead innovations in nursing practices according to nursing regulations and accrediting agencies.
2. Critically appraise, analyze, and create a framework that integrates didactic and clinical learning into everyday practice and leadership activities.
3. Evaluate patient care practices that are evidence-based and community-driven.
4. Express a firm commitment to nursing research through active participation in professional organizations and education advancement.
5. Demonstrate leadership by becoming a well-rounded nurse who is ethical, respectful, well-informed, and fully responsive to the needs of the community it serves.

### BSN Program Outline

Table 38. Generic BSN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health &amp; Disease I w/ Lab</i>	75	4
GE 041	<i>General Microbiology with Lab</i>	75	4
GE 222	<i>English Reading and Composition</i>	45	3
GE 112	<i>Algebra I</i>	45	3
GE 201	<i>Introduction to Sociology</i>	45	3
GE 020B	<i>Human Body in Health &amp; Disease II w/ Lab</i>	75	4
GE 031	<i>Nutrition in Health &amp; Disease</i>	45	3
GE 202	<i>General Psychology</i>	45	3
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45	3
GE 110	<i>Critical Thinking</i>	45	3
GE 111	<i>Research Statistics</i>	45	3
GEH 101	<i>Organization &amp; Function of Health Services</i>	45	3
GEH 102	<i>Essentials of Patient Education</i>	45	3
GE 103	<i>Growth and Development Through Lifespan</i>	45	3
GEH 201	<i>Holistic Health &amp; Complementary Alternative Medicine</i>	30	2
GEH 301	<i>Ethics and Law in Health Science</i>	45	3
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5

RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL</b>		<b>2505</b>	<b>120</b>

*General Education Courses are identified in Italics.*

**BSN Program — LVN to BSN Advanced Placement Program Outline**

*Prerequisite-General Education Courses LVN to BSN Advanced Placement (Can be completed at Gurnick Academy of Medical Arts or be credit granted)*

*Table 39. LVN to BSN Advanced Placement General Education Outline*

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>	<b>Semester Credit Hours</b>
<i>GE 020A</i>	<i>Human Body in Health &amp; Disease I w/ Lab</i>	<i>75</i>	<i>4</i>
<i>GE 041</i>	<i>General Microbiology with Lab</i>	<i>75</i>	<i>4</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45</i>	<i>3</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45</i>	<i>3</i>
<i>GE 201</i>	<i>Introduction to Sociology</i>	<i>45</i>	<i>3</i>
<i>GE 020B</i>	<i>Human Body in Health &amp; Disease II w/ Lab</i>	<i>75</i>	<i>4</i>

GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>		<b>540</b>	<b>33</b>

*Prerequisite Nursing Courses: LVN to BSN Advanced Placement  
(These courses are to be credit granted for LVNs, subject to Credit Granting Policy)*

*Table 40. LVN to BSN Advanced Placement Prerequisite Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>630</b>	<b>24</b>

*Table 41. LVN to BSN Advanced Placement Admission Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120	5
<b>TOTAL GURNICK ADMISSION COURSES</b>		<b>120</b>	<b>5</b>

*Table 42. LVN to BSN General Education Course Outline*

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GE 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complementary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>		<b>255</b>	<b>17</b>

Table 43. LVN to BSN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45	3
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>1080</b>	<b>46</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>		<b>2505</b>	<b>120</b>

**BSN Program — RN to BSN Program Outline**

*Prerequisite-General Education Courses RN to BSN (Can be completed at Gurnick Academy of Medical Arts or be credit granted).*

Table 44. RN to BSN General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>		<b>540</b>	<b>33</b>

*Prerequisite Nursing Courses: RN to BSN*

*(These courses are to be credit granted for RNs, subject to Credit Granting Policy).*

Table 45. RN to BSN Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>1305</b>	<b>51</b>

Table 46. RN to BSN General Education Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GE 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complementary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
<b>TOTAL GURNICK GENERAL EDUCATION COURSES</b>		<b>255</b>	<b>17</b>



Table 47. RN to BSN Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>405</b>	<b>19</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>		<b>2505</b>	<b>120</b>

### BSN Program Information, Length, and Schedule

The BSN program is designed with three (3) separate admission pathways intended for full-time attendance.

#### **Generic BSN (8 semesters for a total of 120 Semester Credit Hours):**

In the first three (3) program semesters, students will be taking 50 Semester-Credit Hours of General Education courses via online delivery.

The fourth semester is 15 weeks and consists of 14 Semester Credit Hours (9 — lecture, 5 — clinical & skills lab). Courses include Fundamentals of Nursing, including theory, skills and clinical, Health Assessment, and Pharmacology. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 13 Semester Credit Hours (9 — lecture, 4 — clinical). Courses include Pathophysiology, Introduction to Med/Surg I Theory and Clinical, and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The sixth semester consists of 14.5 Semester Credit Hours (9 — lecture, 5.5 — clinical). Courses include Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (9 — lecture, 5.5 — clinical). Courses include Care of Children Theory and Clinical, Complex Med-Surg Theory and Clinical/Leadership, Community Health Theory and Practicum. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The eighth semester consists of 14 Semester Credit Hours (12 — lecture, 2 — clinical). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

Students receive 1,425 hours of didactic and 1,080 clinical and lab hours during this pathway, allowing them to apply the lecture topics in practical use.

**LVN to BSN Advanced Placement (4 semesters for a total of 63 Semester Credit Hours):**

Students in this pathway can complete the BSN program within 63 weeks (four (4) semesters and a 3-week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll into the LVN to RN Advanced Placement track. The admission course is called RN 180 Nursing Advanced Placement Transition Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete before starting any Professional Courses.

The third semester is 17 Semester Credit Hours of General Education Courses via online delivery. The fourth and fifth semesters with 24 semester credit hours are credit granted from the LVN Education.

The sixth semester consists of 17.5 Semester Credit Hours (12 — lecture, 5.5 — clinical). Courses include Pathophysiology, Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (9 — lecture, 5.5 — clinical). Courses include Care of Children Theory and Clinical, Complex Med-Surg Theory and Clinical/Leadership, Community Health Theory and Practicum. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The eighth semester consists of 14 Semester Credit Hours (12 — lecture, 2 — clinical). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

Students receive 802.5 hours of didactic and 652.5 hours of clinical and lab instruction in this pathway, allowing them to apply the lecture topics in practical use. The expected program completion time is 63 weeks, excluding holidays and vacation.

Gurnick Academy of Medical Arts has adopted ATI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assists students in this program by focusing directly on the current NCLEX-RN test plan, application process, and test-taking strategies to prepare for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (ATI) is provided after the didactic, laboratory, and clinical hours. Students are permitted two (2) attempts to pass the ATI exit exam to graduate. The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable students may be eligible for a third attempt. See the Student Grievance and Appeals Policy for more information.

**RN to BSN Advanced Placement (3 semesters for a total of 36 Semester Credit Hours):**

The Bachelor of Science in Nursing program (RN to BSN) admission track is a 3-semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one year. Each semester is 15 weeks long and covers five (5) courses. Course instructors will open a new lecture each weekday, and assignments must be submitted by specified deadlines, set by the course instructors, and indicated in the course syllabi.

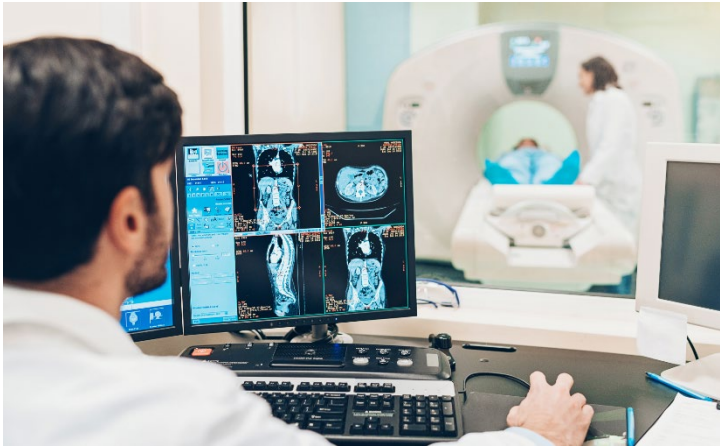
The two (2) practicum courses, Community Health Nursing Practicum and Leadership/Management in Nursing Practicum, require the student to do six (6) hours each week for 15 weeks each in a clinical setting. Students are responsible for obtaining their local clinical site/preceptor based on their work or residence. Gurnick Academy

of Medical Arts has agreements with multiple clinical sites in the Bay Area, California, where students can alternatively complete their clinical/preceptorship.

The expected program completion time is 45 weeks, excluding holidays and vacation times. Instructor to Student ratio is 1:25 in lecture and 1:1 during clinical.

At Gurnick Academy of Medical Arts (professional courses only), students receive 480 hours of didactic instruction and 180 hours of clinical teaching, allowing them to apply the lecture topics in practical use. Additionally, students will dedicate 960 hours to outside of school preparation time.

## BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (B.S. in DMI)



Stock photo from canva.com.

**45 WEEKS**

**121 SEMESTER CREDIT HOURS**

**DEGREE PROGRAMS, 3 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code):**

**29-2032.00, 29-2099.06, 29-2034.00, 29-2035.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATION:** Concord

**DELIVERY FORMAT:** Online

### **B.S. in DMI Program Mission**

To prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

### **B.S. in DMI Program Description**

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with foundational skills necessary to advance within the profession.

Enhanced marketability is an influential motive for acquiring a bachelor's degree in Diagnostic Medical Imaging. Holding a bachelor's degree makes it possible to advance in radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. The applicant can choose from six (6) specialty tracks to further the imaging professional's career.

- **Imaging Informatics** — Training in the Imaging Informatics courses will prepare the student for the PACS / RIS administrator role.
- **Leadership and Management** — Training in the Leadership and Management courses will prepare the student for healthcare administration and management positions.
- **Education** — Training in the Education courses will prepare the student for a career in imaging education (depending on minimum course enrollment).
- **Mammography** — Training in the Mammography courses will include all MQSA mandated material and an emphasis on mammography registry review. This track will cover all ARRT mammography exam content specifications, review the California state mammography exam, and include the required ARRT 16 hours of structured education for the Mammography post-primary examination.

- **Computed Tomography** — Training in the CT courses will consist of an overview of cross-sectional images of the body and offers didactic educational experiences that will provide the student with the necessary knowledge and skills to become an entry-level CT technologist. Students will learn the physics and instrumentation of computed tomography, clinical procedures and protocols, patient care, and radiation safety with a registry review to help prepare students for the ARRT post-primary exam. The completion of this track will meet the ARRT 16 hours of structured education for the CT post-primary examination.
- **MRI (Magnetic Resonance Imaging)** — Training in the MRI courses will include the didactic framework covering physical principles of MRI, advanced applications of MRI including sectional anatomy, and MRI Safety and Registry Review. The completion of this track will meet the ARRT 16 hours of structured education for the MRI post-primary examination.

The B.S. in DMI degree is available entirely through the distance education delivery method. This program offers advancement for technologists who cannot attend a traditional college. The entire BSDMI program is 121 semester credit hours. Registered technologists may earn up to 70 semester credit hours of advanced standing. The courses are listed in the following table. They include courses that will enhance the student’s understanding of medical imaging and the specialty courses depending on their chosen track.

#### **B.S. in DMI Program Goals and Objectives**

- Develop requisite skills to function in advanced roles within the imaging community.
- Expand communication skills.
- Demonstrate the critical thinking and problem-solving skills of a supervisory level professional.
- Be adequately prepared to function within the profession in advanced roles.
- Develop professionalism through scholarly productivity.
- Cultivate critical thinking skills.
- Craft a working professional e-portfolio.

*Table 48. General Education Courses*

Course Number	Title	Total Contact Hours	Semester Credit Hours
GE 022	Anatomy & Physiology II (w/o lab)	45.0	3.0
GE 103	Growth and Development through Lifespan	45.0	3.0
GE 111	Research Statistics	45.0	3.0
GE 120	Introduction to Information Systems	45.0	3.0
GE 202	General Psychology	45.0	3.0
GE 221	Written Communication for Professionals	45.0	3.0
GE 240	Public Speaking	45.0	3.0
<b>TOTAL</b>		<b>315.0</b>	<b>21.0</b>

*Table 49. BSDMI Professional Courses*

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 330	Advanced Radiobiology	60.0	4.0
DMI 340	Quality Control in Diagnostic Imaging	60.0	4.0
DMI 360	Health Science Management	60.0	4.0

DMI 370	Professional Capstone Portfolio Project	45.0	3.0
GEH 101	Organization and Function of Health System	45.0	3.0
GEH 301	Ethics & Law in Health Science	45.0	3.0
<b>TOTAL</b>		<b>315.0</b>	<b>21.0</b>

**Choose one of the following tracks:**

*Table 50. Leadership and Management Track*

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 410	Leadership and Performance	45.0	3.0
DMI 420	Operations and Human Resource Management in Diagnostic Imaging	45.0	3.0
DMI 430	Financial and Asset Management in Radiology	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

*Table 51. Imaging Informatics Track*

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 440	Digital Radiography and PACS	45.0	3.0
DMI 450	Communication and Education in Imaging Informatics	45.0	3.0
DMI 460	Systems Management in Informatics	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

*Table 52. Education Track*

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 470	Teaching Strategies for Adult Learners in Health Science	45.0	3.0
DMI 480	Curriculum Design in Diagnostic Imaging Sciences	45.0	3.0
DMI 490	Methods of Teaching Online Course	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

*Table 53. Computed Tomography Track*

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 510	Principles of Computed Tomography	45.0	3.0
DMI 520	Advanced Application in Computed Tomography	45.0	3.0
DMI 530	Computed Tomography Registry Review	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

Table 54. Magnetic Resonance Imaging Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 540	Physical Principles of MRI	45.0	3.0
DMI 550	Advanced Applications of MRI	45.0	3.0
DMI 560	MRI Safety and Registry Review	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

Table 55. Mammography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 570	Principles of Mammography	45.0	3.0
DMI 580	Advanced Applications of Breast Imaging	45.0	3.0
DMI 590	Mammography Registry Review	45.0	3.0
<b>TOTAL</b>		<b>135.0</b>	<b>9.0</b>

## DENTAL ASSISTANT PROGRAM (DA)



**32 WEEKS**

**946.5 CLOCK HOURS**

**42.5 QUARTER CREDIT HOURS**

**CERTIFICATE PROGRAM, 8 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):**

**31-9091.00, 43-6013.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATION:** Modesto

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Dental Assistant Skills Lab at the Modesto campus.

### DA Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### DA Program Description

A Dental Assistant works in a dental office or other dental facility and is considered an indispensable partner on the team. A Dental Assistant performs a variety of administrative and clinical tasks. Dental Assistant program students learn the principles of front and back-office dental assisting. They will be introduced to the fundamentals of anatomy and physiology that deal with the oral cavity.

Students will practice and become adept at various clinical skills, including patient education, chair-side assistance, x-ray, and coronal polishing. The program includes didactic, hands-on laboratory training and a clinical externship component where each student will be placed in a dental office or facility.

## DA Program Goals and Objectives

- Graduate students demonstrate the knowledge and skills required of a competent entry-level dental assistant.
- Provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the dental assisting workforce.
- Foster open access and a supportive environment to encourage student success in the classroom, laboratory, and externship sites.
- Prepare students to organize, prioritize, and delegate care by communicating effectively with members of the dental team.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Dental Assistant.
- Encourage professionalism, integrity, and high standards in students.
- Heed professional standards incorporating legal and ethical responsibilities of a Dental Assistant.

## DA Program Outline

Table 56. DA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
DA 100	Infection Control	8.0	2.5	10.5	0.5
DA 200	Fundamentals of Dental Assisting	96.0	30.0	126.0	6.0
DA 201	Sciences of Dentistry/Infection Prevention	96.0	30.0	126.0	6.0
DA 202	Foundation of Clinical Dentistry	96.0	30.0	126.0	6.0
DA 203	Dental Materials/Coronal Polishing	96.0	30.0	126.0	6.0
DA 204	Radiology Safety/Administrative	96.0	30.0	126.0	6.0
DA 205	Dental Specialties/Patient Assessment	96.0	30.0	126.0	6.0
DA 300	Clinical Externship	180.0	—	180.0	6.0
<b>TOTAL</b>		<b>764.0</b>	<b>182.5</b>	<b>946.5</b>	<b>42.5</b>

## DA Program Information, Length, and Schedule

The program information, length, and schedule may change.

The Gurnick Academy of Medical Arts Dental Assistant program provides a library and classrooms equipped with modern audiovisual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:12 in the laboratory, 1:30 in the residential lecture, and 1:25 in the online lecture. Classes begin every four (4) weeks.

The program consists of seven (7) didactic/laboratory courses in four-week blocks. DA 100-Infection control is taught before the students start any other courses. After completing the DA-100 course, students will take and complete all other courses. DA 200 through DA 205 are offered regardless of the sequence. Students must complete all didactic/laboratory courses before starting the DA 300 Externship course.

Students must be available 8:00 AM to 6:00 PM Monday through Friday for didactic and laboratory coursework. While on externship, students may be required to accommodate alternative schedules based on facility

placement business hours. Students must be able to complete those particular rotations at the schedule provided.

Students receive 200 hours of didactic lectures, 384 hours of laboratory instruction time, and 180 hours of clinical externship. This allows students to apply their lecture topics and hands-on lab skills in practical use when placed in a dental facility. Students will be taking technical courses which may be given on campus, online, or a combination of the formats.

The minimum required outside work time for students is 182.5 hours. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the dental assisting field. A certificate is awarded upon program completion. The expected program completion time is 32 weeks, excluding holidays and vacation times.

Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

### Lab Hours

Lab hours are completed with daily theory delivery and conducted under instructor guidance and supervision.

### Outside Work

Outside work will be assigned by the instructor in correlation to daily theory topics and skills. Assignments will vary from day to day according to topics, be done on students' own time, and given due dates.

### Clinical Externship

The clinical externship includes student placement in a facility that performs various skills and provides exposure to theory concepts and an opportunity for hands-on practice. The externship allows students to assist facility staff with daily duties under supervision in the front and back offices. This marks the transition from being a student to becoming a dental assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have various tasks to perform and document for verification purposes. Daily attendance and performance at the site are verified by facility personnel.

## X-RAY TECHNICIAN WITH MEDICAL ASSISTANT SKILLS (XTMAS)



Gurnick Academy of Medical Arts students in the classroom at the Concord campus.

**52 WEEKS**

**1,341 CLOCK HOURS**

**77.5 QUARTER CREDIT HOURS**

**DIPLOMA PROGRAM**

**STANDARD OCCUPATION CLASSIFICATION**

**(SOC CODE): 29-2034.00, 31-9092.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** Van Nuys, Sacramento, and Concord

**DELIVERY:** Blended (Residential and Distance Education)

### X-ray Technician with Medical Assistant Skills Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.



### **X-ray Technician with Medical Assistant Skills Program Description**

The X-ray Technician with Medical Assistant Skills program prepares competent imaging professionals committed to professionalism, ethical behavior, technical knowledge, radiation protection, and patient care. Students who complete this program will have the ability to pursue an entry-level position as an X-ray Technician in physician's offices, chiropractic clinics, imaging centers, industrial health, government agencies, and hospitals.

Graduates who complete the program must pass the California State Examination to secure an X-ray Technician position. Duties may include patient assessment, patient care, vital signs, x-ray examination of the chest, upper and lower extremities, and torsoskeletal body parts.

### **X-ray Technician with Medical Assistant Skills Program Goals and Objectives**

- Graduate students who have the clinical competence required to be an entry-level technologist.
- Produce students who will demonstrate effective interpersonal skills with the entire healthcare team and the public.
- Enable students to employ appropriate critical thinking and problem-solving skills to be entry-level technologists in the clinical setting.

### **X-ray Technician with Medical Assistant Skills Program Student Learning Outcomes**

- Demonstrate positioning skills of an entry-level technologist.
- Evaluate images for diagnostic quality.
- Employ effective communication skills with the healthcare team.
- Exhibit communication skills with the patients and the public.
- Ability to adapt to patients' conditions that deviate from routine exams.
- Utilize proper safety and ALARA practices for routine and non-routine exams

### **X-ray Technician with Medical Assistant Skills Program Outline**

*Table 57. X-ray Technician with Medical Assistant Skills Program Outline*

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CLOCK HOURS</b>	
MXT 96	Medical Terminology	28.00	2.0
MXT 97	Back Office Clinical Foundations	68.00	4.5
GE 011	Anatomy and Physiology I	56.00	5.5
MXT 98	Back Office Clinical Skills	68.00	4.5
MXT 99	Back Office Clinical Laboratory	68.00	4.5
XT 111	Radiographic Patient Care	42.00	4.0
XT 112	Radiation Physics and Exposure	58.00	5.0
XT 113	Radiographic Procedures I	48.00	4.5
XT 113L	Radiographic Procedures I	30.00	1.5
XT 121	Radiation Protection and Biology	70.00	6.0
XT 122	Digital Imaging	52.00	4.5
XT 123	Radiographic Procedures II	48.00	4.5
XT 123L	Radiographic Procedures II Lab	30.00	1.5
XT 124	Integration of Theory and Practice	25.00	1.0
XT 110C	Clinical Practice I	160.00	5.0

XT 120C	Clinical Practice II	160.00	5.0
XT 130C	Clinical Practice III	160.00	5.0
XT 140C	Clinical Practice IV	120.00	4.0
XT 150	Radiography Seminar	50.00	5.0
<b>TOTAL</b>		<b>1,341</b>	<b>77.5</b>

### X-ray Technician with Medical Assistant Skills Program Information, Length, and Schedule

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Gurnick Academy of Medical Arts X-ray Technician with Medical Assistant Skills program provides a library and classrooms equipped with teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The X-ray Technician with Medical Assistant Skills program is a diploma program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: laboratory 1:10, residential lectures 1:30, online lectures 1:25, and clinical 1:1.

Classes may be scheduled Monday through Sunday. Students will attend a maximum of 40 hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day or evening as the clinical site requires. Didactic courses are held between 8:00 AM to 10:30 PM.

The program's affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic technologists and supervisors/operators (doctors) who hold certification issued by the State of California Radiologic Health Branch.

The X-ray Technician with Medical Assistant Skills program consists of 77.5 quarter credit hours, completed over 52 weeks for a total of 1,341 contact hours. Day/evening classes are currently scheduled for the program. Please refer to the course schedule for details. Before graduation, students must complete all didactic and clinical hours.

## MEDICAL ASSISTANT PROGRAM (MA)



**30 WEEKS**  
**948.5 CLOCK HOURS**  
**44.5 QUARTER CREDIT HOURS**  
**CERTIFICATE PROGRAM, 3 MODULES**  
**STANDARD OCCUPATIONAL**  
**CLASSIFICATION (SOC Code):**  
**31-9092.00, 43-6013.00, 31-9094.00**  
**POTENTIAL OCCUPATIONS:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATIONS:** All Campuses  
**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Modesto campus.

### MA Program Mission

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### MA Program Description

Gurnick Academy of Medical Arts' Medical Assistant graduates join the healthcare field. Medical Assistants are a vital part of the healthcare team, and they complete administrative and clinical tasks in physicians' offices, hospitals, and other healthcare facilities. Students will practice and become adept at various clinical skills, including patient education, phlebotomy, and performing first aid.

### MA Program Outline

Table 58. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Front Office Records Management	82.5	27.5	110.0	5.5
MA 101	Front Office Finances	82.5	27.5	110.0	5.5
MA 102	Front Office The Medical Professional	82.5	27.5	110.0	5.5
MA 110A	Human Anatomy and Physiology for MA 1	19.0	7.5	26.5	1.5
MA 110B	Human Anatomy and Physiology for MA 2	19.0	7.5	26.5	1.5
MA 110C	Human Anatomy and Physiology for MA 3	18.0	7.5	25.5	1.5
MA 120A	Medical Terminology A	15.0	5.0	20.0	1.0
MA 120B	Medical Terminology B	15.0	5.0	20.0	1.0
MA 200	Back Office Clinical Foundations	80.0	25.0	105.5	5.0
MA 201	Back Office Clinical Skills	80.0	25.0	105.5	5.0
MA 202	Back Office Clinical Laboratory	82.5	27.5	110.0	5.5
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
<b>TOTAL</b>		<b>756.0</b>	<b>192.5</b>	<b>948.5</b>	<b>44.5</b>

### MA Program Goals and Objectives

- Administer quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- Prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Foster open access and a supportive environment to encourage student success in the classroom, laboratory, and externship sites.
- Encourage professionalism, integrity, and high standards in students.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.

- Train students to organize, prioritize, and delegate care by communicating effectively with members of the medical team.
- Develop and apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- Equip students to take the national exam for Certified Clinical Medical Assistant (CCMA-NHA).
- Ready students to take the national exam for Certified EKG Technician (CET-NHA).

### **MA Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Gurnick Academy of Medical Arts Medical Assistant program provides a library and classrooms equipped with audiovisual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in the laboratory, 1:30 in the residential lecture, and 1:25 in the online lecture. The program consists of 13 courses contained in three (3) modules.

Students must be available four (4) hours a day Monday through Friday for didactic and laboratory coursework.

While on Externship, students must be available forty (40) hours a week Monday through Friday, and they may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those particular rotations at the schedule provided.

Students receive two hundred thirty-one (231) hours of didactic, three hundred forty-five (345) hours of laboratory instruction time, and one hundred eighty (180) hours of clinical externship, allowing them to apply the lecture topics and hands-on lab skills in practical use when placed in a healthcare facility. One hundred ninety-two-and-a-half (192.5) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. A certificate is awarded upon program completion. The expected program completion time is 30 weeks, excluding holidays and vacation times.

Class times can and may be rescheduled to ensure on-time program completion and fulfillment of required program hours.

### **Lab Hours**

Lab hours are done with daily theory delivery and conducted under instructor guidance and supervision.

### **Outside Work**

The instructor will assign outside work correlating with daily theory topics and skills. Assignments will vary according to topics, to be done on students' own time, and given due dates.

### ***Certification Exam Review***

Students receive Certification Exam tutorial materials and practice examinations. These tools are utilized throughout the first 24 weeks of the program to support student preparation for the certification exam. Specific distance education hours are designated each week to lead students to review key concepts to prepare for the examination. Further, the resulting diagnostic data is utilized to counsel and guide students to strengthen knowledge in each area of the examination.

### **Clinical Externship**

The clinical externship includes student placement in a facility that performs various skills and provides exposure to theory concepts and an opportunity for hands-on practice. The externship allows students to assist facility

staff with daily duties under supervision in the front and back offices. This marks the transition from being a student to becoming a medical assistant.

The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site are verified by facility personnel.

*\*All tasks above are subject to change, add, remove, or modify on an ongoing basis according to state regulation, Medical Assistant Certification Examination requirements, and ABHES guidelines.*

### **MA Program Delivery**

The Medical Assistant Program is delivered as a blended program with residential and online courses and labs including hands-on demonstration. Lecture and practical skills; includes but is not limited to PowerPoint presentations, groups discussions, audiovisual presentations, visible body animations, clicker technology for remediation and testing, video presentations, demonstrations, skill practices, and return demonstrations.

## **MEDICAL ASSISTANT with PHLEBOTOMY PROGRAM (MAPHL)**



**40 WEEKS**

**1048.5 CLOCK HOURS**

**49 QUARTER CREDIT HOURS**

**CERTIFICATE PROGRAM, 4 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code):**

**31-9092.00, 43-6013.00, 31-9094.00, 31-9097.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** San Mateo

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the San Mateo campus.

### **MAPHL Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### **MAPHL Program Description**

Gurnick Academy of Medical Arts Medical Assistant graduates enter the healthcare field. Medical Assistants are a vital part of the healthcare team, and they complete administrative and clinical tasks in physicians' offices, hospitals, and other healthcare facilities. Students will practice and become adept at various clinical skills, including patient education, phlebotomy, and performing first aid.

The phlebotomy portion begins with 40 hours of classroom instruction in PHL 100. Before moving on to PHL 110L Clinical Externship, students must pass a national phlebotomy certification exam. PHL 110L is forty (40) hours of off-site externship. Students who complete PHL 100 and PHL 110L can apply for CPT-1 certification and work as a State Certified Phlebotomy Technician.

### **MAPHL Program Outline**

Table 59. MAPHL Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Front Office Records Management	82.5	27.5	110.00	5.5
MA 101	Front Office Finances	82.5	27.5	110.00	5.5
MA 102	Front Office The Medical Professional	82.5	27.5	110.00	5.5
MA 110A	Human Anatomy and Physiology for MA 1	19.0	7.5	26.5	1.5
MA 110B	Human Anatomy and Physiology for MA 2	19.0	7.5	26.5	1.5
MA 110C	Human Anatomy and Physiology for MA 3	18.0	7.5	25.5	1.5
MA 120A	Medical Terminology A	15.0	5.0	20.0	1.0
MA 120B	Medical Terminology B	15.0	5.0	20.0	1.0
MA 200	Back Office Clinical Foundations	80.0	25.0	105.0	5
MA 201	Back Office Clinical Skills	80.0	25.0	105.0	5
MA 202	Back Office Clinical Laboratory	82.5	27.5	110.00	5.5
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
PHL 100	Phlebotomy Didactic	40.0	20.0	60.0	3.5
PHL110L	Phlebotomy Clinical Externship	40.0	0.0	40.0	1.0
<b>TOTAL</b>		<b>836.0</b>	<b>212.5</b>	<b>1048.5</b>	<b>49.0</b>

### MAPHL Program Goals and Objectives

- Administer quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- Train competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Foster open access and a supportive environment to encourage student success in the classroom, laboratory, and externship sites.
- Encourage professionalism, integrity, and high standards in students.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- Equip students to organize, prioritize, and delegate care by communicating effectively with members of the medical team.
- Develop and apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- Prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA).
- Ready students to take the national exam for Certified EKG Technician (CET).
- Cultivate competent Phlebotomy Technicians for the medical community.
- To stimulate a life-long pursuit of education in the medical field.
- Advance interpersonal skills in communicating with the patient, medical and administrative individuals.
- Furnish educational opportunities in phlebotomy to members of the community.

### MAPHL Program Information, Length, and Schedule

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Gurnick Academy of Medical Arts Medical Assistant program provides a library and classrooms equipped with audiovisual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in the laboratory, 1:30 in the residential lecture, and 1:25 in the online lecture. The program consists of 15 courses contained in four (4) modules.

Students must be available four (4) hours a day Monday through Friday for didactic and laboratory coursework.

While on Externship, students must be available forty (40) hours a week Monday through Friday, and they may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those particular rotations at the schedule provided.

Students receive two hundred seventy-one (271) hours of didactic and three hundred sixty-five (365) hours of laboratory instruction time, and two hundred twenty (220) hours of clinical externship, allowing them to apply the lecture topics and hands-on lab skills in practical use when placed in a healthcare facility. Two hundred twelve and a half (212.5) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. A certificate is awarded upon program completion. The expected program completion time is 40 weeks, excluding holidays and vacation times.

Class times can and may be rescheduled to ensure on-time program completion and fulfillment of required program hours.

### **Lab Hours**

Lab hours are done with daily theory delivery and conducted under instructor guidance and supervision.

### **Outside Work**

The instructor will assign outside work correlating with daily theory topics and skills. Assignments will vary according to topics, to be done on students' own time and given due dates.

### **Certification Exam Review**

Students prepare for the certification exam throughout their Medical Assistant courses MA 220 and PHL 100 for the Phlebotomy Certification.

### **Clinical Externship**

The clinical externship includes student placement in a facility that performs various skills and provides exposure to theory concepts and an opportunity for hands-on practice. The externship allows students to assist facility staff with daily duties under supervision in the front and back offices. This marks the transition from being a student to becoming a medical assistant.

The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have various tasks to perform and document for verification purposes. Daily attendance and performance at the site are verified by facility personnel.

\*All tasks above are subject to change, add, remove, or modify on an ongoing basis according to state regulation, Medical Assistant Certification Examination requirements, and ABHES guidelines.

### **Phlebotomy Courses**

Gurnick Academy of Medical Arts provides a library and classrooms equipped with audiovisual teaching aids, textbooks and journals, and anatomical charts and models. The Phlebotomy Technician Instructor to Student ratio is 1:25 in lecture, 1:15 laboratory, and externship.

The course is eight (8) hours per week attending didactic training and eight (8) hours per week receiving clinical instruction in patient care areas. Classes are held two (2) times a week from 6:00 PM to 10:00 PM. The course is 40 hours of didactic instruction and 40 hours of externship education. This allows students to apply lecture topics in practical use. The expected completion time for this portion of the program is ten (10) weeks, excluding any holidays and vacation times.

### **MAPHL Program Delivery**

The Medical Assistant Program is delivered as a blended program with residential and online courses and labs including hands-on demonstration. Lecture and practical skills include but are not limited to PowerPoint presentations, groups discussions, audio/video presentations, visible body animations and clicker technology for remediation and testing, video presentations, demonstrations, skill practices, and return demonstrations.

## **PSYCHIATRIC TECHNICIAN PROGRAM (PT)**



**48 WEEKS**  
**1,530 CLOCK HOURS**  
**89.5 QUARTER CREDIT HOURS**  
**DIPLOMA PROGRAM, 4 MODULES**  
**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):**  
**29-2053.00, 29-2061.00**  
**POTENTIAL OCCUPATIONS:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATION:** Concord  
**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Concord campus.

### **PT Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### **PT Program Description**

Psychiatric Technicians (PTs) provide care for clients diagnosed with mental disorders and developmental disabilities under the director of services' supervision. The director may be a physician, psychologist, rehabilitation therapist, social worker, registered nurse, or other professional personnel.

The Psychiatric Technician utilizes scientific and technical expertise and manual skills to provide care and training for clients with mental disorders and developmental disabilities. The program includes didactic lectures, laboratory training, and clinical experiences correlating with theoretical education.

Through preparation, students can work as Psychiatric Technicians in hospitals, substance abuse programs, county jails, special school programs, outpatient mental health clinics, mobile psychiatric emergency teams, psychiatric crisis units, group homes, California Correctional Health Care Services, behavioral centers, or state mental hospitals.



### PT Program Goals and Objectives

- Incorporate psychiatric, nursing, behavioral, and physical sciences principles to provide competent care to clients of varying ages and biopsychosocial needs.
- Apply knowledge of specific disease conditions to prevent, treat, and rehabilitate clients diagnosed with medical-surgical and mental disorders and developmental disabilities.
- Provide care training for persons with intellectual disabilities to maximize their potential using their therapeutic regime and all the necessary resources.
- Adhere to professional standards incorporating legal and ethical responsibilities of the psychiatric technician.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care.
- Organize, prioritize and delegate care to clients using effective communication techniques with unit team members.

### PT Program Outline

Table 60. PT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
PT 100	Fundamental of Nursing	96	9.5
PT 110	Anatomy and Physiology	56	5.5
PT 120	Clinical Nutrition	32	3
PT 130	Clinical Lab I	120	6
PT 200	Medical-Surgical Nursing for Psychiatric Technicians	88	8.5
PT 210	Pharmacology I	40	4
PT 220	Clinical II	278	9
PT 300	Introduction to Modern Psychiatry/Mental Disorders/ Developmental Disabilities	96	9.5
PT 310	Pharmacology II	48	4.5
PT 320	Clinical III	278	9
PT 400	Advanced Mental Disorders	40	4
PT 410	Advanced Developmental Disabilities	80	8
PT 420	Clinical IV	278	9
<b>TOTAL</b>		<b>1,530</b>	<b>89.5</b>

### PT Program Information, Length, and Schedule

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Psychiatric Technician program is a diploma program. Instructor to student ratio is 1:15 in laboratory and clinical.

Psychiatric Technicians (PTs) duties typically include but are not limited to basic hygiene and nursing care, measurement of vital signs, the performance of prescribed medical treatments, administration of prescribed medications, implementation of behavioral management techniques, crisis intervention, sensory and perceptual development assessment, social and vocational training, and the facilitation of individual and group therapeutic

activities.

Classes begin once a year. Students spend 20-40 hours per week attending didactic training and laboratory activities within patient care areas:

- Morning group: Monday through Friday, 9:00 AM to 2:00 PM.
- Evening group: Monday through Friday, 5:00 PM to 10:00 PM.
- Regular clinical rotations are 6:30 AM to 3:30 PM and 2:30 PM to 11:30 PM.

Students receive 576 hours of didactic and laboratory instruction and 954 hours of clinical education. This allows students to apply the lecture topics to practical use. The sessions scheduled for clinical varies. Students will take technical courses, which may be given on campus, online, or a combination of the formats. Please check with an Admission Advisor.

Students begin preparing for the PT program Exit Exam starting in Module II. This exam is given after Module IV, when all the program's didactic, laboratory, and clinical hours have been met. To graduate from the PT program, students must achieve a minimum score of 85% three (3) times to pass the Exit Exam requirement.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed as Psychiatric Technicians. The expected program completion time is 48 weeks, excluding holidays and vacation times.

## CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES

### ONLINE EDUCATION PREREQUISITE COURSES

Gurnick Academy of Medical Arts offers Prerequisite Courses that ABHES does not accredit. Prerequisite courses are offered in online and residential formats. Our online education extends prerequisite and supplemental courses and is intended for students entering our core programs.

### CONTINUING EDUCATION COURSES

Gurnick Academy of Medical Arts offers Continuing Education Courses. These courses are not accredited and are intended to bring professionals up to date in knowledge and skills.

### CPR Course for Basic Life Support



Stock photo from canva.com.

**1 DAY**  
**4.5 CLOCK HOURS (Full Course)**  
**3 CLOCK HOURS (Renewal Course)**  
**CPR Card**  
**LOCATION:** All Campuses  
**DELIVERY:** Residential

### CPR Course Registration

Before registration, applicants must meet the following admission criteria:

- Provide a valid Photo Identification on the day of the course.

Applicants must register online through our website. To complete registration, applicants must first select the CPR Course on the CE Courses page. Choose an appropriate campus and desired start date and click on the Registration button. Follow the required steps to complete registration. Students must contact Admission Advisors to follow up with the registration completion.

### **CPR Course Description**

The CPR for Basic Life Support Course aims to train participants to save the lives of victims in cardiac arrest through high-quality cardiopulmonary resuscitation (CPR). The American Heart Association designed the CPR for Basic Life Support Course to prepare healthcare professionals to perform CPR in and out of hospital settings.

This course trains participants to promptly recognize cardiac arrest, give high-quality chest compressions, deliver appropriate ventilations, and provide early use of an automated external defibrillator (AED) as part of a team and individually. The course also teaches how to relieve choking. This course includes adult, child, and infant rescue techniques.

### **Intended Audience:**

Medical or nursing students, aides, medical assistants, and other healthcare personnel.

### **Course Length:**

The full course is approximately 4.5 hours.

The renewal course is approximately three (3) hours.

### **CPR Card Information**

Students who pass the test will receive the BLS/CPR card valid for two (2) years upon class completion. If students do not pass the test, they will not receive the card.

## **IV Therapy/Blood Withdrawal Course**



**36 CLOCK HOURS**  
**COURSE COMPLETION CERTIFICATE/CONTINUING**  
**EDUCATION CERTIFICATE**  
**LOCATION:** All Campuses  
**DELIVERY:** Residential

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Concord campus.

### **Registration**

Before registration, applicants must meet the following admission criteria:

1. Provide a valid Photo Identification
2. Provide proof of one of the following:
  - A current and valid California LVN license
  - Senior standing in a California Vocational Nurse Program with successful completion of Module IV
  - Graduate from a California Vocational Nurse program

- Interim Permit status for California LVN licensure
- RN License from the State of California
- Physician License from the State of California

Applicants must register online through our website. The applicant must first select the IV Therapy/Blood Withdrawal Course on the CE Courses page to complete registration. Choose an appropriate campus and desired start date and click on the Registration button. Follow the required steps to complete registration. Applicants must contact the preferred campus Admission Advisor to follow up with the registration completion.

### **Course Information and Schedule**

The IV Therapy/Blood Withdrawal Certification Course at Gurnick Academy of Medical Arts can be used for the continuing education requirement. The course enhances the knowledge of vocational nurses at a level above that required for licensure.

The Gurnick Academy of Medical Arts IV Therapy/Blood Withdrawal course provides a library and classrooms equipped with audiovisual teaching aids, textbooks, journals, anatomical charts, and models.

The IV Therapy/Blood Withdrawal course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is three (3) days of nine (9) hours of didactic training on the theory behind the practice and principles of intravenous therapy and blood withdrawal within the scope of practice for LVNs, RNs, and licensed physicians in the state of California, and one (1) nine (9) hour day of clinical practicum in the clinical skills lab setting in which each student must complete a minimum of three (3) supervised successful venipunctures and three (3) supervised skin punctures (capillary blood withdrawal) on live human subjects.

The expected course completion time is per the campus schedule.

### **Course Goals and Objectives**

- Recognize the role of the Registered Nurse and the Licensed Vocational Nurse in IV Therapy and Blood Withdrawal.
- List factors that affect flow rates of IV solutions.
- Describe the proper use of specific IV therapy, arterial puncture, and blood withdrawal equipment.
- Initiate IV therapy, blood withdrawal, arterial puncture utilizing nursing precautions or patient safety by:
  - Bracing the patient psychologically.
  - Explaining the rationale for blood withdrawal, arterial punctures, and venipunctures.
  - Differentiating between the types of skin puncture, venipunctures, and arterial devices and their appropriate uses.
  - Discerning between skin puncture, arterial puncture, and venipunctures.
  - Distinguishing between types of intravenous solutions and their appropriateness.
  - Preparing equipment properly and aseptically.
  - Selecting and correctly preparing the most appropriate vein for venipunctures, blood withdrawal, or arterial puncture.
  - Readyng the site in a manner that reduces the chance of infection.
  - Administering venipunctures utilizing direct or indirect methods.
  - Executing blood withdrawal using skin puncture (vacutainer, butterfly, syringe), arterial puncture or venipunctures.
  - Dressing site per policy.

- Securing and immobilizing the device appropriately and safely.
- Regulating flow rate and fluid accurately.
- Documenting on the medical record.
- Recognize complications related to blood withdrawal, arterial punctures, and venipunctures.
- Recognize local and systemic reactions associated with intravenous therapy.
- List the nursing measures taken to reduce local and systemic reactions.
- Enumerate five reasons to discontinue and restart the IV device.
- State the cause and differentiate clinical symptoms of hypovolemia and hypervolemia.
- Specify the cause and differentiate clinical symptoms of electrolyte imbalances.
- Identify the role of IV therapy and pH balance.
- Expound the causes of pH imbalances.
- Differentiate actions, dosages, side effects, and nursing implications of specified intravenous solutions.
- Correlate the IV fluid container label with the solution's name as commonly ordered.
- Name the standard components of Total Parenteral Nutrition (TPN).
- Identify nursing precautions relating to TPN.
- Recognize safety techniques utilized in blood transfusions.
- Recognize types of transfusion reactions.
- List the nursing actions taken when a blood transfusion occurs.
- Examine the differences between methods used in adult and pediatric IV therapy.
- Discuss situations related to IV therapy and legal implications.
- Describe appropriate ways of minimizing legal risks in IV therapy and blood withdrawal practice.
- Identify the safety precautions concerning administering IV fluids, withdrawing blood, and testing for adequate circulation at the arterial puncture site.

### **Course Outcomes**

Upon course completion, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and locations of the veins most suitable for phlebotomy and cannulation/venipuncture.
- Assemble equipment and supplies needed to collect blood and for cannulation/venipuncture, and discuss the correct use of each.
- Demonstrate the steps in performing blood collection and cannulation/venipuncture procedures.
- Assess techniques and equipment used to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural errors in blood collection and cannulation/venipuncture and discuss remedies for each.
- Differentiate complications associated with blood collection and cannulation/venipuncture and their effect on the quality of laboratory results.

### **Certification Information**

To complete the clinical portion of the course, all participants must bring a volunteer to participate in the

venipuncture and skin puncture skills check-off on the final day.

Gurnick Academy of Medical Arts provides two certificate types to its IV Therapy/Blood Withdrawal Course graduates: Course Completion Certificate and Continuing Education Certificate. Please see below for more details regarding certificate applicability.

#### *Course Completion Certificate*

##### **LVNs**

At course completion, the LVN who satisfactorily completes the course will receive a certificate of completion. The certificate will include the course title, date of completion, licensee's name, address, telephone number, license number, and provider code issued by the board. The licensee is advised to retain the certificate in a secure location. After course completion, a copy of the certificate will be submitted to the board, and the licensee will be listed as certified in intravenous therapy and blood withdrawal.

##### **Non-Licensed VNs**

Senior students in good academic standing may also complete the course. However, once senior students complete the course, their Certificate of Completion will not be forwarded to BVNPT until they receive their license. It is the student's responsibility to contact Gurnick Academy of Medical Arts upon receipt of licensure and request submission of the required certificate to the Board.

#### *Continuing Education Certificate*

##### **RNs or Licensed Physicians**

These students complete the IV/BW course provided by Gurnick Academy of Medical Arts as a Continuing Education course. The students should receive Continuing Education Certificates only, including Gurnick Academy of Medical Arts' continuing education course approval number.

#### **Course Outline**

*Table 61. Course Outline*

Course Number	Title	Clock Hours
VN 500	Intravenous Therapy/Blood Withdrawal Certification For Licensed Vocational Nurses	36
<b>TOTAL</b>		<b>36</b>

#### **International Nurse Graduate Courses (ING)**

Gurnick Academy of Medical Arts recognizes the contribution of international nurses to the nursing profession. Gurnick Academy of Medical Arts has developed a program for international nurse graduates seeking to complete the areas of deficiencies identified by the California State Board of Registered Nursing.

Courses in medical-surgical nursing, maternal and newborn, pediatric nursing, and mental health nursing are offered for international nurse graduates who must complete the necessary coursework to be eligible to apply for a California National Council Licensure Examination. The courses provide a comprehensive introduction to nursing practice and the health care system in the United States.

#### **Course Goals and Objectives**

**RN 180 Nursing Transition Advanced Placement Theory and Lab Course (47 clock hours = 3 Semester Units Theory, 68 clock hours = 2 Semester Units Lab**

1. Characterize the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Appreciate the characteristics of the nursing profession.

4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to the legal and ethical aspects of the profession, delegation, and confidentiality.
6. Detail conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Explain the purpose and phases of the nursing process.
9. Specify clinical judgment in nursing practice.
10. Examine factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.

#### *Skills Lab*

13. Demonstrate accuracy in mathematical calculations related to safe and efficacious administration of fluids and medications.
14. Demonstrate understanding and skills in performing health history and physical assessment
15. Exhibit a knowledge and ability to perform basic and complex nursing skills in the care of acute and chronically ill patients utilizing critical thinking skills.
16. Establish accurate documentation related to assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the life span to selected nursing skills and procedures using the nursing process.

#### **RN 304 Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)**

1. Distinguish specific phenomena for actual, or potential patient needs relevant to nursing care of the acutely ill and chronically ill adults with respiratory, cardiac, neurological, and musculoskeletal system disorders.
2. Identify clinical manifestations, nursing care, and collaborative problems of commonly seen medical or surgical related to respiratory, cardiac, neurological, and musculoskeletal system disorders.
3. Describe the purpose and nursing care of commonly used procedures and interventions in medical or surgical conditions related to respiratory, cardiac, neurological, and musculoskeletal system disorders.
4. Employ physical and behavioral sciences' knowledge to discern probable consequences of medical, surgical, and nursing interventions related to respiratory, cardiac, neurological, and musculoskeletal system disorders.
5. Implement critical thinking to develop priorities in nursing approaches to patients with various medical or surgical conditions in varied states of diagnosis and treatment related to respiratory, cardiac, neurological, and musculoskeletal system disorders.
6. Explain the scientific rationale for selected nursing interventions related to respiratory, cardiac, neurological, and musculoskeletal disorders.

#### **RN 305 Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)**

1. Communicate therapeutically with individuals and families who are experiencing advanced health disruptions related to chronic respiratory, cardiac, neurology, musculoskeletal system disorders
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with advanced medical, surgical, and nursing diagnoses.
4. Afford scientific or empirical rationale for all nursing actions related to chronic respiratory, cardiac, neurology, musculoskeletal system disorders.
5. Demonstrate increasing proficiency and autonomy with selected psychomotor skills.
6. Establish theory-based interventions with increasing proficiency in the management of patient care.
7. Collaborate with other healthcare providers to deliver safe, high-quality nursing care.
8. Epitomize accountability and responsibility for your learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.

10. Demonstrate initiative in pursuit and selection of learning activities.
11. Apply personal philosophy of nursing and approach to patient care.
12. Exhibit increased integration of knowledge from courses in previous semesters.
13. Effectively communicate verbally and in writing with patients, families, and healthcare providers to promote health and healing.
14. Utilize current research and evidence-based practice in the clinical setting.
15. Exemplify professional leadership behaviors, including advocacy, delegation, resource utilization, and collaboration with other healthcare providers.

**RN 402 Medical/Surgical IV Theory-Complex Med/Surg & Leadership (3 Units, 45 clock hours)**

1. Identify specific phenomena and identify actual or potential patient needs relevant to nursing care of adults with multiple health disruptions.
2. Describe clinical manifestations, nursing care, and collaborative problems of complex medical or surgical conditions in adult populations.
3. Apply critical thinking and develop priority in nursing approaches to patients with complex medical or surgical conditions in various states of diagnosis and treatment.
4. Explain the scientific rationale for selected nursing interventions.
5. Determine the importance of nursing leadership role in the health care system
6. Critically examine selected nursing practices:
  - a. Adapt nursing practices to the age and developmental stage of the adult.
  - b. Relate selected nursing research findings to the nursing care of individual clients.
  - c. Analyze alternative nursing actions.

**RN 403 Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)**

1. Communicate therapeutically with individuals and families who are experiencing complex health disruptions.
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with complex medical, surgical, and nursing diagnoses.
4. Indicate scientific or empirical rationale for all nursing actions.
5. Exhibit increasing proficiency and autonomy with selected psychomotor skills.
6. Demonstrate theory-based interventions with increasing proficiency in the management of patient care.
7. Collaborate with other healthcare providers to deliver safe, high-quality nursing care.
8. Exemplify accountability and responsibility for your learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.
10. Exemplify initiative in pursuit and selection of learning activities.
11. Implement personal philosophy of nursing and approach to patient care.
12. Implement increased integration of knowledge from courses in previous semesters.
13. Effectively communicate verbally and in writing with patients, families, and healthcare providers to promote health and healing.
14. Utilize current research and evidence-based practice in the clinical setting.
15. Embody professional leadership behaviors, including advocacy, delegation, resource utilization, & collaboration with other healthcare providers.

**RN 300 Maternal Newborn Theory (3 Units, 45 clock hours)**

1. Distinguish expected physiological and psychosocial changes during pregnancy, childbirth, and postpartum.
2. Describe typical fetal and infant growth and development from conception to one (1) month of age.
3. Identify basic nursing assessments to be made under the following circumstances:
  - The pregnant woman during each trimester of pregnancy.



- The intrapartum woman during the three stages of labor.
  - The postpartum woman from childbirth to six (6) weeks postpartum.
  - The fetus during pregnancy and delivery.
  - The newborn from birth to one (1) month of age.
  - The father and siblings of the infant during pregnancy, childbirth, and the postpartum period.
4. Examine common client problems (nursing assessment and collaborative problems) during pregnancy, childbirth, and postpartum.
  5. State major learning needs and teaching strategies for educating women and their families during pregnancy, childbirth, and postpartum.
  6. Describe selected complications during pregnancy, childbirth, and postpartum. Identify critical nursing assessments and interventions associated with prevention, early detection, and treatment of complications.
  7. Determine critical nursing assessments and interventions related to the prevention and early detection of newborn complications.

**RN 301 Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)**

1. Execute complete assessments (and written documentation) of the average newborn, correctly identifying (a) normal and abnormal characteristics and (b) relevant nursing diagnoses and collaborative problems.
2. Finish complete assessments (and written documentation) of the postpartum woman, correctly identifying (a) normal and abnormal findings and (b) relevant nursing diagnoses and collaborative problems.
3. Participates in assessing antepartum and laboring women, correctly identifying (a) normal and abnormal findings and (b) relevant nursing diagnoses and collaborative problems.
4. Assess the psychosocial and learning needs of childbearing women and family members (fathers or significant others and siblings) during pregnancy, childbirth, and postpartum.
5. Assess parent/caretaker coping behaviors and strengths.
6. Use of nursing assessment and diagnosis implements appropriate nursing interventions toward promoting growth, development, and positive health outcomes for women, their infants, and other family members.
7. Implement appropriate teaching strategies and evaluate learning outcomes for childbearing women and their families.
8. Participate in coaching and comfort measures for women and significant others during labor and birth.
9. Anticipate potential common complications in the childbearing woman and newborn infant by implementing appropriate preventive measures and assessments aimed at early detection.
10. Apply selected research findings and evidence-based practices to the nursing care of childbearing women, infants, and other family members.
11. Demonstrate caring behaviors and effective communication with maternity clients, families, and health team members.
12. Identify common ethical dilemmas and legal issues in maternity nursing.
13. Demonstrate professional behavior.

**RN 302 Care of Children Theory (3 Units, 45 clock hours)**

1. Identify the stressors of childhood which are life-threatening or cause significant disruption in child development and health and well-being.
2. Describe the influences of health disruption factors on the developmental process of infants and children.

3. Explore the biopsychosocial, cultural and developmental effects of selected major health disruptions for children and their families.
4. Assess the physical characteristics of all systems in infants and children of various ages and evaluate the normalcy of these findings.
5. Analyze selected health disruptions in alterations that occur in affected children and their families.
6. Examine parental, family, and sibling stress when a child experiences substantial health disruptions.
7. Formulate nursing decisions based on the child's condition, age, and life situation.
8. Determine therapies, surgeries, and nursing interventions that are lifesaving, restorative, or palliative.
9. Review a child and their family's ability to learn new information involved with optimal adaptation to major health disruptions.
10. Formulate nursing interventions that encourage optimal adaptation to major health disruptions.

**RN 303 Care of Children Clinical (1.5 Units, 67.5 clock hours)**

1. Utilize current theory and evidence-based practice guidelines to analyze, plan and implement nursing care for infants and children of various ages.
2. Perform and document an ongoing assessment and evaluation of the child and family's progress and monitor nursing care effectiveness.
3. Execute and document complex nursing procedures with infants and children who experience significant health disruptions.
4. Teach new adaptive measures and counsel children and families coping with sizable stress.
5. Assess the child's health disruption parameters regarding the family unit while providing support and information.
6. Implement protective interventions and provide age-appropriate nurturance for children and families with considerable health disruptions.
7. Collaborate with professional colleagues and student groups to develop and provide continuity of care.
8. Demonstrate professional behavior.

**RN 400 Mental Health Theory (2 Units, 30 clock hours)**

1. Identify biopsychosocial and cultural factors that influence severe mental illness across life.
2. Examine selected theories and research underlying psychiatric nursing care of the major mental illnesses across the lifespan.
3. Formulate psychiatric nursing interventions that facilitate mental health adaptation appropriate to inpatient and community settings.
4. Describe community resources for nursing referral of individuals and families for mental health maintenance, promotion, and rehabilitation.
5. Explain common uses of psychopharmacology in treating mental illness and organic brain syndromes.
6. Differentiate between effective and non-effective communication patterns.

**RN 401 Mental Health Clinical (2 Units, 90 clock hours)**

1. Demonstrate caring behaviors and therapeutic communication skills, including empathy and facilitation, with clients and their families experiencing psychosocial stress.
2. Apply biopsychosocial and nursing theories and the nursing process into case management components while caring for consumers of psychiatric-mental health services in the acute care and community settings.
3. Embody professional behaviors of safety, responsibility and accountability, team membership, appropriate hospital and community behavior, and positive communication with consumers, families, staff, peers, and instructors.
4. Incorporate cultural, developmental, socioeconomic, and other individual client differences (physical and psychological) into the service plan, nursing care plan, client care activities, and development of community resources.

5. Execute interventions for stress and anxiety reduction, recovery, rehabilitation, reintegration, and health education with consumers and caregivers.
6. Practice the select psychiatric-mental health nursing roles including counselor, collaborator, consultant, teacher, case manager, and direct care provider.

### International Nurse Graduate Course Outline

Table 62.

Transition Course			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	52.5 Theory 67.5 Lab	3.5 Units Theory 1.5 Units Lab
<b>TOTAL</b>		<b>120</b>	<b>5</b>

Table 63.

Medical-Surgical Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
<b>TOTAL</b>		<b>270</b>	<b>10</b>

Table 64.

Maternal and Newborn Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
<b>TOTAL</b>		<b>112.5</b>	<b>4.5</b>

Table 65.

Care of Children			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
<b>TOTAL</b>		<b>112.5</b>	<b>4.5</b>

Table 66.

Mental Health Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 400	Mental Health Theory	30	2
RN 401	Mental Health Clinical	90	2
<b>TOTAL</b>		<b>120</b>	<b>4</b>

## Nursing Transition Advanced Placement Theory & Lab Course

### 120 CLOCK HOURS

**LOCATION:** Concord, Fresno

**RESIDENTIAL**

### Course Description

The Nursing Transition course is an admission course required for all students electing to enroll into the LVN to RN Advanced Placement and LVN to BSN Advanced Placement programs. The admission course is called RN 180 — Nursing Transition Advanced Placement Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete before starting any Professional Courses. This course does not fall within the ABHES scope of accreditation.

### Course Objectives

After this course, the student will be able to:

1. Illustrate the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Exemplify the characteristics of the nursing profession.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to the legal and ethical aspects of the profession, delegation, and confidentiality.
6. Describe conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Chronicle the purpose and phases of the nursing process.
9. Define clinical judgment in nursing practice.
10. Discuss factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.
13. Exhibit accuracy in mathematical calculations related to safe and efficacious administration of fluids and medications.
14. Embody understanding and skills in performing health history and physical assessment
15. Enact a knowledge and ability to perform basic and complex nursing skills in the care of acute and chronically ill patients utilizing critical thinking skills.
16. Execute accurate documentation related to assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the life span to selected nursing skills and procedures using the nursing process.

## Course Outline

Table 67.

Course Number	Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120	5
<b>TOTAL</b>		<b>120</b>	<b>5</b>

## Essential Medical Bioscience (EMB)

### 80 CLOCK HOURS

**LOCATION:** San Mateo, Concord, Fresno, and Modesto Campuses

**DELIVERY:** Residential

### Course Description

The Essential Medical Bioscience Course considers the basics of general and human biology. We will examine molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry topics while incorporating basic medical terminology and reviewing basic math skills preparing for drug calculations. This is a prerequisite course for entering professional Gurnick Academy of Medical Arts education programs.

This course will include a Medical Terminology component, offered in an independent, self-study format that students complete online at their pace. Students will access moodle.gurnick.edu and select the course Medical Terminology Part 1A. (Specific directions for accessing the material will be explained during class by the instructor.) Students will be responsible for learning the material presented in this part of the course on their own by completing practice quizzes, games, etc.

The material covered in the Medical Terminology Self-Study Course will be evaluated at the end of the Essential Medical Bioscience course as part of the Final Exam. This course does not fall within the ABHES scope of accreditation.

### Course Goals and Objectives

- Structure of atoms, molecules, basic Laws of Thermodynamics, properties of matter.
- Organic Chemistry and Biochemistry.
- Cell Anatomy, Chemistry, Biochemistry and Energy Metabolism, cell division, and cell cycle.
- Human Body Organization, Body Cavities, and Major Organ Systems.
- Body Tissues and Basic Structures and Functions of Organs and Organ Systems.
- Basic concepts of Genetics and laws of inheritance, sexual and asexual reproduction.
- Core concepts in Microbiology and study of microbes.
- Basics of Immunology and Blood composition and functions.
- Basic Medical Terminology is used in most clinical settings and common acronyms.
- Elementary Math skills.

### Course Outcomes

Upon course completion, the student will be able to:

- Retain basic knowledge of the course objectives in Human Biology and Medical Science.
- Classify various types of disorders and disease-producing organisms.
- Recognize and memorize basic medical terminology used in most clinical settings.
- Define common acronyms in basic medical terms used in most clinical settings.
- Identify major organ systems by organs and their primary functions.
- Explain and discuss Nutrition Labels / Caloric Value / Balanced Diet Breakdown.

- Demonstrate the ability to solve fundamental math problems utilizing manipulation of decimals, fractions, and percentages.
- Calculate conversions between the metric and household systems using ratio and proportion.
- Measure medication administration dosages, using ratio and proportions methods, and solve.
- Distinguish between apothecary and household systems.
- Review and assess individual learning challenges based on quiz scores and exams.

### Course Outline

Table 68. Essential Medical Bioscience Course Outline

Course Number	Title	Clock Hours
EMB 001	Essential Medical Bioscience	80
<b>TOTAL</b>		<b>80</b>

## Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course

### 12 CLOCK HOURS

### 2-DAY COURSE | 6 HOURS PER DAY

**LOCATION:** San Mateo Campuses

**DELIVERY:** Residential

### Registration

Before registration, applicants must meet the following admission criteria:

1. Provide a valid Photo Identification

Applicants must register online through our website.

The applicant must first select Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course on the CE Courses page to complete registration. Choose an appropriate campus and desired start date and click on the Registration button. Follow the required steps to complete registration. Applicants must contact the preferred campus Admission Advisor to follow up with registration completion.

### Course Information, Length, and Schedule

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course at Gurnick Academy of Medical Arts can be used to perform IV injections and blood withdrawal for MRI Technologists and students.

The Gurnick Academy of Medical Arts Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course provides a library and classrooms equipped with audiovisual teaching aids, presentations, and models.

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is two (2) days of three (3) hours of didactic training on the theory behind the practice and principles of intravenous injections and blood withdrawal within the scope of practice for MRI Technologists in the state of California, and nine (9) hours of clinical practicum in the clinical skills lab setting. During the clinical practicum, each student must complete a minimum of five (5) supervised successful IV injections and five (5) supervised venipunctures (capillary blood withdrawal) on live human subjects.

To complete the clinical portion of the course, all participants must bring a volunteer to participate in the venipuncture and skin puncture skills check off on Day 2 — the final day.

## Course Goals and Objectives

- Recognize the role of the MRI Technologists in performing IV injections and blood withdrawals.
- Describe the proper use of specific IV injection and blood withdrawal equipment.
- Initiate IV injection and blood withdrawal placement utilizing patient safety precautions by:
  - Preparing the patient psychologically.
  - Explaining the rationale for IV injection and blood withdrawal.
  - Differentiating between the types of IV injection, skin puncture, venipunctures, and their appropriate uses.
  - Distinguishing between skin puncture, IV Injection, and venipunctures.
  - Preparing equipment adequately and aseptically.
  - Selecting and correctly preparing the most suitable vein for IV Injection, venipunctures, blood withdrawal.
  - Readyng the site in a manner that reduces the chance of infection.
  - Executing blood withdrawal utilizing skin puncture (vacutainer, butterfly) venipunctures.
  - Dressing site according to policy.
  - Securing and immobilizing the device appropriately and safely.
  - Documenting on the medical record.
- Recognize complications related to IV Injection, blood withdrawal, and venipunctures.
- List the measures taken to reduce local and systemic reactions.
- State reasons to discontinue and restart IV device.
- Examine the differences between techniques used in adult and pediatric IV Injections and blood withdrawals.
- Discuss legal implications and ways of minimizing legal risk related to IV Injections and blood withdrawal.
- Identify safety precautions related to IV Injections and blood withdrawal.

## Course Outcomes

Upon course completion, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and locations of the veins most suitable for phlebotomy and cannulation/venipuncture.
- Assemble equipment and supplies needed to collect blood and for cannulation/venipuncture, and discuss the correct use of each.
- Demonstrate the steps in performing blood collection and cannulation/venipuncture procedures.
- Assess techniques and equipment used to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural errors in blood collection and cannulation/venipuncture and discuss remedies for each.
- Differentiate complications associated with blood collection and cannulation/venipuncture.

## Certification Information

Students will be issued a *Course Completion Certificate* at completion.

## Diagnostic Medical Imaging Advanced Clinical Practicum

**45 CLOCK HOURS**

**LOCATION:** Concord Campus

**DELIVERY:** Residential

### Course Description

This course allows students to perform clinical repetitions in advanced imaging modalities, including MRI, CT, or Mammography. Repetitions will be directly related to post-primary certification exam requirements. This course can be repeated a maximum of three (3) times.

### Course Objectives

By the course end, students will have basic knowledge and understanding of the following:

1. Perform clinical repetitions in advanced medical imaging procedures to meet the ARRT post-primary certification requirements.
2. Practice correct clinical protocols of advanced medical imaging procedures as designated by the clinical site.
3. Exemplify professionalism and follow all related clinical policies and procedures.
4. Provide adequate patient care and demonstrate proper teamwork to healthcare staff.
5. Demonstrate proper body mechanics when providing patient care.

### Learning Outcomes

1. Operate within the parameters established by the clinical evaluation tools and their objectives.
2. Complete the minimum number of mandatory clinical repetitions as needed to be eligible to sit for the post-primary certification exam requirements.
3. Perform the minimum number of clinical hours required for the course.
4. Maintain a safe work environment for patients, visitors, and health care workers.
5. Provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity, or culture.
6. Apply standard and transmission-based precautions.
7. Maintain patient confidentiality standards and meet HIPAA requirements.
8. Demonstrate the principles of transferring, positioning, and immobilizing patients.
9. Communicate professionally with the patient and with members of the staff
10. Execute imaging protocols according to site standards.

Table 69.

Course Number	Title	Clock Hours
DMI 670C	Advanced Clinical Practicum	45
<b>TOTAL</b>		<b>45</b>



## **COURSE DESCRIPTIONS**

Courses within the programs are not necessarily offered in the sequence as they appear in this catalog. Gurnick Academy of Medical Arts reserves the right to change equipment and instructional materials, modify curriculum, and combine or cancel classes.

### **GE Courses — Distance Education (Online)**

#### **GE 001 — Biology Basics — 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces major biological molecules, cell structure and function for both eukaryotic and prokaryotic organisms, cell cycle, genetics, sexual and asexual reproduction, bioenergetics, cell communication, and signaling. This is a General Education Course.

#### **GE 002 — Principles of Physics — 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This is a conceptual physics course for non-science majors. This course aims to facilitate student understanding of the rules of nature by learning the foundations. This course covers forces and motion, conservation laws, heat, fluids, vibrations and waves, electricity and magnetism, and sound and light. Students will study the concepts of physics with minimal application of mathematics. This is a General Education Course.

#### **GE 003 — Conceptual Chemistry with Laboratory — 75 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

Conceptual Chemistry is an introductory chemistry course designed to show how chemistry is intimately involved in many aspects of our lives. The course will cover basic concepts in chemistry and their applications.

The course covers matter and energy, atoms, ions and compounds, chemical reactions, electronic structure of atoms, states of matter including solutions, acids and bases, a brief introduction to nuclear and organic chemistry, and biochemistry. Students will study the concepts of physics with minimal application of mathematics. This is a chemistry course for non-science majors. This is a General Education Course.

#### **GE 011 — Anatomy & Physiology — 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course covers the structure and function of the human body from the single-cell through all body systems, and the interrelatedness of the structure and functions in the body are examined. Basic fluid, electrolyte, and acid/base balance concepts are included. This is a General Education Course.

#### **GE 020A — Human Body in Health and Disease I with Lab — 75 Clock Hours/6 Quarter Credit Hours/4 Semester Credit Hours**

*Prerequisite: None*

This course is the first of two courses to cover the human organ systems' structure and function. During the lecture and lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individuals' major organ systems will be examined while considering them in the state of health versus the state of disease. This course is the prerequisite for GE 020B – Human Body in Health & Disease II. This is a General Education Course.

#### **GE 020B — Human Body in Health and Disease II with Lab — 75 Clock Hours/6 Quarter Credit Hours/4 Semester Credit Hours**

*Prerequisite: GE 020A — Human Body in Health & Disease I*

This course is the second of two courses to cover the human organ systems' structure and function. During the lecture and lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease. Prerequisite: GE 020A – Human Body in Health & Disease I. This is a General Education Course.

#### **GE 021 — Anatomy & Physiology I with Laboratory — 66 Clock Hours/6.5 Quarter Credit Hours**

*Prerequisite: None*

In both the lecture and the lab, the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from the norm of each organ system will be brought up throughout the course. This is a General Education Course.

**GE 021A — Essentials of Anatomy & Physiology I — 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This is the first of two consecutive courses, where the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from the norm of each organ system will be brought up throughout the course. This is a General Education Course.

**GE 021B — Essentials of Anatomy & Physiology II — 26 Clock Hours/2.5 Quarter Credit Hours**

*Prerequisite: None*

This is the second in the series of two consecutive courses, where the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

**GE 022 — Anatomy & Physiology II — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This is an advanced course in Anatomy and Physiology, where details of structures and functions of the human body systems will be discussed in the context of various disease states. Pathophysiology of all major organ systems will be addressed while comparing them in the state of health versus disease, focusing mainly on functions and pathological abnormalities. Various clinical implications and possible deviations from the norm of each organ system will be brought up throughout the course. This is a General Education course.

**GE 031 — Nutrition in Health and Disease — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course covers the nutrient needs for maintaining positive nutritional status, including diets to fit specific health needs and primary nutritional care.

**GE 041 — General Microbiology w/Lab — 75 Clock Hours/6 Quarter Credit Hours/4 Semester Credit Hours**

*Prerequisite: None*

This course presents basic concepts of microbiology, practical applications to medicine, public health, and the environment, with laboratory techniques in isolation, enumeration, and identification of microorganisms. This is a General Education Course.

**GE 103 — Growth and Development through Lifespan — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course discusses the existing theories of growth and development. It focuses on understanding the dynamic sequence of biological, psychological, and sociological changes that occur through the life cycle from birth to death. This is a General Education Course.

**GE 110 — Critical Thinking — 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course teaches students the skills they need to think for themselves—skills they will call upon in this course, other college courses, and the world that awaits. This course covers the core concepts with real-world examples and practice exercises. This is a General Education Course.

**GE 111 — Research Statistics — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course is preparation for RN 305 — Nursing Research. The course introduces statistical test tools, the conditions under which these tools are used, statistical calculation, and the meaning of statistics. The tools are

also discussed as the basis of data analysis, probability, and statistical inference and their importance in decision-making. This is a General Education Course.

**GE 112 — Algebra I — 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course gives students the math skills that provide a foundation for more advanced courses. Students will explore writing and solving linear and nonlinear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing, and solving linear inequalities and functions. This is a General Education Course.

**GE 112-50 — College Algebra (50hr) — 50 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course gives students the math skills that provide a foundation for more advanced courses. Students will explore writing and solving linear and nonlinear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, and functions. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

**GE 120 — Introduction to Information Systems – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces personal computer application software, hardware components, and the Internet. The course covers an introduction to word processing, electronic spreadsheet, database, and presentation software. This is a General Education Course.

**GE 201 — Introduction to Sociology — 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course includes the study of basic methods and concepts of sociology, which have broad academic relevance and can be applied to the study of sociology and other academic disciplines. This is a General Education Course.

**GE 201-50 — Introduction to Sociology (50hr) — 50 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course includes the study of basic methods and concepts of sociology, which have broad academic relevance and can be applied to the study of sociology and other academic disciplines. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

**GE 202 — General Psychology — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course includes the study of basic methods and concepts of psychology, which have broad academic relevance and can be applied to the study of psychology and other academic disciplines. This is a General Education Course.

**GE 221 — Written Communication for Professionals — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

The ability to write clearly and effectively is key to professional communication. This set of skills should not be limited to journalists or professional authors. This course will discuss overcoming common mistakes and improving communication using the written word.

This writing skills course includes spelling, grammar, the importance of structure, formal and informal writing styles. This course also covers the skills needed to enable learning, communication of ideas, and understanding the ideas of others more effectively. This is a General Education Course.

**GE 222 — English Reading and Composition — 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces students to reading various literary texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students to write analysis, explication, and compare-and-contrast essays responding to the literature read. This is a General Education Course.

**GE 222-50 — English Reading and Composition (50hr) — 50 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to reading various literary texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students to write analysis, explication, and compare-and-contrast essays responding to the literature read. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

**GE 230 — Written & Oral Communication — 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

In this course, students will explore the fundamental analog and digital oral and written communication skills to help create professional written and oral communication within their careers. This is an introduction to various methods used to communicate effectively and produce language that articulates information in a way that connects a speaker to an audience. This is an online General Education Course.

**GE 240 — Public Speaking, Basics of Effective Communication — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces communication in interpersonal relationships, group interactions, and formal speaking, with skill development in listening, speech preparation, and oral presentation. This is a General Education Course.

**GEH 020 — Medical Terminology — 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course aims to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other members of the medical team. This is a General Education Course.

**GEH 101 — Organization and Function of Health Services — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course focuses on healthcare and delivery of services: identification and function of governmental, private and voluntary organization and programs in health protection and promotion at local, state, and national levels. This is a General Education Course.

**GEH 102 — Essentials of Patient Education — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This GE course toward the BSN Degree or bachelor's degree in imaging disciplines identifies the principles of effective patient education. It explores cultural needs, literacy, and other barriers to understanding and amiability to health education. Students will develop oral and written presentations of culturally sensitive material by the course's end. This is a General Education Course.

**GEH 201 — Holistic Health and Complementary Alternative Medicine — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course synthesizes East and West modalities that can be applied to patient care in and out of care facilities. It introduces the holistic concept of health and wellness and adjunctive therapies. Complementary Alternative Medicine (CAM) can be used alone or with established approaches to medical intervention. Among topics to be discussed include stress reduction, meditation, relaxation techniques, visual imagery, and herbal therapies. This is a General Education Course.

**GEH 301 – Ethics and Law in Health Science — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course examines health law and ethics and their financial and emotional impact on healthcare professionals, patients, and healthcare facilities. Course content includes legal and compliance issues affecting both the employee and employer. Topics include administrative law, professional malpractice, patient rights, risk management, labor law, contract law, and ethical considerations. This is a General Education Course.

**Associate of Occupational Science in Radiologic Technology (A.O.S. in RT) Courses – Blended Program**

**XRTA 100 — Core: Anatomy, Physiology, Ethics, Nursing, and Technical Overview — 19 Clock Hours/1.0 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to systemic and skeletal anatomy, radiographic terminology, and basic imaging and principles. Students are introduced to the principles of radiation protection and review medical ethics, proper nursing, and patient care. The duties and responsibilities of the x-ray technician are also presented, with emphasis on communication and relationships.

**XRTA 101 — Radiological Physics — 15 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 with a "C" or higher.*

This course provides a basic overview of radiologic physics for students to understand how x-rays are produced and the various characteristics of the beam. The fundamentals of the x-ray machine components and their operation are introduced.

**XRTA 102 — Exposure (Density, Contrast, and Detail/Distortion) — 55 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 101 with a "C" or higher.*

This course introduces students to x-ray films, the concepts of radiographic film quality, and the exposure factors that contribute to producing a radiographic image. The darkroom facility will be described, and film-processing procedures will be demonstrated. Students participate in laboratory experiments to demonstrate their knowledge, understanding, and skills by performing different techniques and exposure factors.

**XRTA 103 — Radiation Protection — 65 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 102 with a "C" or higher.*

This course is designed to fulfill the radiation protection requirements of the California State Limited Permit School Standards. Methods employed to provide proper radiation protection for both the operator and patient will be introduced. The performance of minimum dose radiography will be emphasized. A review of the California state standards and regulations per the performance of radiographic procedures employing appropriate radiation safety will be identified.

**XRTA 104 — Specialized Chest Radiography — 20 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 103 with a "C" or higher.*

This course introduces the medical terminology, anatomy, physiology, and common respiratory system pathologies. Routine chest radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine chest radiographic procedures during simulated x-ray examinations.

**XRTA 105 — Specialized Extremities Radiography — 60 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 104 with a "C" or higher.*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system, emphasizing the bones of the extremities. Routine radiographic procedures appropriate to the upper and lower extremities are described and demonstrated. Students demonstrate competency in performing routine extremity radiographic procedures during simulated x-ray examinations.

**XRTA 106 — Specialized Torsoskeletal Radiography — 70 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 105 with a "C" or higher.*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system, emphasizing the thorax, shoulder girdle, and spinal bones. Routine radiographic procedures appropriate to the thorax, shoulder girdle, and spine are described and demonstrated. Students demonstrate competency in performing torsoskeletal radiographic procedures during simulated x-ray examinations.

**XRTA 107 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 – XRTA 106 with a "C" or higher.*

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient's well-being preparatory to, during, and following the radiologic procedure.

**XRTA 108 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 – XRTA 106 with a “C” or higher.*

In these courses, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient's well-being preparatory to, during, and following the radiologic procedure.

**XRTA 201 — Medical Terminology — 15 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 106 with a “C” or higher.*

This course is a systems-based approach to medical terminology designed to establish a knowledge of anatomy and physiology by way of medical terminology, and an introduction to the origins of medical terminology. A word-building system is introduced, and abbreviations and symbols are discussed. Students will be oriented to the terminology related to radiographic orders and diagnostic reports.

**XRTA 202 — Professional Ethics — 10 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: Completion of XRTA 201 with a “C” or higher.*

This course provides a fundamental background in ethics. The historical and philosophical basis of ethics, and the elements of ethical behavior, will be discussed. Students examine various ethical issues and dilemmas they may face in clinical practice.

**XRTA 203 — Patient Care in Radiologic Sciences — 44 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a “C” or higher.*

This course identifies the basic concepts associated with patient care, including consideration for the physical and psychological needs of the patient and family. The theories of disease causation and the pathophysiological disorders that compromise healthy systems are presented.

This course also provides students with an understanding of the basic concepts of pharmacology. The theory and basic techniques and the administration of diagnostic contrast agents include intravenous medications. The appropriate delivery of patient care during such procedures is emphasized, and an understanding of possible patient reactions.

Routine and emergency patient care procedures are described, and infection-control procedures utilizing standard precautions. Etiology, pathophysiological responses, clinical manifestations, radiographic appearance, and management of alterations in body systems are presented. The role of the radiographer in patient education is identified. Actual images are included for analysis.

**XRTA 204 — Principles of Radiographic Exposure and Image Quality — 50 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a “C” or higher.*

This course establishes a knowledge base in factors that govern and influence the production and recording of radiologic images. Film and electronic imaging with related accessories will be emphasized. Class demonstrations/labs are used to demonstrate the application of theory.

**XRTA 205 — Introduction to Procedures with Contrast Media — 58 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a “C” or higher.*

This course provides a knowledge base necessary to perform standard radiographic procedures and apply them to special studies. Consideration is given to the production of radiographs of optimal diagnostic quality.

**XRTA 206 — Special Procedures with Contrast — 54 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a “C” or higher.*

This course provides a knowledge base necessary to perform radiographic procedures involving the vascular systems, specialized imaging procedures, or equipment (to include, but not limited to computed tomography, conventional tomography, arthrography, hysterosalpingography, myelography, sialography, orthoroentgenography, bone densitometry angiography, arteriography, venography, and lymphangiography). Actual images are included for analysis.

**XRTA 207 — Pediatric Radiography — 20 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a "C" or higher.*

This course provides a knowledge base necessary to perform pediatric radiography to include but not be limited to immobilization, positioning, radiation protection, and pathologic indications. Actual images are included.

**XRTA 208 — Specialized Skull Radiography — 45 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a "C" or higher.*

This course provides a knowledge base necessary to perform routine radiographic positions of the cranium and facial bones. Emphasis is given to special patient care considerations related to head trauma. Actual images are included for analysis.

**XRTA 209 — Specialized Radiographic Positioning and Lab — 55 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a "C" or higher.*

This course provides a knowledge base necessary to perform routine radiographic positions to include but is not limited to the positioning of the chest and bony skeleton, bedside and surgical examinations, and radiation protection. Actual images are included for analysis.

In addition, this course is designed to provide the knowledge base necessary to perform radiographic procedures of the breast and surrounding tissues. Emphasis is placed upon distinguishing between acceptable and unacceptable mammographic images due to exposure factors, motion, collimation, or positioning errors.

**XRTA 210 — Technology Seminar — 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a "C" or higher.*

This course establishes introductory computing and information processing knowledge. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are also presented. This course also includes a five-hour review and mock examination preparing to sit for state certification.

**XRTA 211 — Cross-sectional Anatomy & Technology — 30 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 201 with a "C" or higher.*

This course introduces computed tomography (CT), magnetic resonance (MR) imaging, and sectional anatomy principles. History of CT, MR, current equipment and practices, radiation protection specific to CT, MR, and anatomic appearance of various structures in a cross-sectional reference will be discussed. Images from various modalities will be used to demonstrate radiographic cross-sectional appearance.

**XRTA 212 — Fundamentals of Radiologic Technology — 10 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: Completion of XRTA 201.*

This course provides students with an overview of the foundations in radiography and the practitioner's role in the healthcare delivery system. Principles, practices, and policies of healthcare organization(s) are examined and discussed, in addition to the professional responsibilities of the radiographer.

**XRTA 213 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a "C" or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient's well-being preparatory to, during, and following the radiologic procedure.

**XRTA 214 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 215 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 216 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 217 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 218 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.



**XRTA 219 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 220 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 221 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 222 — Clinical Practice — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 212 with a “C” or higher.*

The content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the patient’s well-being preparatory to, during, and following the radiologic procedure.

**XRTA 223 — Physics and Equipment Care — 38 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 222 with a “C” or higher.*

This course establishes a knowledge base in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design, incorporating basic knowledge of quality control.

**XRTA 224 — Advanced Radiation Protection — 35 Clock Hours/2.5 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 223 with a “C” or higher.*

This course presents an overview of the principles of radiation protection, emphasizing those principles specific to fluoroscopy, portable radiography, and surgical procedures. Included are the responsibilities of the

radiographer for patients, personnel, and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and health care organizations are incorporated. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

**XRTA 225 — Radiologic Technology Seminar — 40 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: Completion of XRTA 100 — XRTA 224 with a “C” or higher.*

This course teaches students concepts and skills to prepare them for the American Registry of Radiologic Technologists (ARRT) Radiography certification examination. Topics include professional certification and licensure. Emphasis is placed on patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control.

**Associate of Science in Magnetic Resonance Imaging (A.S. in MRI) Courses – Blended Program**

**MR 001 — Introduction to MRI — 120 Clock Hours/12 Quarter Credit Hours**

*Prerequisite: None*

This course is designed as the introduction to the MRI training program. The one hundred and twenty (120) hours of didactic instruction will prepare students for clinical, which begins in the fourth week, ensuring safety in the practice of MRI technology. This course will provide the student with an overview of Magnetic Resonance Imaging and Safety. Program policies and student responsibilities will be outlined.

The fundamental principles of MRI, equipment, and terminology will be introduced. The role of the technologist in maintaining patient safety and comfort and the personal safety and safety of coworkers is discussed. A brief introduction about imaging parameters and the clinical application of MRI is included. The student will be introduced to the basic setup for most routine MRI procedures.

**MR 101 — Sectional Anatomy I — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstrating anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

**MR 102 — Medical Terminology I — 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course aims to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other medical team members.

**MR 103 — Physical Principles of MRI — 54 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and sequenced according to the level of knowledge desired. Topics include the history of MR, nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options, and image formation.

**MR 104 — Patient Care — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures will be

described, and infection control procedures utilizing standard precautions. The role of the MRI technologist in patient education will be identified, including ethics, communication, and age-appropriate care.

**MR 111 — MRI Clinical I — 264 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: None*

This course allows the student to practice skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity.

When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to achieve the course objectives competently.

**MR 201 — Sectional Anatomy II — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course studies human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstrating anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

**MR 202 — Medical Terminology II — 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course aims to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other medical team members.

**MR 203 — MRI Protocols and Procedures I — 42 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course provides students with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn the specific clinical application, available coils and their use, considerations in the scan sequences, specific choices in the protocols (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed.

**MR 204 — MRI Safety — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the basic principles of MR safety and covers the basic concepts of patient management. Educating patients and ancillary staff on magnet safety also is presented. Patient and magnet-related emergencies represent a unique situation to an MR technologist. The recommended procedures and responsibilities of the technologist will be discussed in these situations. This content also covers MR contrast agents.

This introduction provides basic knowledge of MR safety, patient preparation, and monitoring of patients in the MR suite. This information enables the student to better communicate with the healthcare team to ensure patients' safety. Health effects and safety issues are important aspects of this diagnostic modality.

### **MR 211 — MRI Clinical II — 252 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

This course allows the student to practice skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to achieve the course objectives competently.

### **MR 301 — Sectional Anatomy III — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course studies human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstrating anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

### **MR 302 — Physics I — 31 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course provides a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included, which provides activities related to physical principles and quality assurance procedures.

### **MR 303 — MRI Protocols and Procedures II — 42 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course provides the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn the specific clinical application, available coils and their use, considerations in the scan sequences, specific choices in the protocols (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. Pharmacology pertaining to MRI will be discussed.

### **MR 304 — MRI Pathology in Diagnostic Imaging — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course familiarizes students with the common pathologies found in magnetic resonance imaging and their appearances with various imaging protocols. The course content will include all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce the lectures by the student from cases that they have performed or observed during clinical. The student will research pathologies and present the research in class.

### **MR 311 — MRI Clinical III — 252 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

This course allows the student to practice skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to achieve the course objectives competently.

#### **MR 401 — Medicolegal Considerations in Healthcare — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course provides a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics, and the elements of ethical behavior, will be discussed. The student will examine various ethical issues and dilemmas found in clinical practice.

Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts, and principles will also be presented. Topics include misconduct, malpractice, legal, and the A.S. IN RT professional standards.

#### **MR 402 — MRI Registry Review — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course prepares the student to be able to pass the required registry board exams to work as MRI Technologists. This course includes a review of the MRI program, and the students will take mock registry board exams. Students will learn effective ways to study and answer questions from the registry.

#### **MR 403 — Physics II — 31 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course provides a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included, which provides activities related to physical principles and quality assurance procedures.

#### **MR 404 — Computers in Imaging and PACS — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course gives the student an understanding of radiology's components, principles, and operation of digital imaging systems. The student will learn the principles of digital imaging systems, factors that impact image acquisition, display, archiving, and retrieval of MR images.

#### **MR 411 — MRI Clinical IV — 252 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

This course allows the student to practice skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to achieve the course objectives competently.

**Associate of Science in Nuclear Medicine Technology (A.S. in NM) Courses — Blended, Full Distance Education Program**

**NM 111 — Patient Care in Nuclear Medicine — 100 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

The course provides an overview of the technologist's role in the healthcare system. Patient care principles and practices to include ECG monitoring, vital signs, blood collection, aseptic technique, and infection control will be discussed.

Content provides concepts of patient education and considerations for the physical and psychological needs of the patient and their family members. An overview of the healthcare system is provided to outline the structure and functions of various departments within the hospital and outpatient setting.

**NM 112 — Introduction to the Science of Nuclear Medicine — 100 Clock Hours/10 Quarter Credit Hours**

*Prerequisite: None*

The course will provide the student with an overview of nuclear medicine department operations and procedures. Students will explore diagnostic and therapeutic procedures focusing on the clinical indications and radiopharmaceutical selection.

Nuclear pharmacy concepts, gamma camera, positron emission tomography (PET), and hybrid imaging equipment will be introduced. An overview of nuclear medicine clinical research and health informatics will be explored.

**NM 121 — Radiation Protection & Biology — 75 Clock Hours/7.5 Quarter Credit Hours**

*Prerequisite: Completion of module I with a "C" or better.*

The course provides an overview of the principles of radiation protection, the technologist's responsibilities for patients, the public, and radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and medical organizations. An overview of the principles of radiation interactions with molecules, cells, tissues, and the body and the factors affecting biological response are presented, including acute and chronic effects of radiation. The management of a radiation safety program and regulations will be discussed.

**NM 122 — Instrumentation in Nuclear Medicine I — 80 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: Completion of module I with a "C" or better.*

The course provides students with principles of both imaging and non-imaging instrumentation used in nuclear medicine. The course focuses on the function, design, and quality control practices for gas-filled and scintillation detectors, pulse-height analyzers, spectrometers, and counting systems. The course will discuss the components of scintillation camera systems. Nuclear counting statistics will be introduced.

**NM 123 — Nuclear Physics — 60 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of module I with a "C" or better.*

The course provides general nuclear physics, atomic structure, and radiation concepts. Content includes information about modes of radioactive decay, radionuclide and radiopharmaceutical production, interactions of radiation with matter, and radiation units and quantities. Decay factors, half-life, and activity calculations will be performed.

**NM 131 — Nuclear Procedures I — 95 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: Completion of module II with a "C" or better.*

The course provides a knowledge base in diagnostic nuclear medicine procedures. The course will discuss anatomy, physiology, and pathology for various body systems and how those concepts apply to nuclear medicine procedures. Students will learn the radiopharmaceuticals, medications, and mechanism of action for each procedure and their contraindications. SPECT and PET imaging tools will be introduced.

**NM 132 — Instrumentation in Nuclear Medicine II — 75 Clock Hours/7.5 Quarter Credit Hours**

*Prerequisite: Completion of module II with a “C” or better.*

The course provides students with principles of imaging instrumentation used in nuclear medicine. The course focuses on the function, design, and quality control practices for gamma cameras, positron emission tomography (PET), single photon emission computed tomography (SPECT), and hybrid imaging equipment. Digital imaging quality, processing, and reconstruction will be discussed.

**NM 141 — Nuclear Procedures II — 60 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of module III with a “C” or better.*

The course provides a knowledge base in diagnostic and therapeutic nuclear medicine procedures. The course will discuss anatomy, physiology, and pathology for various body systems and how they are imaged in nuclear medicine. Students will learn the radiopharmaceuticals, medications, and mechanism of action for each procedure and their contraindications. Tumor and infection imaging are discussed in nuclear medicine and PET/CT applications.

**NM 142 — Nuclear Pharmacy — 60 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of module III with a “C” or better.*

The course provides an overview of the operations and regulations of the nuclear pharmacy. Content contains the study of major radiopharmaceuticals, production methods, characteristics, and uses in nuclear medicine. The course will discuss radiation regulations, radioactive waste management, radioactive spill emergency response, and special procedures within radiopharmacy. Students will complete a project demonstrating knowledge of nuclear pharmacy operations and practices.

**NM 143 — Principles of CT in Nuclear Medicine — 70 Clock Hours/7 Quarter Credit Hours**

*Prerequisite: Completion of module III with a “C” or better.*

The course provides students with computed tomography (CT) imaging principles. This course provides an overview of CT equipment, applications, quality control, injection techniques, image post-processing, and reconstruction basics. Students will learn the basic scanning parameters of the adult patient.

**NM 250C — Clinical Practice I — 128 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of module IV with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the imaging procedure.

**NM 251 — Cross-Sectional Anatomy — 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of module IV with a “C” or better.*

The course provides entry-level nuclear medicine students with principles related to sectional anatomy. Course content will provide an overview of the body’s transverse, coronal, oblique, and sagittal sectional anatomy. Anatomical landmarks, normal versus abnormal anatomy and pathological processes will be reviewed. Correlations between 3D, CT, MRI, and PET images are explored.

**NM 252 — Principles of PET in Nuclear Medicine — 60 Clock Hours/Quarter Credit Hours**

*Prerequisite: Completion of module IV with a “C” or better.*

The course provides students with principles related to positron emission tomography (PET) and hybrid imaging techniques in computed tomography (CT) and magnetic resonance imaging (MRI). This course provides an

overview of PET radionuclide production, physics, instrumentation, and image fusion. Students will learn the oncologic, neurologic, and cardiac applications of PET imaging.

**NM 253 — Pharmacology, Drug Administration, and Venipuncture — 54 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of module IV with a “C” or better. BLS class completion with current certification.*

The course provides basic concepts of pharmacology, venipuncture techniques, and the administration of diagnostic contrast agents and intravenous medications. Students will recognize patient and scenario-specific risks, medication precautions, and contraindications. Preparation and monitoring techniques for medication administration are emphasized. Students will perform venipuncture on a virtual simulator.

**NM 260C — Clinical Practice II — 360 Clock Hours/12 Quarter Credit Hours**

*Prerequisite: Completion of module V with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the imaging procedure.

**NM 270C — Clinical Practice III — 384 Clock Hours/12.5 Quarter Credit Hours**

*Prerequisite: Completion of module VI with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the imaging procedure.

**NM 271 — Registry Review I — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of module VI with a “C” or better.*

The course reviews the program's core curriculum to prepare the student to study for and pass the national credentialing examination. Content will cover the registry content specifications to include patient care and procedures. Students will take mock registry board exams and learn effective studying strategies.

**NM 280C — Clinical Practice IV — 360 Clock Hours/12 Quarter Credit Hours**

*Prerequisite: Completion of module VII with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the imaging procedure.

**NM 281 — Registry Review II — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of module VII with a “C” or better.*

The course reviews the program's core curriculum to prepare the student to study for and pass the national credentialing examination. Content will cover the registry content specifications to include safety and image production. Students will take mock registry board exams and learn effective studying strategies.

**Associate of Science in Nursing (ADN) Courses — Blended Program**

**RN 100 — Fundamentals of Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces professional nursing. Content includes a brief history of nursing, including the roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized.



Verbal communication skills, informatics, evidence-based practice, safety, and the development of a patient-centered therapeutic nurse-client relationship are fostered. Students are taught the nursing process and nursing diagnosis to develop a nursing care plan.

**RN 101 — Fundamentals of Nursing Clinical and Lab — 157.5 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: None*

This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

**RN 102 — Health Assessment Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed to identify normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

**RN 103 — Health Assessment Skills Lab — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course focuses on using health assessment theory to develop the hands-on skills of inspection, palpation, percussion, and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

**RN 104 — Fundamentals of Pharmacology — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

The student is familiarized with a history of pharmacology, the classification of medications, their actions, application, and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications, and nursing considerations are addressed.

**RN 106 — Pathophysiology — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

Pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a systems and inter-systems approach. Identification of pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data and describing intersystem relationships across the life span as a basis for problem-solving in the nursing process. Introduction of how genomics is offering new possibilities for therapies and treatments for some complex diseases and new diagnostic methods. Basic EKG and arrhythmia determination, and ABG analysis are included.

**RN 180 — Nursing Transition Advanced Placement Theory & Lab Course — 120 Clock Hours/5 Semester Credit Hours**

*Prerequisite: None*

This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on various roles of the registered nurse, legal and ethical responsibilities, nursing process, critical thinking, and evidence-based practice delivering competent care to diverse demographics of multicultural clients throughout the lifespan.

Lecture contents include the role of the registered nurse, care of the adult, maternity, and pediatric clients. The lab component of this course focuses on utilizing the nursing process, critical thinking, and applying theory to skills in various patient case scenarios.

The following skills competencies focused in this course: dosage calculation, assessment, intravenous administrations and central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning.

**RN 200 — Medical/Surgical I Theory — Introduction to Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders, as well as perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 201 — Medical/Surgical I Clinical — Introduction to Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 202 — Medical/Surgical II Theory — Intermediate Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 203 — Medical/Surgical II Clinical — Intermediate Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 300 — Maternal Newborn Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

The course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mother and newborn are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

**RN 301 — Maternal Newborn Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site applying the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 302 — Care of Children Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 303 — Care of Children Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, applying the theoretical content into practice with attention to patient-centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes are emphasized.

**RN 304 — Medical/Surgical III Theory — Advanced Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 305 — Medical/Surgical III Clinical — Advanced Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 400 — Mental Health Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and use of effective and ineffective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders of children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 — Mental Health Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course is taught at clinical sites applying theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations such as homelessness, family violence, child abuse, HIV, and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 — Medical/Surgical IV Theory — Complex Med/Surg & Leadership — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course incorporates previous medical-surgical nursing theory emphasizing the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions. Focus on holistic care for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

**RN 403 — Medical/Surgical IV Clinical — Complex Med/Surg & Leadership — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**Associate of Science in Physical Therapy Assistant (A.S. in PTA) Courses — Blended Program**

**PTA 100 — Introduction to Physical Therapist Assistant — 22 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the role and scope of practice of the Physical Therapist Assistant. Emphasis will be on educational preparation, historical overview of physical therapy in the healthcare system, professional affiliations, structure and function of physical therapy services, ethical and legal issues in healthcare, documentation, and communication. This course also includes an introduction to a self-study program in medical terminology and HIPAA regulations training.

**PTA 110 — Fundamental PTA procedures with lab — 77 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course begins with patient handling skills and the continuation of documentation. Students practice and develop skills in gathering data for documentation necessary for assessing patient response to physical therapy while under the direction and supervision of a physical therapist. Students will acquire skills in data collection, test and measurements, patient handling, assistive devices, guarding, transfers, and range of motion.

**PTA 120 — Clinical Kinesiology with lab — 77 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course provides knowledge of the principles of mechanics, musculoskeletal anatomy, and how they relate to human motion and the field of physical therapy. The concepts of locomotion, forces, and levers are introduced. Topics include muscle origins and insertions, and actions.

Laboratory experiences correlate to the lectures and include manual muscle testing and goniometry. Students will be expected to achieve competency on a given list of skills. Part I covers the lower extremity. Part II covers the upper extremity. This course is aligned by a body system with PTA 220.

**PTA 130 — Pathology — 44 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course provides knowledge of disease processes and systemic disorders and guidelines, precautions, and contraindications for physical therapy interventions.

**PTA 210 — Procedures II with lab — 66 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

Lab PT Modalities, Physical Agents, Massage, Soft Tissue Interventions; this course introduces the use and application of physical agents, soft tissue interventions, and electrotherapies in the practice of physical therapy. The practice of treatment techniques is emphasized through laboratory time. Students will be expected to achieve competency on a given list of skills.

**PTA 220 — Orthopedic Management — 66 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course prepares the PTA student to address orthopedic-related conditions commonly seen in Physical Therapy. Basic exercise principles and their application are covered with laboratory discussion, demonstration, and practice. Students will be expected to achieve competency on a given list of skills. Part I covers the lower extremity, and Part II covers the upper extremity. This course is aligned by a body system with PTA 120.

**PTA 222 — Patient Care Skills I — 22 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: None*

This lab course emphasizes the practical combination of patient pathologies covered from concurrent and previous courses. Students develop interventions from case scenarios and plans of care. Group participation and student-to-student assistance fostering communication and independence are encouraged to prepare for the coming clinical experience. Students develop clinical problem-solving skills in orthopedic conditions, modalities, patient handling, therapeutic exercise, and other pathologies presented. Students will be expected to achieve competency on a given list of skills.

**PTA 225 — Clinical Education I — 184 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This is the first integrated clinical experience allowing students to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for four (4) weeks and three (3) days.

**PTA 226 — Clinical Education I Seminar — 11 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: None*

This course includes case study presentations and a review of the first full-time clinical experience, including billing, reimbursement, and discharge planning.

**PTA 230 — Professional Behaviors — 33 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the concept of a multicultural society and how it plays an increased role in the physical therapy clinic. Topics include communication skills, the psychology of disability, health disparities between populations, age differences, ethics and values, and professional development within the healthcare system.

**PTA 233 — Patient Care Skills II — 22 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: None*

This lab course addresses the more complex patient. Case scenarios are used for students to develop skills in applying interventions following the Plan of Care of the supervising physical therapist. Concentration is on the progression and regression of exercises responding to patient performance.

Case studies will be used to demonstrate the PT/PTA relationship and the PTA's responsibility to the Plan of Care. Group participation and student-to-student assistance fostering communication and independence are encouraged to prepare for the coming clinical experience.

**PTA 235 — Clinical Education II — 240 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

This is the second integrated clinical experience designed to allow the student to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full-time for six (6) weeks.

**PTA 240 — Applied Neurology — 66 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course builds on neurologically based disabilities commonly seen in physical therapy practice across the lifespan. Common therapeutic interventions for rehabilitation are practiced. The chronic nature of neurologic conditions and the effect on the individual's life will be addressed as it affects the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

**PTA 245 — Clinical Education III — 280 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This is the third and terminal clinical experience designed to allow the student to further their exposure to physical therapy practice in the clinic environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full-time for seven (7) weeks.

**PTA 250 — Physical Therapy Aspects of Growth, Development, and Aging — 44 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course covers relevant topics and interventions that deal with the delivery of physical therapy services across the lifespan, including the aging population, both as a normal process and the common pathologies associated with aging. Emphasis on Cardiovascular and Respiratory conditions, fall prevention, and wound care.

**PTA 260 — Selected Topics — 44 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course consists of selected topics in physical therapy to complement prior coursework. Required content in Prosthetics and genitourinary conditions. Additional clinical topics may include: vestibular, chronic pain, taping, ergonomics, and other contemporary issues encountered in physical therapy delivery systems.

**PTA 280 — Senior Seminar — 33 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course brings full circle the educational and clinical experience for the PTA student. Each student will demonstrate the PTA as an educator by presenting a teaching unit related to an area of interest to prepare for the in-service required during the final clinical experience. Students will explore the effective delivery of physical therapy services. Psychomotor, cognitive, affective, treatment approaches, communication, and documentation will be discussed regarding patient care.

Additional topics pertinent to an entry-level PTA will be presented. These include employment issues, continued professional development, the licensure application process, exam preparation strategies, and review of California PT Practice Acts and Rules and Regulations.

**PTA 290 — Licensure Exam Preparation — 22 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course reviews information and testing that will aid the student to prepare to take the NPTE for licensure as a PTA in California. A 16-hour workshop is facilitated by an outside educational company specializing in PTA exam preparation.

**Associate of Science in Radiologic Technology (A.S. in RT) Courses – Blended Program**

**RT 110C – Clinical Practice I – 128 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient's well-being before, during, and following the radiologic procedure.

**RT 111 – Radiologic Patient Care – 42 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to basic imaging and principles and patient care. Students review medical ethics, pediatrics, and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, emphasizing communication and relationships. A review of infection control, standard precautions, and transmission-based precautions is covered.

**RT 112 – Radiation Physics and Exposure – 58 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

The course is designed to teach the nature and characteristics of radiation, x-ray production, and the fundamentals of photon interactions with matter. Content provides basic information about the intensity of the x-ray beam and how technical factors influence it.

**RT 113 – Radiographic Procedures I – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course provides the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the Thoracic Viscera, Bony Thorax, Upper Limb, and Shoulder Girdle. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

**RT 113L – Radiographic Procedures I Lab – 30 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

The course provides the knowledge base necessary to perform standard imaging of the respiratory system, bony thorax, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before they can perform these skills under direct supervision in the patient care setting.

**RT 120C – Clinical Practice II – 168 Clock Hours/5.5 Quarter Credits**

*Prerequisite: Completion of Module I with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 121 – Radiation Protection and Biology – 50 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: Completion of Module I with a “C” or better.*

The course provides a basic understanding of the principles of Radiobiology and the short-term and long-term effects of radiation. This course discusses the effects of radiation and the molecular and cellular level. In addition, this course provides a better understanding of radiation protection for patients and occupational workers in the healthcare field.

This course focuses on describing dose management implementations and the design for radiation protection within radiology. The basic principles of radiation and dose limits are described to promote safe radiation practices.

**RT 122 – Digital Imaging – 52 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I with a “C” or better.*

The course provides a basic understanding of diagnostic radiology’s components, principles, and operation of digital imaging systems. Digital Processing, imaging capture, and technical considerations in digital imaging are discussed. Technical factors affecting radiographic quality are outlined and described for properly analyzing the image. In addition, this course introduces medical informatics and quality management.

**RT 123 – Radiographic Procedures II – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I with a “C” or better.*

The course provides the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the Lower Extremity, Pelvis and Hip, and Vertebral Column. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students will be required to demonstrate competency in positioning

skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

**RT 123L – Radiographic Procedures II Lab – 30 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I with a “C” or better.*

The course provides a knowledge base necessary to perform standard radiographic procedures of the bony pelvis, lower extremities, and vertebral column. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under the direct supervision of the patient.

**RT 130C – Clinical Practice II – 176 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of Module II with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 131 – Radiographic Physics II and Fluoroscopy – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module II with a “C” or better.*

The course provides basic information about electricity, magnetism, and electromagnetism and applies these principles to the x-ray circuit. In addition, it provides a knowledge base in radiographic, fluoroscopic, mobile equipment requirements, function, and design. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 25 hours of out-of-class work will be assigned.

**RT 132 – Ethics and Law in Radiography – 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of Module II with a “C” or better.*

The course provides a fundamental background in medical law, ethics, and human diversity. The historical and philosophical basis of ethics and the elements of ethical behavior, will be discussed. The student will examine various ethical issues and dilemmas found in clinical practice.

Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts, and principles will also be presented. Topics include misconduct, malpractice, legal, and the ASRT professional standards.

**RT 133 – Radiographic Procedures III – 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module II with a “C” or better.*

Content is designed to provide the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the Abdomen, Soft-Tissue Neck, Digestive System, and Urinary System. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under supervision in the patient care setting.

**RT 133L – Radiographic Procedures III Lab – 33 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module II with a “C” or better.*

The course provides a knowledge base necessary to perform standard radiographic procedures of the abdomen. Students will also review the biliary system, genitourinary system, gastrointestinal tract, and procedures done using fluoroscopy and endoscopy. Consideration will be given to the production of images of optimal diagnostic quality.



Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they can perform these skills under direct supervision in the patient care setting.

**RT 140C – Clinical Practice IV – 192 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of Module III with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 142 – Radiographic Pathology – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module III with a “C” or better.*

The course provides theories of disease causation and the pathophysiological disorders that compromise healthy systems. Etiology, pathophysiological responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented. Students will be required to write a research paper germane to medical imaging. They will be encouraged to submit it for consideration in the annual student competition held by the American Society of Radiologic Technologists.

**RT 143 – Radiographic Procedures IV – 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module III with a “C” or better.*

This course provides the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the Cranium, Trauma Radiography, Mobile Radiography, and Surgical Radiography. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

**RT 143L – Radiographic Procedures IV Lab – 33 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module III with a “C” or better.*

The course provides information necessary to perform radiographic procedures of the cranium and facial bones including sinuses, zygomatic arches, TMJ’s, orbits, and mandibles. Students will also demonstrate special techniques for trauma cases and mobile radiography. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before they can perform these skills under direct supervision in the patient care setting.

**RT 250C – Clinical Practice V – 280 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: Completion of Module IV with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 251 – Radiographic Pharmacology and Venipuncture – 36 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of Module IV with a “C” or better.*

The course provides basic concepts of pharmacology, techniques of venipuncture, and the administration of diagnostic contrast agents and intravenous medications. The appropriate delivery of patient care during these procedures is emphasized. Students will perform venipuncture on IV training arms and fellow students.

**RT 252 – Cross-Sectional Anatomy – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

The course provides radiography students with principles related to sectional anatomy. This course provides an overview of the human body’s transverse, coronal, and sagittal sectional anatomy. Correlations between CT, MRI, and ultrasound are explored.

**RT 260C – Clinical Practice VI – 240 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 261 – Advanced Digital Imaging – 30 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

The course explains the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving, and retrieval are discussed.

Guidelines for selecting exposure factors and evaluating images within a digital system assist students in making the connection between film-based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented.

**RT 262 – Radiographic Advanced Procedures – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

This course provides entry-level radiography students with principles related to contrast arthrography, pediatric and geriatric, mammography, bone densitometry, computed tomography, magnetic resonance imaging, vascular, cardiac, and interventional radiography. The course also introduces diagnostic medical sonography, nuclear and molecular imaging, and radiation oncology principles.

**RT 270C – Clinical Practice VII – 264 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VI with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 271 – Patient Care and Procedures Seminar – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VI with a “C” or better.*

The course reviews patient care and procedures to prepare students for the ARRT radiographer primary certification and State of California Department of Public Health, Radiologic Health Branch certification examinations. This course will review patient care topics such as sterile technique, medical-legal, imaging procedures, and image analysis.

**RT 272 – Computed Tomography – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

The course provides radiography students with principles related to computed tomography (CT) imaging. Special emphasis is placed on studying the head and brain, thorax, abdomen, pelvis, shoulder, elbow, hip, and knee. Correlations between cadaver cross-sections, CTs, MRIs, and radiographs are explored. *CT Basics: The Series by ASRT* utilized with the course satisfies the ARRT 16-credit Structured Education Requirements for CT.

**RT 273 – Mammography – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

The course provides radiography students with the principles related to mammography. Topics include patient care, anatomy and physiology of the breast, positioning for routine and diagnostic exams, pathology, mammography equipment, quality control, and quality assurance for digital imaging systems.

**RT 274 – Advanced Radiation Protection – 50 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module VI with a “C” or better.*

The course provides an overview of the principles of radiation protection, the responsibilities of the radiographer for patients, personnel, and the public, and radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and medical organizations. An overview of the principles of interaction of radiation with molecules, cells, tissues, and the body as a whole and the factors affecting biological response are presented, including acute and chronic effects of radiation.

**RT 280C –Clinical Practice VIII – 280 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: Completion of Module VII with a “C” or better.*

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Levels of competency ensure the patient’s well-being before, during, and following the radiologic procedure.

**RT 281 – Image Production and Safety Seminar – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VII with a “C” or better.*

The course reviews the radiologic technology curriculum and prepares students for the ARRT radiographer’s primary certification and State of California Department of Public Health, Radiologic Health Branch fluoroscopy certification requirements. This course will focus on image production and radiation safety.

**RT 282 – Professional Development and Advancement – 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VII with a “C” or better.*

The course prepares students for the post-education transition into the workforce. The course guides students in developing documents that include skills in resume writing, developing and practicing effective interviewing skills and techniques for job search strategies. Students will prepare and apply for the ARRT and California Department of Public Health registries to obtain certification as a radiographer.

**Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT) Courses — Blended Program**

**UT 200 — Ultrasound Physics and Instrumentation — 62 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course teaches the fundamentals of ultrasound physics and instrumentation. The material is presented to heighten the educational experience of the future sonographer and prepare the student for the SPI exam with the ARDMS and the ARRT.

**UT 201 — Sectional Anatomy — 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Anatomy & Physiology with a “C” or higher.*

This course introduces Cross-sectional human anatomy as seen on sonograms and other imaging modalities. Cross-sectional anatomy emphasizes the physical relationship of structures, which is the basis of understanding sonographic images.

Cross-sectional anatomy is the first building block to understanding what is required when performing ultrasound images. Students will learn to recognize different organs, muscles, vessels, and other body parts in their relationship to each other. An interactive computer program will be used as a teaching tool.

**UT 301 — Patient Care for Ultrasound Professional — 12 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module III UT didactic or laboratory courses.*

The course provides the sonography student with an overview of the sonography profession and basic patient care. This course teaches the essential role sonography and the sonographer play in medicine. The ARDMS “Sonography principles and instrumentation” exam consists of 10% patient care, which this course will thoroughly prepare the student to pass.

**UT 302 — Abdominal Sonography 1 – 84 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module III UT didactic or laboratory courses.*

This course introduces the anatomy and basic protocols that pertain to ultrasound examinations of the abdominal organs. This course establishes foundations for scanning techniques, protocols, and variations in a patient’s body habitus. Students learn the role a sonographer plays in the diagnosis of diseases of the abdominal organs by understanding what the criteria are for “normal.”

**UT 302L — Laboratory Abdominal Sonography 1 – 84 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module III UT didactic or laboratory courses.*

This course is concurrent with the lecture portion of abdominal sonography 1. Students will practice the protocols and scanning techniques within the lab. This course will set the foundation of protocols to build on them with advanced techniques taught in other courses.

**UT 303 — Small Parts Sonography 1 – 38 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module III UT didactic or laboratory courses.*

This course covers complete breast sonography and the basics of thyroid, parathyroid, neck glands, scrotum, and prostate sonography. Students will learn the basic normal anatomy, scanning techniques, and expectations of a sonographer when performing these exams.

**UT 303L — Laboratory Small Parts Sonography 1 – 12 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module III UT didactic or laboratory courses.*

This course covers the basics of thyroid, parathyroid, neck glands, and scrotum sonography. Students will also learn proper annotation concerning breast sonography. Students will learn the basic normal anatomy, scanning techniques, and expectations of a sonographer when performing these exams. Patient care skills will be taught. There is a scrotal phantom in the lab that students can scan. This will enable them to practice scanning techniques and recognize pathology.

**UT 402 — Abdominal Sonography 2 – 70 Clock Hours/7 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course is a progression of UT 302 — Abdominal Sonography 1, building on the foundations of protocols and scanning techniques in the instruction process. The students will learn additional anatomy pertinent to sonographic imaging and skills in the diagnostic process.

The common disease processes of each organ will be covered. Instructions are provided for what and how to identify and present suspected diseases and disease processes using other diagnostic tools such as patient history, lab results, and correlation with other imaging modalities. Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of organs.

**UT 402L — Laboratory Abdominal Sonography 2 – 70 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course builds on the foundations of protocols and scanning techniques in the instruction process. The students will learn additional anatomy pertinent to sonographic imaging and skills in the diagnostic process. The

common disease processes of each organ will be covered with the instruction of how to identify and present suspected diseases using other diagnostic tools such as patient history, lab results, and correlation with other modalities.

Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of certain organs. Mid-module assessments will be conducted in this course. Mid-module assessments are done to verify if the student is at the scanning level expected at this stage of the course. Different groups have different levels of expectations depending on start dates. Mid-module assessments are not part of the grade. However, if the student fails, they will be put on academic probation in addition to documentation stating that the scanning level is below expectation.

#### **UT 403 — Small Parts Sonography 2 – 12 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course focuses on the common diseases that affect the thyroid, scrotum, and prostate. Students will learn how to correlate lab tests and other modalities to assist the physicians in a correct diagnosis and ultrasound imaging. Students will learn how to present normal vs. abnormal and what is required when writing a report and filling out a diagram.

Interventional procedures like biopsies and brachytherapy will be covered, and ultrasound’s role with each exam. Patient care techniques will be addressed with each type of exam. Breast pathology will be reviewed, and on the final exam.

#### **UT 403L — Laboratory Small Parts Sonography 2 – 12 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course focuses on advanced scanning techniques of the thyroid and the scrotum by using a phantom. Doppler evaluation will be covered along with its use in diagnosing multiple disease processes. SIMTICS is required in the lab to practice protocols and recognize pathology. Breast pathology will be reviewed in class.

#### **UT 405 — Neonatal Sonography — 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course covers the exams required of sonographers of the neonatal patient. The main focus will be neonatal brain sonography, lumbar spine sonography and infant hip joint sonography. Students will learn the normal and abnormal findings and patient care of the premature patient.

#### **UT 406 — Pediatric Sonography — 30 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module IV UT didactic or laboratory courses.*

This course covers the disease processes specific to the pediatric abdominal patient. Students will already know the basic anatomy and physiology of the abdomen and recognize and present abnormalities. Patient care techniques with the pediatric patient will be covered along with protocols and scanning techniques.

#### **UT X01 — Clinical 1 – 192 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, and 4 courses and concurrent enrollment in Module 5 or completion of Modules 1, 2, 5, and 6 courses and concurrent enrollment in Module 3, with a “C” or better.*

This course consists of twelve weeks of Level 1 externship integrated within AOSUT Module courses. Externship expectations will vary as to the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency

evaluation will be signed off by clinical instructors on the Trajecsys Report system and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound extern. This course also consists of assignments on Moodle for ARDMS preparation. Emphasis is on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation.

There are virtual labs on Moodle to be used if clinical site assignment is not available for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

#### **UT 504A — Vascular Sonography 1 – 20 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

Students learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the arteries and veins of the lower extremities will be the main focus of this course. Scanning techniques and protocols will be taught, as well as challenges in the clinical setting.

#### **UT 504A L — Laboratory Vascular Sonography 1 – 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

This course reviews Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. This course focuses on the lower extremity venous and arterial system protocols. Indirect assessment of the arteries will also be introduced and taught with the lab’s ABI machine. This will introduce and prepare students for deep vein thrombosis and peripheral vascular disease studies.

#### **UT 504B — Vascular Sonography 2 – 20 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

Upper extremity arterial and venous vascular protocols are the focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and techniques are taught for recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

#### **UT 504B L — Laboratory Vascular Sonography 2 – 25 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

Upper extremity venous and arterial protocols will be demonstrated, practiced, and evaluated. Students will learn scanning techniques of required anatomy and what is needed to prove normal vs. abnormal.

#### **UT 507A — Gynecology — Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

This module introduces gynecology sonography. Students will learn the anatomy and physiology of the female pelvis and embryology and congenital anomalies.

#### **UT 507B — Gynecology 2 – 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

This course covers the pathology found during gynecologic ultrasound examinations. Students will learn sonographic features of malignant and benign disease processes, including required correlation with clinical, laboratory, and pathologic findings. Students will also perform in the lab class even when the UT-507 Lab is

completed. The goal is to continue with scanning skill development. Past protocols from other courses will be reviewed and performed.

**UT 507L — Laboratory Gynecology Sonography — 36 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a "C" or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

This module covers protocols for sonography of the female pelvis. Students will learn the basic protocol and the Doppler portions included in most facility protocols. Students will understand why images are needed, along with patient care components such as communication skills, transvaginal sonography techniques, and disinfection requirements.

**UT 508 — MSK and Basic Sonography 1 – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a "C" or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

This course is a basic introduction to the shoulder, elbow, wrist, knee, and ankle anatomy and physiology. Scanning techniques will be covered, and specifics to MSK scanning in sonography. Basic sonography knowledge and skills will be presented at two levels, "Introduction" and "Review." This will enrich the students' scanning skills to prepare for externship rotations.

**UT 508L — Laboratory MSK and Basic Sonography 1 – 40 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with a "C" or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.*

Students scan normal MSK anatomy and acquire the skills and techniques to present normal structures with ultrasound. Basic sonography knowledge and skills will be presented at two levels, "Introduction" and "Review." This will enrich the students' scanning skills to prepare for externship rotations.

**UT X02 — Clinical 2 – 192 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, and 5 or completion of Modules 1, 2, 5, 6, and 3 with a "C" or better. UT X02 is twelve weeks of externship integrated with UT Module 6 or Module 4.*

This course consists of twelve weeks of Level 1 externship integrated within AOSUT Module courses. Externship expectations will vary as to the clinical site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on the Trajecsys Report System and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound intern. This course also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation.

There are virtual labs on Moodle to be used if clinical site assignment is not available for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

**UT 604A L — Laboratory Vascular Sonography 3 – 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a "C" or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course focuses on extracranial Doppler, primarily carotid artery ultrasound exams. Students will learn to Doppler velocities and create ratios that determine normal vs. abnormal flow. Students will learn carotid protocols and scanning techniques to perform the complete exam in 45 minutes.

**UT 604A — Vascular Sonography 3 – 25 Clock Hours/2.5 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course covers extracranial sonography and the protocols and scanning techniques required for diagnostic exams.

**UT 604B — Vascular Sonography 4 – 20 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course continues to build upon the knowledge of vascular sonography. Bypass evaluations and stents will be extensively covered, as well as contrast agents and non-atherosclerotic arterial pathology. Venous valve insufficiency studies will be taught and practiced in the laboratory. Quality Assurance statistics will be taught for preparation for the RVT exam.

**UT 604B L — Laboratory Vascular Sonography 4 – 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course introduces venous valve insufficiency anatomy and protocols, interventional vascular sonography, stent placements, contrast medias, and quality assurance protocols.

**UT 608 — MSK and Basic Sonography 2 – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

Students learn to recognize abnormalities in the shoulder, elbow, wrist, and ankle. Writing reports will be covered and how to present normal and abnormal exams. Review of basic exams performed at clinical sites. Review of requisitions, indications, and report writing for exams.

**UT 608L — Laboratory MSK and Basic Sonography 2 – 40 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

Students will learn to enhance their MSK scanning skills and present exams, correlate with other modalities, and write reports. Mid-Module Assessments will be done in this course. Past protocols will be addressed and evaluated.

**UT 609A — Obstetric Sonography 1 – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V is required with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course covers the first and second trimesters of pregnancy. Students will learn the indications for an OB first trimester sonogram, along with the sonographic findings of normal vs. abnormal. Students will learn about the development of the placenta and the umbilical cord and their roles in pregnancy. Students will learn to use second-trimester biometric parameters and determine fetal dating. Students will be introduced to biophysical profiles and recognition of intrauterine growth retardation.

**UT 609B — Obstetric Sonography 2 – 68 Clock Hours/6.5 Quarter Credit Hours**

*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

This course covers the second and third trimesters of pregnancy and the fetal anatomical and physiological systems, including normal and abnormal findings. Students will continue learning the correct protocols for each trimester, including biometric measurements, required organs, amniotic fluid volume, placenta grade and position, number of pregnancies, and lung maturity. Various anomalies will be covered, and protocols to follow if abnormalities are detected. Students will be introduced to prenatal testing. Multiple gestations and risk factors of multiple gestations will also be covered.



**UT 620A — Master Scanning Lab Extracranial Vascular Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**  
*Prerequisite: Completion of modules I, II, and V with a “C” or better, and concurrent enrollment with all Module VI UT didactic and laboratory courses.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cerebrovascular system, including Vertebral and Subclavian arteries to evaluate Cerebrovascular Disease. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

**UT 701 — Clinical 3 – 288 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, 5, and 6 and Clinical 1 and 2 with a “C” or better.*

This course consists of twelve weeks of Level 3 externship integrated within UT Module courses. Externship expectations will vary as to the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound extern. UT-701 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation. ARDMS preparation in Abdomen and OB/GYN is also provided.

There are virtual labs on Moodle to be used if clinical site assignment is not available for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

**UT 720B — Master Scanning Lab Lower Extremity Venous Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules I — VI courses with a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity, including all the deep veins in the calf, for the evaluation of Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, clinical signs and symptoms, indications, limitations, pitfalls, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler).

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

**UT 720C — Master Scanning Lab Lower Extremity Arterial Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules I — VI courses with a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in the field of vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in the field of vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the lower extremity arterial system (native and graft) for the evaluation of peripheral vascular disease (PAD). Areas covered include overview of (PAD), risk factors, acute and chronic obstruction, normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, the definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with Spectral Doppler, and power Doppler).

Normal and abnormal criteria will be reviewed to classify the severity of peripheral arterial disease. Types of bypass grafts and evaluation protocol will be discussed and reviewed. Examples of common lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Ancillary findings such as Pseudoaneurysm, AV-Fistula, and Aortic Aneurysms will be reviewed. ABI and TBI evaluation criteria will be reviewed.

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

**UT 720D — Master Scanning Lab Upper Extremity Venous Exam — 8 Clock Hours/ 0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules I – VI courses with a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity to evaluate Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, patient position, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

**UT 801 — Clinical 4 – 288 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3 with a “C” or better.*

This course consists of twelve weeks of Level 4 externship integrated within AOSUT Module courses. Externship expectations will vary as to the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 4 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound intern. UT-801 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students in UT-801 to take the ARDMS SPI exam before graduation. ARDMS preparation in Abdomen and OB/GYN is also provided.

There are virtual labs on Moodle to be used if clinical site assignment is not available for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

**UT 820E — Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3 with a “C” or better.*

This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen for the evaluation of Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome and Transjugular Portosystemic Shunt malfunction. Areas covered include normal and abnormal sonographic anatomy of the hepatoportal system, causes and levels of obstruction relating to hepatoportal obstruction, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

**UT 820F — Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2, and 3 with a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

The one-day basic ultrasound course provides the student with an overview of anatomy, pathology, and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial, and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, the definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

**UT 820G — Master Scanning Lab Upper Extremity Mapping For Dialysis Access — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2, and 3 with a “C” or better.*

This course teaches the fundamentals of upper extremity mapping for dialysis access. The material is presented to heighten the future sonographer’s educational experience and prepare the student for the dialysis patient.

**Associate of Science in Veterinary Medical Technology (A.S. in VMT) Courses – Blended Program**

**VMT 100 – Introduction to Veterinary Medical Technology – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: None.*

This course covers the history and broad survey of the veterinary medical profession; and the role of the credentialed veterinary technician. Topics include job opportunities, ethics and law in the veterinary profession, occupational health and safety, and common zoonotic concerns to humans.

**VMT 101 – Animal Care and Husbandry – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None.*

This course delivers a review of the individual breeds, characteristics, and management techniques of canines, felines, equines, bovine, porcine, ovine, caprine, avian, and laboratory animals. Topics include physiological data, animal health management, and basic care and handling of animals, as well as behavior and emotional health assessment and enhancement.

#### **VMT 102 – Veterinary Medical Terminology – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: None.*

This course covers the basic medical terminology commonly used in veterinary medicine. Topics include the pronunciation, spelling, and definition of word parts and vocabulary terms unique to the anatomy, pathology, and treatment of various animal species

#### **VMT 103 – Veterinary Anatomy and Physiology I with Lab – 60 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: None.*

This course, the first of two courses, provides a broad foundation in the structure and function of domesticated animals using a body system approach. Emphasis is on the connection between the study of anatomy and physiology in relation to veterinary medicine. Body systems covered include integumentary, musculoskeletal, digestive, respiratory, and cardiovascular.

#### **VMT 104 – Veterinary Office Practices – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I and II.*

This course is designed to explain basic client communication and client education skills, advanced administrative and office technology systems, and common regulations pertaining to veterinary management and hospital regulatory record keeping. Topics include record keeping, communication techniques, professional liability, office management procedures, regulatory laws, advanced human relations, and animal welfare.

#### **VMT 105 – Veterinary Nursing I with Clinical Labs – 75 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semester I.*

This course establishes basic practices and techniques of the veterinary clinic and biomedical research fields for dogs, cats, exotic, and laboratory animals. Topics include patient triage and intake, restraint and handling, basic physical exam procedures, housing, sanitation, administration of medications, basic grooming techniques, fluid therapy, bandaging, and basic patient discharge procedures.

#### **VMT 106 – Veterinary Clinical Laboratory Procedures I with Lab – 60 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I.*

This course covers the common internal and external parasites of companion animals, livestock, and wild animals, as well as an introduction to common veterinary laboratory supplies and equipment. Emphasis is placed on laboratory diagnosis of the most common forms of the parasite through fecal, urine, skin, and blood exams, and the care, use, and maintenance of equipment.

#### **VMT 108 – Veterinary Pathology I – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I and II.*

This course discusses the fundamentals of disease processes in animals including inflammation, and common infectious diseases. This includes an introduction to immunology and disease prevention through immunization. Topics include basic disease processes, immunologic processes, infections, zoonotic diseases of domestic animals, and disease prevention

#### **VMT 109 – Externship I – 80 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semester I.*

This course provides a work-based learning experience with a college-approved animal shelter. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Emphasis is placed on integrating classroom learning with related

work experience and is designed to aid students in career selection, development of employability skills, and enhanced work-related competencies. Level 1 competency evaluation will be signed off by clinical instructors and reviewed by the clinical coordinator.

#### **VMT 200 – Medical Math for Veterinary Technicians – 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None.*

This course provides an activity-based approach to develop mathematical literacy. Topics include unit conversions and estimation within a variety of measurement systems; medical dosage calculations; basic geometric concepts; financial literacy; statistics, and data collection and charting.

#### **VMT 203 – Veterinary Anatomy and Physiology II with Lab – 60 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, and III.*

This course is the second in the series of veterinary nursing skills and techniques. This course introduces veterinary anesthesia and dentistry basics, patient sample collection and handling for diagnostic procedures, surgical assistance, instrumentation identification, and sterile surgical practices in the veterinary clinic. Topics include basic, injectable, and gas anesthesia, dentistry, instrument identification and care, sterile surgical technique, specimen collection and processing, and maintenance of patient records.

#### **VMT 204 – Professional Development – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I, II, and III.*

In this course, students will enhance their professionalism as they prepare to enter the workforce. Students will learn aspects of self-care associated with healthcare work risks as well as identification of high-risk indications in colleagues and themselves. Through a focus on communication and listening practices, students will develop the essential interpersonal skills required for healthy team cultures. This course will also prepare students for job selection, process, and marketability in veterinary medicine. Students will develop professional resumes, complete licensing applications, and preparations. Emphasis is placed on resume writing, interviewing, salary negotiations, and post-graduation licensure.

#### **VMT 205 – Veterinary Nursing II with Clinical Labs – 75 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semester I and II.*

This course is the second in the series of veterinary nursing skills and techniques. This course introduces the basics of patient sample collection and handling for diagnostic procedures, surgical assistance, instrumentation identification, veterinary sedation and anesthesia, dentistry basics, and sterile surgical practices in the veterinary clinic. Topics include instrument identification and care, sterile surgical technique, specimen collection and processing, basic, injectable, and gas anesthesia, and record keeping.

#### **VMT 206 – Veterinary Clinical Laboratory Procedures II with Lab – 60 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I and II.*

This course covers advanced hematology, serology, immunology, and clinical chemistry. Topics include advanced hematologic, serologic, and immunologic test procedures; manual and automated clinical chemistry procedures; laboratory safety; and quality control. Upon completion, students should be able to collect, prepare, and analyze serum and plasma samples and outline quality control and safety procedures.

#### **VMT 207 – Veterinary Radiology – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, and IV.*

This course covers basic radiography techniques and concepts, safety, and regulatory requirements of the veterinary technician. Topics include basic radiography positioning, dental radiography, x-ray development, patient identification and record keeping, and instrument identification and care.

#### **VMT 208 – Veterinary Pathology II – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, and IV.*

This course is designed for advanced examination of disease processes, fundamentals of pathology, and emerging diseases. Topics include differentiation of histopathology, pathologic changes associated with common

diseases of animals, necropsy procedures, and basic animal forensics.

**VMT 209 – Externship II – 80 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semester I and II.*

This course provides a work-based learning experience with a college-approved animal shelter. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Emphasis is placed on integrating classroom learning with related work experience and is designed to aid students in career selection, development of employability skills, and enhanced work-related competencies. Level 1 competency evaluation will be signed off by clinical instructors and reviewed by the clinical coordinator.

**VMT 305 – Veterinary Nursing III with Clinical Labs – 75 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, and III.*

This course is the third and final in a series of veterinary nursing. This section will cover advanced wound management and therapy, care of neonatal, orphaned and reproducing patients, as well as advanced nursing procedures such as transfusion medicine, emergency triage, and CPR, fluid therapy, and the care of intensive and critical care patients. Other topics include the basics of veterinary hospital rehabilitation, hospice, euthanasia, necropsy, and veterinary forensics. Emphasis is placed on the veterinary technician's role and responsibilities in patient care and management.

**VMT 306 – Veterinary Clinical Laboratory Procedures III with Lab – 60 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, and III.*

This course presents the fundamental principles of veterinary urinalysis, microbiology, histology, and cytology. Emphasis is placed on the collection, handling, preparation, and interpretation of patient samples for culture and sensitivity, histological, and cytological examination as well as urinalysis and microanalysis

**VMT 307 – Veterinary Pharmacology and Toxicology – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I and II.*

This course introduces pharmacologics used in veterinary medicine as well as veterinary toxicology. Emphasis is placed on rug classification and methods of action, administration, effects and side effects, storing and handling of drugs; as well as the evaluation of toxicoses, identification and characterization of toxins as well as their effects on the body drug classification and methods of action, administration, effects and side effects, storing and handling of drugs.

**VMT 309 – Externship III – 80 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, and III.*

This course provides a work-based learning experience with a college-approved animal shelter. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Emphasis is placed on integrating classroom learning with related work experience and is designed to aid students in career selection, development of employability skills, and enhanced work-related competencies. Level 1 competency evaluation will be signed off by clinical instructors and reviewed by the clinical coordinator.

**VMT 310 – Large Animal Veterinary Nursing with Clinical Labs – 75 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, and IV.*

This course introduces nursing and surgical techniques for common domestic large animal and production species. Topics include physical exam, large animal restraint techniques, common sample collections, limb bandaging, common emergency procedures, common surgical and obstetrical procedures, herd health, disease prevention, and hospital husbandry for large and production animals.

**VMT 311 – Laboratory, Exotic & Avian Nursing w/ Clinical Labs – 75 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, IV and V.*

This course covers basic husbandry, handling and restraint, physical exams, common treatment procedures, and care of various laboratory, exotic, and avian species. Students will explore common diseases and therapies, and anesthetic techniques for various species of pocket pet and avian species.

**VMT 312 – Applied Animal Behavior – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I.*

This course introduces the basic principles of animal behavior and communication. Students will be introduced to cooperative veterinary care and low-stress handling techniques in the veterinary clinic. Emphasis is placed on the safe handling of pets in the clinic, animal behavior, body language, and techniques to decrease stress during veterinary visits.

**VMT 407 – Veterinary Technician National Exam Review – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I, II, III, IV and V.*

This course prepares students to successfully pass their Veterinary Technician Exam after graduation. Topics include a comprehensive overview of the exam, common test-taking techniques, and administration and review of practice exams.

**VMT 409 – Externship IV – 80 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, and IV.*

This course provides a work-based learning experience with a college-approved animal shelter. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Emphasis is placed on integrating classroom learning with related work experience and is designed to aid students in career selection, development of employability skills, and enhanced work-related competencies. Level 1 competency evaluation will be signed off by clinical instructors and reviewed by the clinical coordinator.

**VMT 410 – Veterinary Anesthesia and Analgesia – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I and II.*

This course reviews the general and more advanced aspects of veterinary anesthesia and pain management. Emphasis is placed on safe anesthetic techniques, recognition of pain in various species, and understanding of the physiologic mechanisms involved in anesthesia and analgesia.

**VMT 411 – Veterinary Dentistry – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I, II, III, and IV.*

This course covers the fundamentals of veterinary dentistry for canine, feline, ruminant, exotic, laboratory, and equine species. Emphasis is placed on preventative dental care, dental prophylaxis, regional anesthesia, dental charting, and advanced procedures.

**VMT 412 – Veterinary Nutrition – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semester I, II, III, IV and V.*

This course provides students with an overview of current clinically relevant information regarding the nutrition of multiple species common to veterinary medicine. It provides an overview of the microelements of nutrition and energy requirements for various species. This course emphasizes the importance of integrating nutrition into individual patient care, the foundations and science of clinical nutrition, and the practical application of nutrition in the selection of patient nutrients, client discussions, and education in veterinary practice.

**VMT 413 – Complementary Therapies – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, IV and V.*

This course is an introduction to basic complementary therapies popular in veterinary medicine including acupuncture, chiropractors, physical therapy, massage, and laser therapies. Emphasis will be placed on understanding the physiological basis of complementary and alternative medicine, candidates for

complementary therapies, contraindications, and applications.

**VMT 509 – Externship V – 80 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semester I, II, III, IV and V.*

This course provides a work-based learning experience with a college-approved animal shelter. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Emphasis is placed on integrating classroom learning with related work experience and is designed to aid students in career selection, development of employability skills, and enhanced work-related competencies. Level 1 competency evaluation will be signed off by clinical instructors and reviewed by the clinical coordinator.

**BS in Diagnostic Medical Imaging (B.S. in DMI) Courses — Distance Education (Online) Program**

**DMI 330 — Advanced Radiobiology — 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: None*

This course will provide the radiologic science professional with theories and principles of the interaction of ionizing radiation with living systems. Radiation effects on biological molecules & organisms and factors affecting biological response are explored. Acute and long-term effects of ionizing radiation exposure are discussed. Applications in diagnostic and therapeutic settings are presented.

**DMI 340 – Quality Control in Diagnostic Imaging – 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: None*

Training and managing image quality and patient dose in film screen and digital radiology systems will be presented. This course will introduce new regulations and discuss new challenges for practitioners. Radiographers will learn to ensure that imaging capability and radiation dose management are integrated and maintained in the department. Quality control will be discussed in-depth, including procedures and protocols, visualization, transmission, and archiving of the images.

**DMI 360 — Health Science Management — 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: None*

This course provides entry-level managers with various tools and theories from which to choose. A marked focus is offered on the evaluation and resolution of personnel issues. An emphasis is placed on the ultimate responsibility of supervisors and managers for the performance of their staff. The text provides information and guidance to obtain maximum results from others. Getting things done through people is a key component of this text.

**DMI 370 — Professional Capstone Portfolio Project — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This is an independent study project where students will prepare a professional E-portfolio. This portfolio is to be worked on by the BS DMI students throughout the program starting from their first semester until completion of the BS DMI program. It is to be composed of a multitude of individual projects and documents preparing the student for professional practice as an imaging professional with BS DMI. This portfolio serves as the exit project for the Bachelor Degree in Nursing program.

**DMI 410 — Leadership and Performance — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

Leadership and performance is a dynamic exploration of Universal Laws of Performance and how to apply them both personally or to any organization. Used by notable businesses worldwide, these laws open doors to discover and create cultures within a company that will alter the course of any organization. This course guides you to discover the universal laws and how to apply them using case studies of three (3) organizations.



**DMI 420 — Operations and Human Resource Management in Diagnostic Imaging — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course focuses on various issues, including the application of Operations Management techniques in the context of radiologic and diagnostic imaging. We will identify protocols, policies, procedures, marketing services, customer management, and satisfaction methods. This course will provide the student with the foundation necessary to address the day-to-day issues an imaging administrator will experience. This course will foster the student's goal to achieve their Certified Radiology Administrator Certification (CRA).

**DMI 430 – Financial and Asset Management in Radiology – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course will represent a cross-section of today's imaging profession and give students insight and knowledge on the financial and asset management system in Radiology and its processes. This is a course that will aid imaging professionals in preparing for the Certified Radiology Administrator examination by providing education materials specific to the field. This course will discuss in-depth insights and analyses on various financial and asset management subjects and discuss strategic planning and implementing a SWOT analysis to increase total performance.

**DMI 440 — Digital Radiography & PACS — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This comprehensive course investigates many facets of imaging informatics: information technology, imaging modality capabilities, supervision of modality integration, establishing programs for image display quality control, and recognition of specific hazards to the healthcare environment. In addition, students will learn to identify and implement medical imaging standards: DICOM, HL — 7, MQSA, ACR, and ICD — 9, SMOMED. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

**DMI 450 — Communication & Education in Imaging Informatics — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This is an inclusive course discussing the roles and relationships in healthcare settings, medical terminology, communications relating to system availability or changes, feedback, and feedback mechanisms. Furthermore, this course will explore performance needs assessment, training programs, implementation training, and evaluations of effectiveness training. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

**DMI 460 — Systems Management in Imaging Informatics — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course explores digital imaging systems procurement, project management, and operations. Additionally, systems management will be introduced, including cost analysis, system capacity, throughput, disaster plan recovery, business continuity strategies, use problem management, data migration procedures, data security, and individual privacy. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

**DMI 470 — Teaching Strategies for Adult Learners in Health Science — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course imparts important information on motivating, mentoring, and instructing using scientifically based teaching strategies and tactics. There is information on how to provide individualized instruction in classrooms with multiple learning and behavior problems and how curricula and instruction can be designed to teach functional repertoires and critical thinking rather than inert ideas. The course also discusses how to determine the effectiveness of curricular initiatives toward meeting standards and course objectives.

**DMI 480 — Curriculum Design in Diagnostic Imaging Sciences — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course covers the unique type of curriculum which we call “competency-based.” Though not unique to diagnostic medical imaging, we will emphasize curriculum design related to the imaging sciences. This class will take you through the process of understanding, designing, implementing, and accrediting a competency-based curriculum in a diagnostic medical imaging program.

Emphasis will be paid to the curriculum published by the American Registry of Radiologic Technologists, which is the underpinning of most accreditation organizations. We will also introduce you to the requirements of accrediting organizations.

**DMI 490 — Methods of Teaching Online Course — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces teaching methods applicable to any coursework in the Allied Health Sciences.

**DMI 510 — Principles of Computed Tomography — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course is designed to introduce the student to the concept of digital imaging processing and image quality. Students will discuss and identify the concepts of data acquisition. In addition, knowledge of the basic principles of sectional anatomy and CT protocols and procedures related to various parts of the body will be analyzed. Course topics will include digital imaging processing, data acquisition concepts, radiation dose, sectional anatomy, CT imaging protocols and technique, and pediatric CT imaging.

**DMI 520 — Advanced Applications of Computed Tomography — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces the student to basic physics and instrumentation principles related to computed tomography. Course topics include historical perspectives of the modality, physics, and physical characteristics of the computed tomography process, data acquisition, scanner design, image processing, and image quality.

**DMI 530 — Computed Tomography Registry Review — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course reviews the computed tomography curriculum and prepares students for the ARRT CT post-primary certification examination covering the ARRT Exam content specifications Patient Care, Safety, Image Production, and Procedures. This course also includes CT Basics ASRT modules and satisfies the ARRT 16-credit Structured Education Requirements for CT.

**DMI 540 — Physical Principles of MRI — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and sequenced according to the level of knowledge desired. Topics include nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options, and image formation.

**DMI 550 — Advanced Applications in MRI — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical applications, available coils and their use, considerations in the scan sequences, specific choices in the protocols (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. Pharmacology, as it pertains to MRI, will be discussed. Students will demonstrate their practices by applying their didactic knowledge during their laboratories.

**DMI 560 — MRI Safety and Registry Review — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course will prepare the student for and pass the required registry board exams to work as MRI Technologists. This course includes a review of the MRI program, and the students will take mock registry board exams and practice tests. Students will learn effective ways to study and answer questions from the registry.

This course provides basic knowledge of MR safety, patient preparation, and monitoring of patients in the MR suite. This information enables the student to better communicate with the health care team to ensure patient safety. Health effects and safety issues are important aspects of this diagnostic modality.

### **DMI 570 — Principles of Mammography — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course is designed to educate radiographers in the art and science of mammography. Enrollees in the course must have a California Certified Radiologic Technologist (CRT) license OR be a student in a JRCERT accredited program. The course consists of 40 hours of lecture, which will assist in preparing for the California Mammography Certificate exam and the ARRT Post-Primary Certification in Mammography.

### **DMI 580 — Advanced Applications in Mammography — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course offers students an understanding of breast ultrasound history, breast cancer, diagnosis and imaging, principles, equipment, breast anatomy and normal appearances, exam techniques, image interpretation, recording and reporting, benign and malignant disease, imaging of the augmented breast, breast disease in males, and interventional techniques. This course overviews breast ultrasound.

### **DMI 590 — Mammography Registry Review — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course prepares students for the registry exam for mammography. Course topics will include history, patient education, anatomy, physiology and pathology of the breast, benign and malignant diseases, equipment, processing and quality management, common imaging procedures, emerging technologies, interventional procedures and treatment options review, and MQSA standards.

## **Bachelor of Science in Nursing (BSN) Courses – Blended Program**

### **RN 100 — Fundamentals of Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course introduces professional nursing. Content includes a brief history of nursing, including the roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized.

Verbal communication skills, informatics, evidence-based practice, safety, and the development of a patient-centered, therapeutic nurse-client relationship are fostered. Students are taught the nursing process and the use of nursing diagnosis to develop a nursing care plan.

### **RN 101 — Fundamentals of Nursing Clinical and Lab — 157.5 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: None*

This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

### **RN 102 — Health Assessment Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed to identify normal and abnormal findings using inspection, palpation,

percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

**RN 103 — Health Assessment Skills Lab — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course focuses on using health assessment theory to develop the hands-on skills of inspection, palpation, percussion, and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

**RN 104 — Pharmacology — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

In this course, the student is familiarized with a history of pharmacology, the classification of medications, their actions, application, and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications, and nursing considerations are addressed.

**RN 106 — Pathophysiology — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

In this course, pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a system and inter-systems approach. The course covers identifying pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data; and description of intersystem relationships across the life span as a basis for problem-solving the nursing process. Basic EKG and arrhythmia determination, and ABG analysis are included.

**RN 180 — Nursing Transition Advanced Placement Theory & Lab Course — 120 Clock Hours/5 Semester Credit Hours**

*Prerequisite: None*

This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on various roles of the registered nurse, legal and ethical responsibilities, nursing process, critical thinking, and evidence-based practice delivering competent care to diverse demographics of multicultural clients throughout the lifespan.

Lecture contents include the role of the registered nurse, care of the adult, maternity, and pediatric clients. The lab component of this course focuses on utilizing the nursing process, critical thinking, and applying theory to skills in various patient case scenarios. The following skills competencies focused in this course: dosage calculation, assessment, intravenous administrations, and central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning.

**RN 200 — Medical-Surgical I Theory -Introduction to Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides basic medical/surgical theory and an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development, are presented and aid in the development of nursing insight, which will enable safe, effective patient-centered care.

**RN 201 — Medical-Surgical Nursing I Clinical-Introduction to Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 202 — Medical Surgical II Theory -Introduction to Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 203 — Medical-Surgical Nursing II Clinical-Intermediate to Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 300 — Maternal Newborn Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mother and newborn are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

**RN 301 — Maternal Newborn Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, applying the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 302 — Care of Children Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders and perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 303 — Care of Children Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, applying the theoretical content into practice with attention to patient-centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patients are achieved through simulation. Application of the nursing process to optimize patient and family outcomes are emphasized

**RN 304 — Medical-Surgical III Theory-Advanced Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course provides medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders and perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 305 — Medical-Surgical III Clinical-Advanced Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 400 — Mental Health Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and use of effective and ineffective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders in children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 — Mental Health Nursing Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorder, and high-risk situations such as homelessness, family violence, child abuse, HIV, and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 — Medical-Surgical Nursing IV Theory-Complex/Critical Care — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course incorporates previous medical-surgical nursing theory emphasizing the integration of pathophysiology, nutrition, pharmacology, and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions. Focus on holistic care for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

**RN 403 — Medical-Surgical Nursing IV Clinical-Complex/Critical Care — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This course is taught at a clinical site, integrating the practical application of the advanced medical/surgical theory course, caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 404 — Community Health Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This online course discusses the foundation for community public health nursing care of patients, families, and communities. Sociocultural, political, and economic influences on a community's health and the health care system are explored, and current issues and trends affecting community public health.

**RN 405 — Community Health Nursing Practicum — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

Applying nursing and epidemiological concepts to promoting health and preventing disease among patients, families, and communities will be performed through assigned project completion, aligned with the concurrent Community Health Nursing Theory class topics. Students will explore intervention strategies focusing on empowering clients with the necessary knowledge and skills to make informed and healthful choices.

**RN 500 — Leadership/Management in Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

The nurse's role is directed to leadership, management, team building, and collaboration strategies. Social, legal, political, and economic factors affecting nursing and health care are explored. Concepts and principles of

professional nursing practice such as quality improvement, safety, and evidence-based practice are integrated. Development of change, agent, and delegation skills will be considered.

**RN 501 — Leadership/Management in Nursing Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

This is a practical implementation of leadership and management theory concepts using assigned clinical projects through interviews and analysis of existing clinical practices. This is a 2-unit practical course.

**RN 502 — Nursing Informatics — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course covers the health informatics discipline's principles, concepts, and applications. Core disciplines, including informatics and terminal competencies or learning outcomes, provide the framework for developing curricula within the healthcare professions. Learning outcomes include the skills, knowledge, and professional aptitudes expected of all graduates within the profession.

**RN 504 — Nursing Research — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course builds on the Research Statistics course, taught in Semester 1. Principles, concepts, and application of scientific inquiry to phenomena of concern to other health professions and nursing and client's health experience. Research design, critique, and interpretation of reports from various health sources will occur, and participation in research and conducting research will be discussed.

**RN 505 — Bachelors Achievement Capstone Portfolio — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This is a study project where students prepare a professional portfolio. This portfolio is to be worked on by the BSN students from the end of Semester 7 to the end of Semester 8. It is to be composed of a multitude of individual projects and documents preparing the student for professional practice as SN with BSN. This portfolio serves as the exit project for the bachelor's degree in Nursing program.

**Dental Assistant (DA) Courses — Blended Program**

**DA 100 — Infection Control — 10.5 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: None*

This course is a prerequisite to begin the dental assisting program. The course contains four (4) hours of didactic and four (4) hours of practical applications that will explain the basic dental science and microbiology related to infection control in dentistry.

The course explains the legal and ethical aspects of infection control procedures and the terms and protocols specified in the board's regulations regarding the minimum standards for infection control. Describe the principles of modes of disease transmission and prevention.

This course explores hand hygiene principles, techniques, and protocols, personal protective equipment, surface barriers and disinfection, sterilization, sanitation, and hazardous chemicals associated with infection control. Explain the principles and protocols of sterilizer monitoring and the proper loading, unloading, storage, and transportation of instruments to the work area. Describe and demonstrate the principles and protocols associated with sharps management, waterline maintenance, and infection control for laboratory areas.

**DA 200 — Fundamentals of Dental Assisting — 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course covers an overview of the dental profession, healthcare teams, history of dentistry through the ages, and the legal and ethical responsibilities expected of a dental professional. Students will become knowledgeable of the landmarks of the face and oral cavity, tooth numbering, patterns of eruption, and the functions of the dental arch and teeth in the opposing arch.

Students will classify dental caries as an infectious disease and name the types of bacteria that cause caries. The student will be able to identify systemic factors that may cause periodontal disease and describe the two basic types of periodontal disease, and explain the significance of plaque and calculus in periodontal disease.

#### **DA 201 — Sciences of Dentistry/Infection Prevention — 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course instructs on the location, structures, and functions of head and neck anatomy, including bones of the head and face, musculature, innervations, and the circulatory system. Coursework includes an introduction to the terminology and functions of body systems.

Students will be able to describe specific terms relative to the general anatomy and physiology of the human body, including systems, planes, cavities, basic units, and microorganisms affecting humans. The students will be able to describe the importance of prevention of oral disease and treatment of periodontal disease as well as infection control standards, including requirements of the OSHA Bloodborne Pathogens Standard, hazardous materials handling, labeling, inventory, housekeeping, laundry, and disposal of hazardous materials will be covered.

This course also provides instruction on the process of inflammation, identification of oral lesions, oral diseases, and related biological, physical, and chemical agents, as well as hormonal, developmental, and nutritional disturbances. Students will be instructed in basic pharmacology and drugs associated with treating diseases, their use in dentistry, related terms, parts of a prescription, and types of anesthetics.

#### **DA 202 — Foundations of Clinical Dentistry — 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course addresses the parts of dental hand instruments, categories and uses, functions of dental burs, abrasives, dental handpieces, and the importance and function of instrument tray systems and color-coding. This course teaches the types of restorative materials and cements used in general dentistry. The student will describe the dental assistant's role in chairside restorative procedures, and the properties of dental materials.

#### **DA 203 – Dental Materials/Coronal Polishing – 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course provides instruction regarding various expanded dental functions. Students prepare, apply, and remove a dental dam, dental matrix, and wedge. Students prepare, manipulate, and place dental cavity liners, cavity varnish, and cements.

The student will be able to suture removal and postoperative patient care following oral surgical procedures. The student will explain and describe the placement and removal of gingival retraction devices, preparation and application of enamel sealant material, benefits, and dental bleaching materials types, application techniques, and patient education instructions.

#### **DA 204 — Radiology Safety/Administrative — 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course teaches radiation's history and biological effects, safety precautions, dental x-ray unit components, and function. X-ray study explains how x-rays are produced, and students describe the composition, sizes, types, and storage requirements of dental x-ray film. Students will be instructed to expose and process diagnostically acceptable intraoral and extraoral dental films, using both the paralleling and bisecting techniques.

Common production errors, processing techniques, mounting procedures, identification of radiographic landmarks, the procedures and state policies required for dental offices to ensure quality radiographs, and the use of imaging systems for dental purposes are covered. Students will study the overall aspects of dental office management, including patient reception, marketing, telephone technique, business office systems, patient



scheduling, records management, accounts receivable, management of patients' accounts, accounts payable, inventory control, and recall systems management.

The student will describe the importance of accurate charting and interpretation for diagnosis, consultation, and financial and billing purposes. Computerized business office systems for the dental office are explored for patient scheduling, records management, patient accounts, and accounts payable. Students develop self-awareness and the importance of communication skills.

Emphasis will be placed on assessing professional qualifications including developing a job search network, interview strategies, and interview follow-up. Students will create resumes, cover letters, and review the application completion process.

#### **DA 205 — Dental Specialties/Patient Assessment — 126 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course addresses dental office design, working environment, the performance of four-handed dental procedures, instrument grasp and transfer, and requirements for special needs patients. The scope of oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontics will be covered. Students will also receive instruction on identifying the equipment used for procedures within oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontal practice.

Instruction includes preparation for common medical and dental emergencies, including cardiopulmonary resuscitation, syncope treatment, anaphylaxis, asthma attacks, heart conditions, cerebrovascular accidents, and common dental emergencies. Students are required to pass CPR certification during this course.

Students will be able to provide patient instruction in the use of removable and fixed prosthodontics including diagnostic steps, materials required for treatment, the importance of a consultation appointment, the advantages and disadvantages of partial and full dentures, the steps required in denture polishing, relining and repair, and the function of an overdenture. The definition of an endodontist and how endodontics relates to the dental practice is also included.

#### **DA 300 — Clinical Externship — 180 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

Clinical externship is an 8-week course that includes student placement in a facility that performs various skills. The student will be required to complete an average of 20 – 30 hours a week. The externship provides exposure for hands-on practice. The externship allows students to apply theory concepts to assist the dental staff with daily duties in the front and back office under staff supervision. This experience marks the transition from being a student to becoming a Dental Assistant.

#### **X-ray Technician with Medical Assistant Skills (XTMAS) Courses — Blended Program**

##### **MXT 96 — Medical Terminology — 28 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces Basic Word Structure and reviews them as they apply to the Organization of the Body. The foundational elements include Word Roots, Word Parts, Suffixes, and Prefixes. Students reinforce the knowledge by using practice quizzes and listening to and vocalizing terminology for memorization. Students apply learned terminology to patient case studies.

##### **MXT 97 — Back Office Clinical Foundation — 68 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical patient care. Students practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization and autoclave technique. They learn aseptic medical practice as required by OSHA for exposure control, and medical waste disposal.

Pharmacologic terminology, and abbreviations, are practiced. Students review math skills to calculate dosages correctly and convert grams and ounces for medicine administration. Aseptic practice is reinforced throughout all patient interaction procedures.

### **MXT 98 — Back Office Clinical Skills — 68 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to the back office clinical skills associated with a physical examination. The principles of medical ethics are explored, including guarding information privacy and protecting Patient Rights. The structure, function, physiology, and major diseases of the cardiovascular, respiratory, digestive, eye, and ear sense systems are taught in this course.

Additionally, students practice diagnostic tests for each body system and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students will study First Aid, and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

### **MXT 99 — Back Office Clinical Laboratory — 68 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to safety practices, including asepsis and biohazard waste disposal. Students will review the purpose and categories of laboratory tests, including the collecting, transporting, and handling specimens. Students will learn about pediatric health management, including measuring height and weight, specimen collection, immunization schedules, and medicine administration.

The relationship between the human body's blood chemistry, microbiology, and nutritional needs and processes is explored. The major diseases of the urinary, endocrine, and reproductive systems are reviewed in this course as they relate to the diagnostic tests, associated drugs, laboratory tests, diagnostic studies, and treatment courses.

### **XT 110 C — Clinical Practice I — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course provides 160 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the chest, extremity, and torso-skeletal radiography categories. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

### **XT 111 — Radiographic Patient Care — 42 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to basic imaging and principles and patient care. Students review medical ethics, pediatrics, and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, emphasizing communication and relationships. A review of infection control, standard precautions, and transmission-based precautions is covered. This course will include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 20 hours of work outside class will be assigned.

### **XT 112 — Radiation Physics and Exposure — 58 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course teaches the nature and characteristics of radiation, x-ray production, and the fundamentals of photon interactions with matter. Content provides basic information about electricity, magnetism, and electromagnetism and applies these principles to the x-ray circuit. This course will include outside-of-school

preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 25 hours of work outside class will be assigned.

**XT 113 — Radiographic Procedures I — 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the chest, thorax, and upper extremities. Routine chest, bony thorax, and upper extremity radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine radiographic procedures during simulated radiographic examinations. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 30 hours of work outside class will be assigned.

**XT 113L — Radiographic Procedures I Lab — 30 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course provides the knowledge base necessary to perform standard imaging of the respiratory system, bony thorax, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before they can perform these skills under direct supervision in the patient care setting.

**XT 121 — Radiation Protection and Biology — 70 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course teaches proper radiation protection for both the operator and the patient. The performance of ALARA is emphasized. Regulatory standards of radiographic procedures employing appropriate radiation safety will be identified. This course includes outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 30 hours of work outside class will be assigned.

**XT 122 — Digital Imaging — 52 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to x-ray imaging, the concept of image quality, and exposure factors that contribute to the production of a radiographic image. The course focuses on the components and principles of exposure, image evaluation, and operation of digital imaging systems in diagnostic radiography.

Topics such as image acquisition, display, archiving, and retrieval are discussed. The principles of digital system quality assurance and maintenance will also be presented. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 22.5 hours of work outside class will be assigned.

**XT 123 — Radiographic Procedures II — 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the lower extremity and spine. Routine radiographic procedures are described and demonstrated for the cervical, thoracic, lumbar, sacroiliac joints, sacrum, coccyx, foot, lower leg, knee, upper leg, hip, and pelvis.

Students demonstrate competency in performing routine vertebral column and lower extremity radiographic procedures during simulated radiographic examinations. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 17.5 hours of work outside class will be assigned.

**XT 123L — Radiographic Procedures II Lab — 30 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course provides a knowledge base necessary to perform standard radiographic procedures of the bony pelvis, lower extremities, and vertebral column. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision of the patient.

#### **XT 124 — Integration of Theory and Practice — 25 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: None*

This course focuses on activities associated with the refinement of radiographic imaging skills and medical assistant skills application in an x-ray environment. Emphasis is placed on proper positioning, image critique, patient care, and radiation protection. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of five (5) hours of out-of-class work will be assigned.

#### **XT 130 C — Clinical Practice III — 160 Clock Hours/5 Quarter Credit Hours**

*Prerequisite: None*

This course provides 160 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the chest, extremity, and torso skeletal radiography categories. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

#### **XT 140 C — Clinical Practice IV — 120 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course provides 120 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the chest, extremity, and torso skeletal radiography categories. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

#### **XT 150 — Radiography Seminar — 5 Quarter Credit Hours**

*Prerequisite: None*

This advanced imaging course enforces professionalism, ethics, legal considerations, patient care, patient safety, radiation protection and measurement, image production, radiographic imaging, and image analysis. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 25 hours of work outside class will be assigned.

### **Medical Assistant (MA) Courses — Blended Program**

#### **MA 100 — Front Office Records Management — 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the creation and maintenance of a patient medical record. Training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including the management of patient appointments and the oversight of a medical records system, is reviewed.

Students will study terminology associated with HIPAA, computerization, and appointment and records

management. Professional telephone communication skills are simulated. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

#### **MA 101 — Front Office Finances — 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to the management of all aspects of medical office finances. Practice includes diagnostic and procedural coding for insurance billing. Students will track claims reimbursement, process patient statements, and review fee collection processes.

Students will study terminology associated with financial management. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

#### **MA 102 — Front Office Medical Professionals — 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course teaches students the fundamentals of medical front office management, common management styles, and associated terminology. Professional communication skills that frame a patient-friendly experience are practiced in written communications to patients, vendors, and insurance companies.

The oversight of reception and treatment areas, patient and employee safety, supplies inventory and ordering, and employee training and office emergency preparedness are included. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

#### **MA 110A — Human Anatomy and Physiology for MA 1 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

#### **MA 110B — Human Anatomy and Physiology for MA 2 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

#### **MA 110C — Human Anatomy and Physiology for MA 3 – 25.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the third of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

#### **MA 115 — The Electronic Health Record — 44 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the health record as private and protected information defined in the Health Information Portability and Accountability Act of 1996 (HIPAA). Students will learn to navigate through an Electronic Health Record Management system. They will be exposed to various patient and business management features, including time management matrix, record creation, documentation, maintenance, appointment follow-up, services rendered, insurance billing, and reimbursement tracking.

#### **MA 120A — Medical Terminology A — 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: None*

This course introduces Medical Terminology foundations, including Word Roots, Suffixes, and Prefixes. As learning progresses, students learn terms associated with each Body System. Throughout the course, Adaptive Learning exercises that drive student memorization and Quizzes and Examinations reinforce understanding.

**MA 120B — Medical Terminology B — 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of MA 120A with a "C" or higher.*

This course builds upon principles learned in Medical Terminology A, including Word Roots, Suffixes, and Prefixes. Students learn terms associated with each Body System. Medical Record Case Studies are evaluated, and terminology associated with Medical Specialties is practiced. Adaptive Learning exercises support and drive student memorization. Module Quizzes and Examinations reinforce understanding.

**MA 200 — Back Office Clinical Foundations — 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization and autoclave technique. They learn aseptic medical practice as required by OSHA for exposure control, and medical waste disposal. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy.

**MA 201 — Back Office Clinical Skills – 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical skills associated with a physical examination. Medical Ethics are explored, including guarding private information and protecting Patient Rights. Pharmacologic terminology and abbreviations are practiced. Math skills to correctly calculate dosages and convert grams and ounces for medicine administration are practiced.

Students practice and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

**MA 202 — Back Office Clinical Laboratory — 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to Microbiology and Blood Chemistry. Students practice asepsis and the disposal of biohazard waste. Students practice laboratory procedures, including urinalysis, phlebotomy, and hematology. Students will review the purpose and categories of laboratory tests, including the collecting, labeling, transporting, and handling specimens.

**MA 220 — Career Development — 97.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course contains five (5) sections, each pacing with the student along their program path and addresses formative knowledge and skills. Sections include New Student Success, Introduction to Healthcare and the Medical Assistant Role, Certified Medical Assistant and Certified EKG Technician Examination Preparation, and conclude with an Externship Preparation area for monitoring the completion of Background Check, Vaccinations, and Drug Screen Clearance, Resume creation, and Interview Skills Practice.

**MA 300 — Clinical Externship — 180 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of MA 100 – MA 220 with a "C" or better.*

Clinical Externship is a 6-week student placement in a facility that performs various skills depending on specialty. It provides hands-on practice exposure and an opportunity to apply theoretical concepts. The student will assist facility staff with daily duties in the front and back office under staff supervision. This experience marks the transition from being a student to performing as a Medical Assistant.

## **Medical Assistant with Phlebotomy Program (MAPHL) Courses — Blended Program**

### **MA 100 — Front Office Records Management — 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the creation and maintenance of a patient medical record. Training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including the management of patient appointments and the oversight of a medical records system, is reviewed.

Students will study terminology associated with HIPAA, computerization, and appointment and records management. Professional telephone communication skills are simulated. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

### **MA 101 — Front Office Finances — 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to the management of all aspects of medical office finances. Practice includes diagnostic and procedural coding for insurance billing. Students will track claims reimbursement, process patient statements, and review fee collection processes.

Students study terminology associated with financial management. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

### **MA 102 — Front Office Medical Professionals – 79 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course teaches students the fundamentals of medical front office management, common management styles, and associated terminology. Professional communication skills that frame a patient-friendly experience are practiced in written communications to patients, vendors, and insurance companies.

The oversight of reception and treatment areas, patient and employee safety, supplies inventory and ordering, employee training, and office emergency preparedness are included. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

### **MA 110A — Human Anatomy and Physiology for MA 1 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

### **MA 110B — Human Anatomy and Physiology for MA 2 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

### **MA 110C — Human Anatomy and Physiology for MA 3 – 25.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the third of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

**MA 115 — The Electronic Health Record — 44 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the health record as private and protected information defined in the Health Information Portability and Accountability Act of 1996 (HIPAA). Students will learn to navigate through an Electronic Health Record Management system. They will be exposed to various patient and business management features, including time management matrix, record creation, documentation, maintenance, appointment follow-up, services rendered, insurance billing, and reimbursement tracking.

**MA 120A — Medical Terminology A — 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: None*

This course introduces Medical Terminology foundations, including Word Roots Suffixes, and Prefixes. As learning progresses, students learn terms associated with each Body System. Throughout the course, Adaptive Learning exercises that drive student memorization and Quizzes and Examinations reinforce understanding.

**MA 120B — Medical Terminology B — 20 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of MA 120A with a "C" or higher.*

This course builds upon principles learned in Medical Terminology A; including Word Roots, Suffixes and Prefixes. Students learn terms associated with each Body System. Medical Record Case Studies are evaluated, and terminology associated with Medical Specialties is practiced. Adaptive Learning exercises support and individually drive student memorization. Module Quizzes and Examinations reinforce understanding.

**MA 200 — Back Office Clinical Foundations — 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization and autoclave technique.

They learn aseptic medical practice as required by OSHA for exposure control, and for medical waste disposal. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy.

**MA 201 — Back Office Clinical Skills — 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical skills associated with a physical examination. Medical Ethics are explored, including guarding private information and protecting Patient Rights. Pharmacologic terminology and abbreviations are practiced. Math skills to correctly calculate dosages and convert grams and ounces for medicine administration are practiced.

Students practice and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

**MA 202 — Back Office Clinical Laboratory — 90.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to Microbiology and Blood Chemistry. Students practice asepsis and the disposal of biohazard waste. Students will practice laboratory procedures, including urinalysis, phlebotomy, and hematology. Students will review the purpose and categories of laboratory tests, including the collecting, labeling, transporting, and handling specimens.

**MA 220 — Career Development — 97.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course contains five (5) sections, each pacing with the student along their program path and addresses formative knowledge and skills. Sections include New Student Success, Introduction to Healthcare and the



Medical Assistant Role, Certified Medical Assistant and Certified EKG Technician Examination Preparation, and conclude with an Externship Preparation area for monitoring the completion of Background Check, Vaccinations, and Drug Screen Clearance, Resume creation, and Interview Skills Practice.

### **MA 300 — Clinical Externship — 180 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of MA 100 – MA 220 with a “C” or better.*

Clinical Externship is a 6-week student placement in a facility that performs various skills depending on specialty. It provides hands-on practice exposure and an opportunity to apply theoretical concepts. The student assists facility staff with daily duties in the front and back office under staff supervision. This experience marks the transition from being a student to performing as a Medical Assistant.

### **PHL 100 — Phlebotomy Didactic — 60 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course consists of 40 hours of classroom instruction which introduces students to the anatomy and medical terminology about the circulatory system, specimen collection, risk factors, complications, and quality assurance in specimen collection.

Laboratory portions of the course provide hands-on venipuncture training, with procedures verified through a skills check-off system. The 40-hour externship includes a minimum of 50 successful venipunctures and ten (10) skin punctures. Upon completion, students sit for a national exam; Certified Phlebotomy Technician (CPT, NHA).

### **PHL 110L — Phlebotomy Clinical Externship — 40 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: Completion of PHL 100 with a “C” or higher.*

This course consists of 40 hours that includes student placement in a facility that performs venipuncture. It provides the opportunity to observe and participate in hands-on practice and apply phlebotomy theory concepts. The externship allows students to observe and practice venipuncture on various patients. Completion of program requirements creates eligibility to apply for state phlebotomy certification.

## **Psychiatric Technician (PT) Courses – Blended Program**

### **EMB 001 – Essential Medical Bioscience – 80 Clock Hours**

*Prerequisite: This course is required for admission into the Vocational Nurse and Psychiatric Technician Programs.*

This course considers the basics of general and human biology. Students examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry while incorporating some basic medical terminology into the course material and reviewing basic math skills preparing for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

### **PT 100 – Fundamental of Nursing – 96 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: None*

This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability, and cultural sensitivity are presented and analyzed, emphasizing the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship.

The core of the course emphasizes the Licensed Vocational Nurse’s and Psychiatric Technician’s role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

### **PT 110 – Anatomy and Physiology – 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a “C” or better.*

This course covers the structure and function of the human body from the single cell through all body systems, and the interrelatedness of the structure and functions in the body are examined. Basic concepts of fluid, acid/base balance are included.

**PT 120 – Clinical Nutrition – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course considers the basics of Human Nutrition in Health and Disease and focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and outpatient settings.

The course's main goal teaches and prepares VN and PT students to complete basic screening, assessment of patient's nutritional status, and participate in Medical Nutritional Interventions and Therapy, such as Therapeutic Diets, Mechanically-Altered Diets, Enteral and Parenteral Nutrition Support, Pre- and Post-operative Nutrition therapy, and many others.

**PT 130 – Clinical Lab I – 120 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course introduces clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills, which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights and medical asepsis followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers.

Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advanced nursing skills cover managing non-parenteral medications and safe medication administration. Students will be ready to apply their nursing skills in real-life clinical settings upon completing this course.

**PT 200 – Medical-Surgical Nursing for Psychiatric Technicians – 88 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: None*

This course covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect, and nursing implications of commonly used drugs and diet modifications are explored. The role of the practical nurse and psychiatric technician in caring for aging patients both in the home and medical settings is explored.

Clinical experience and client-centered conferences are used to reinforce classroom theory. In this course, students are introduced to the foundation of medical-surgical nursing, such as caring for clients with altered fluid, electrolyte, and acid-base balance, caring for clients in pain, experiencing shock, trauma, and critical illness.

**PT 210 – Pharmacology I – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of two required courses in Pharmacology. Discussions include drug regulations, drug classification, categorization, and methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed.

Students will also be introduced and gain knowledge of medications affecting the cardiovascular system and drugs affecting fluid, acid-base, and electrolyte balance. Drugs impacting other organ systems will be briefly introduced but discussed later in the Advanced Pharmacology course.

**PT 220 – Clinical II – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

The first clinical experience consists of clinical integration with Medical-Surgical Nursing for Psychiatric Technicians. Clinical schedules will vary for each student and will provide the opportunity to relate theory to practice in a supervised situation. The student's ability to provide safe and effective care to selected clients with supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

**PT 300 – Introduction to Modern Psychiatry/Mental Disorders/Developmental Disabilities – 96 Clock Hours/9.5**

**Quarter Credit Hours**

*Prerequisite: None*

This is the first of three (3) courses, Introduction to Modern Psychiatry, Mental Disorders, and Developmental Disabilities covering psychological and mental health concepts related to the psychiatric technician. This course also covers the etiology, pathophysiology, and treatment of mental, emotional, and behavioral disorders.

**PT 310 – Pharmacology II – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of two required courses in Pharmacology, continuing to discuss medications affecting the pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain-management drugs, and drugs affecting the central nervous system will be covered in detail.

**PT 320 – Clinical III – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This portion of the curriculum allows the student to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student's ability to provide safe and effective special care is evidenced by meeting specific behavioral objectives in each clinical area.

**PT 400 – Advanced Mental Disorders – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

The second part of the Mental Disorders, Modern Psychiatry and Developmental Disabilities series covers more advanced pathology, signs, symptoms, prevalence, methods of diagnosis and treatment, and mental and developmental conditions. In this course, students cover assessment of Organic Mental Syndromes, and Case Management.

This course covers the role of the Psychiatric Technician, Psychopharmacology, and Mental Health Nursing I and II. The course reviews management of assault behaviors, client's rights, psychophysiological, neurotic, and psychotic disorders, group therapy, crisis intervention, substance abuse, domestic violence.

**PT 410 – Advanced Developmental Disabilities – 80 Clock Hours/8 Quarter Credit Hours**

*Prerequisite: None*

This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and mental and developmental conditions. Students continue to cover assessment and intervention of the client with developmental disabilities, etiologies, diseases associated with developmental disabilities, teaching, and training using a developmental model, clients rights with developmental disabilities, tests, and measurements, normalization, behavior modification, organic mental syndromes, and case management.

**PT 420 – Clinical IV – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This portion of the curriculum provides the student with an opportunity to relate theory to clinical practice in a supervised situation in psychiatric rotation. The student's ability to provide safe and effective care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

**Vocational Nurse (VN) Courses – Blended Program**

**EMB 001 – Essential Medical Bioscience – 80 Clock Hours**

*Prerequisite: This course is required for admission into the Vocational Nurse and Psychiatric Technician Programs.*

This course considers the basics of general and human biology. Students examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry while incorporating some basic medical

terminology into the course material and reviewing basic math skills preparing for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

### **VN 100 – Fundamental of Nursing – 96 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: None*

This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability, and cultural sensitivity are presented and analyzed, emphasizing the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship.

The core of the course emphasizes the Licensed Vocational Nurse's and Psychiatric Technician's role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

### **VN 110 – Anatomy and Physiology – 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a "C" or higher.*

This course covers the structure and function of the human body from the single cell through all body systems, and the interrelatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte, and acid/base balance are included.

### **VN 120 – Clinical Nutrition – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course considers the basics of Human Nutrition in Health and Disease. This course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and outpatient settings.

This course's main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient's nutritional status, and participate in Medical Nutritional Interventions and Therapy. These include Therapeutic Diets, Mechanically-Altered Diets, Enteral and Parenteral Nutrition Support, Pre- and Post-operative Nutrition therapy, and many others.

### **VN 130 – Clinical Lab I – 120 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills, which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights, and medical asepsis. This is followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers.

Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advanced nursing skills cover managing non-parenteral medications and safe medication administration. Students will be ready to apply their nursing skills in real-life clinical settings upon completing this course.

### **VN 200 – Medical/Surgical Nursing I – 88 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: None*

The first course of the medical/surgical nursing series, through a study of theory relative to the adult client, covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect, and nursing implications of commonly used drugs, and diet modifications are explored.

The role of the practical nurse in caring for aging patients, both in the home and medical settings, is explored. Clinical experience and client-centered conferences are used to reinforce classroom theory. This course

introduces students to the foundation of medical-surgical nursing such as caring for clients with altered fluid, electrolyte, and acid-base balance, caring for clients in pain, experiencing shock, trauma, and critical illness.

The caring for clients with inflammation, infection, altered immunity, loss, grief, and end-of-life care are also covered. Disrupted respiratory, cardiovascular, hematologic, and lymphatic functions are discussed emphasizing nursing and continuing care. Specific consideration is given to caring for clients with cancer and oncological care.

#### **VN 210 – Pharmacology I – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of two required courses in Pharmacology discussing drug regulations, drug classification, categorization, and methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed.

Students will also be introduced and acquire knowledge in medications affecting the cardiovascular system and drugs affecting fluid, acid-base, and electrolyte balance. Drugs impacting other organ systems will be briefly introduced but discussed later in the Advanced Pharmacology course.

#### **VN 220 – Clinical II – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This course consists of twelve weeks of externship, integrated with Medical-Surgical Nursing I. Externship schedules will vary as to the term for each student, which allows students to relate theory to practice in a supervised situation. The student's ability to provide safe and effective nursing care to selected clients is evidenced by meeting specific behavioral objectives in each clinical area.

The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily Medical-Surgical Nursing, with some students assigned to specialty areas.

#### **VN 300 – Medical/Surgical Nursing II – 96 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: None*

This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis, treatment, and medical and surgical conditions. This course examines disrupted endocrine, urinary, reproductive, neurologic, musculoskeletal, and integumentary functions.

#### **VN 310 – Pharmacology II – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of two required courses in Pharmacology discussing medications affecting the pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain-management drugs, and drugs impacting the central nervous system will be covered in detail.

#### **VN 320 – Clinical III – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This course allows students to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student's ability to provide safe and effective nursing care is evidenced by meeting specific behavioral objectives in each clinical area. The student's progress is documented on the Counseling/Probation form. Clinical areas for this quarter will be medical, surgical, and other specialty focuses.

#### **VN 400 – Obstetrical Nursing – 44 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course emphasizes the total care of the obstetrical client, including the therapeutic uses and effects of drugs during pregnancy, labor and delivery, the immediate postpartum period, and nutrition-related to pregnancy and

lactation. Care of the newborn is included. The role of the family and the importance of bonding are stressed. Clinical experience and client-centered conferences reinforce classroom theory.

**VN 410 – Pediatric Nursing – 44 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course introduces pediatric nursing through theory. The focus is on meeting the basic human needs of the pediatric client and their family, utilizing critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, and the nursing process. Professionalism and caring are emphasized.

The practical nurse's role related to the concepts of growth and development, health promotion, and illness prevention is discussed and demonstrated. Didactic focus is on the most common illnesses and conditions that the nurse is likely to encounter while working with children and their families in the acute care setting.

**VN 420 – Psychiatric Nursing – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: None*

This course offers an overview of the practical nurse's role in preventing and treating mental illness, nursing management of the neurotic and psychotic client, the client with organic brain syndrome, and the suicide client. Clinical experience consists primarily through observation.

**VN 430 – Clinical IV – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: None*

This portion of the curriculum allows the student to relate theory to clinical practice in a supervised situation in maternity, pediatric, and psychiatric rotations. The student's ability to provide safe and effective nursing care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

**VN 440 – Preparation for NCLEX – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: None*

This course covers the application of critical thinking and test-taking strategies in preparing nursing students for licensure success. The course is based on the most current NCLEX Test Plan, addressing patient safety, provision of effective care healthcare environment, healthcare promotion and maintenance, and physiological and psychosocial integrity.

Content includes the nursing process, fundamentals of care in nursing, communication with psychiatric clients, and nursing care of the children, women of childbearing age, the elderly, medical-surgical clients, and more.

**International Nurse Graduate Courses – Residential Program**

**RN 180 – Nursing Transition Advanced Placement Theory and Lab Course (47 clock hours = 3 Semester Units Theory, 68 clock hours = 2 Semester Units Lab)**

*Prerequisite: None*

This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on the transition from LVN to RN, legal and ethical responsibilities, nursing process, critical thinking, evidence-based practice, registered nurse competencies, and management in primary, secondary, and tertiary healthcare systems.

The lab component of this course focuses on the utilization of the nursing process, critical thinking, and application of theory to skills in various patient case scenarios. The course focuses on dosage calculation, assessment, intravenous administrations, central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning skills.

**RN 300 – Maternal Newborn Theory (3 Units, 45 clock hours)**

*Prerequisite: None*

This course covers comprehensively maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mother and newborn are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

**RN 301 – Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)**

*Prerequisite: None*

This course is taught at a clinical site, applying theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 302 – Care of Children Theory (3 Units, 45 clock hours)**

*Prerequisite: None*

In-depth identification of various diseases affecting the child through young adulthood, including physical and developmental maturation. Cultural variations and family interactions are explored. Disease prevention, health maintenance, and appropriate therapeutic interventions such as pharmacologic agents and nutrition are included.

**RN 303 – Care of Children Clinical (1.5 Units, 67.5 clock hours)**

*Prerequisite: None*

This course is taught at a clinical site, applying theoretical content into practice with attention to patient-centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes is emphasized.

**RN 304 – Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)**

*Prerequisite: None*

This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Disorders of the following systems are reviewed: integumentary, gastrointestinal, genitourinary, endocrine, sensory, and hematology problems.

Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes which occur through older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight, which will enable safe, effective patient-centered care.

**RN 305 – Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)**

*Prerequisite: None*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory course caring for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 400 – Mental Health Theory (2 Units, 30 clock hours)**

*Prerequisite: None*

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationship and use of effective and non-effective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders of children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 – Mental Health Clinical (2 Units, 90 clock hours)**

*Prerequisite: None*

This course is taught at clinical sites, facilitating the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations such as homelessness, family violence, child abuse, HIV, and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 – Medical/Surgical IV Theory-Complex Med/Surg & Leadership (3 Units, 45 clock hours)**

*Prerequisite: None*

This course incorporates previous medical-surgical nursing theory emphasizing the integration of pathophysiology, nutrition, pharmacology, and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions.

Focus on holistic care for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored related to managing complex medical-surgical health alterations.

**RN 403 – Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)**

*Prerequisite: None*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory course caring for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**Diagnostic Medical Imaging Advanced Clinical Practicum — Continuing Education Courses****DMI 670C — Advanced Clinical Practicum (45 clock hours)**

*Prerequisite: None*

This course allows students to perform clinical repetitions in advanced imaging modalities, including MRI, CT, or Mammography. Repetitions will be directly related to post-primary certification exam requirements. This course is repeatable a maximum of three (3) times.



## **POLICIES SPECIFIC TO NEVADA STUDENTS**

### **ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES**

#### **Nevada Distance Education Facility Location**

6390 W. Cheyenne Avenue, Suite F-3  
Las Vegas, NV 89108  
(725) 218-1600

The San Mateo main campus has a distance education facility (office space) in Las Vegas, Nevada. This facility provides distance education to students in Nevada. However, no instruction is administered at the facility, and program enrollment is through the San Mateo main campus.

### **ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP**

Gurnick Academy of Medical Arts is licensed to operate by the Nevada Commission on Postsecondary Education and is authorized to offer degree programs. The programs are offered via distance education, and the facility located in Nevada is a distance education facility.

### **LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER**

Graduates from this institution's programs may wish to obtain additional credentials in addition to the educational credential obtained as a result of completing their program of study. Certifications are available for all of the institution's programs. Nevada does not currently require MRI technicians to obtain any license or certification for the Associate of Science in MRI program.

Licensing examinations and their content are controlled by outside agencies. Gurnick Academy of Medical Arts cannot guarantee that graduates will pass their licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by Gurnick Academy of Medical Arts but by outside agencies and are subject to change by the agency without notice to Gurnick Academy of Medical Arts. Therefore, Gurnick Academy of Medical Arts cannot guarantee that graduates will be eligible to take licensing certification exams at all or at any specific time, regardless of their eligibility status upon enrollment.

Often the eligibility of program graduates is impacted by the specific programmatic accreditation of Gurnick Academy of Medical Arts' programs. Several of Gurnick Academy of Medical Arts' programs possess appropriate programmatic accreditations that meet certifying agency educational requirements. Please refer to the individual program listings in this catalog to determine the programmatic accreditation standing of a specific program.

#### **Programs Specific Licensure, Certification & Registry Disclaimer**

##### **Associate of Science in MRI Program (A.S. in MRI)**

Graduates of the Associate of Science in MRI Program can sit for ARRT (MR) exam.

## **FINANCIAL POLICIES**

### **REFUND**

If Gurnick Academy of Medical Arts has substantially failed to furnish the training program agreed upon in the enrollment agreement, Gurnick Academy of Medical Arts shall refund all the money the student has paid.

If a student cancels their enrollment before the start of the training program or no later than three (3) days after signing the Enrollment Agreement, Gurnick Academy of Medical Arts shall refund to the student all the money the student has paid.

Cancellation may occur when the student provides a written notice of cancellation to the campus. This can be done electronically, by mail, or by hand delivery. 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 is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

If a student withdraws or is expelled by Gurnick Academy of Medical Arts after the start of the training program and before the completion of more than 60 percent of the program, Gurnick Academy of Medical Arts shall refund the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$100, whichever is less.

If a student withdraws or is expelled by Gurnick Academy of Medical Arts after completion of more than 60 percent of the training program, Gurnick Academy of Medical Arts is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

If a refund is owed, Gurnick Academy of Medical Arts shall pay the refund to the person or entity who paid the tuition within 15 calendar days after whichever of the following is applicable:

1. Date of cancellation by a student of his or her enrollment;
2. Date of termination by the institution of the enrollment of a student;
3. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
4. Last day of attendance of a student.

Books, educational supplies, or equipment for individual use are not included in the policy for refund, and a separate refund must be paid by Gurnick Academy of Medical Arts to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

For the purposes of this section:

1. The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.
2. The period of time for a training program is set forth in the enrollment agreement.
3. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies, or equipment that is listed separately from the tuition and fees.

If Gurnick Academy of Medical Arts cancels or changes a training program agreed upon in the enrollment agreement, Gurnick Academy of Medical Arts will:

1. Offer the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement of the program in which the student is enrolled within approximately the same period at no additional cost, if available, or
2. Obtaining the written agreement of the student to the specified changes and a statement that the student is not being coerced or forced into accepting the changes unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

# STUDENT CODE OF CONDUCT

## DRUG FREE

### Local, State, and Federal Legal Sanctions

Laws Governing Alcohol, Controlled Substances & Health Risks

*A violation of any law regarding alcohol and controlled substances is also a violation of the Student Code of Conduct and will be treated as a separate disciplinary matter.*

Drug use during pregnancy may result in fetal damage and congenital disabilities, causing hyperactivity, neurological abnormalities, and developmental difficulties.

## PREGNANCY

Gurnick Academy of Medical Arts provides all students with a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether or not they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed. However, if a student chooses to declare her pregnancy to program officials, she must provide written notification.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

### Options

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in training with Gurnick Academy of Medical Arts, reserving the right to contact the physician to verify the student's physical activity level and ability to complete all requirements of the clinical experience.
2. The student may take a leave of absence for such a long period of time as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

For students in Associate of Science in Magnetic Resonance Imaging Program there is an additional option:

3. Students may also continue the training with a modification of clinical assignments. This option means the student would have the choice to delay clinical assignments and/or competencies in areas high in potential hazardous exposure. However, in order to accomplish this successfully, the training may need to be extended. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue in training.

## STUDENT GRIEVANCE AND APPEALS

Our academy is dedicated to the fair treatment of and professional conduct with students. In compliance with Office of Civil Rights (OCR) recommendations, this policy and procedure pertains to grievances of various natures, including but not limited to academic, discrimination, harassment and bullying. Students are first encouraged to discuss any concerns or questions regarding policies and/or decisions rendered directly with the party with whom the student has a concern.

Should any student have a complaint, the student is asked to discuss the matter within five days directly with an Instructor or Administrative Manager/Designated School Official who will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. An effort to define the problem
2. An effort to identify acceptable options for resolution
3. An attempt to resolve the conflict through the application of one or more acceptable options for resolution

If, as a result of these discussions, the student does not feel that the issue has been satisfactorily resolved, he or she may, within five (5) days, file a written complaint directly with the Program Director who will do their best to resolve the matter at hand for the benefit of the student and the academy. The Program Director will try to resolve or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If, after following these steps, the Program Director is unable to remedy the issue and the student is still unsatisfied with the solution, then the Campus Director will investigate all written complaints, attempt to resolve all such complaints, and record an entry into the campus's official log.

The formal process will require the student's submission of a written description of the specific complaint and the desired remedy, accompanied by any available documentation. The Campus Director will have five (5) days to respond to the grievance and determine a fair course of action. The Campus Director may notify the student of the decision reached. If need be, students may also follow the Appeals Procedures outlined below for further course of action.

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy of Medical Arts has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Strategy and Innovation.

**Note:** A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied their appeal.

If the Campus Director is unable to remedy the issue and the student is still unsatisfied with the outcome, the student may ask the Campus Director, in writing, to forward all written grievances and correspondence to the Appeals Committee. The Appeals Committee will have five (5) working days to respond to the appeal and determine a fair course of action.

All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director or Appeals Committee and on a "need-to-know" basis. The decisions rendered by the Appeals Committee will be the final and binding decision of the academy.

Students may be withdrawn either by self-withdrawal or by academic withdrawal. A student who self-withdraws will be processed through the drop process. Students who are academically withdrawn may dispute the withdrawal through the student grievance and appeals process. To initiate the grievance and appeals process, the students must submit a written appeal within five (5) days of being notified of the withdrawal. After five (5)

days, the student will be dropped via the drop process if no written appeal has been submitted.

If a written appeal is submitted within the allotted time, the student grievance and appeals process will start, and the student will be placed on Active Warning status and must attend all instruction until the grievance and appeals process has been completed and a final decision has been made. Please see the Student Grievance and Appeals section for detailed information.

## **STUDENT SERVICES**

### **Consumer Protection**

Gurnick Academy of Medical Arts has not entered into a transfer or articulation agreement with any other college or university. As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement.

## **PROGRAM DELIVERY**

The Associate of Science in MRI delivery method is blended. Lectures and labs are held online and clinical/practicum at an assigned clinical site(s).

**NOTE:** Please review the attached Addendum for any changes and updates that we may have regarding our programs and the Academy as a whole.





# **GURNICK**

## **A C A D E M Y**

# ADDENDUM

## FOR CATALOG

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*NOTE: Addendum is always attached to Gurnick Academy Catalog. Together, Addendum and Catalog (also, in the event if the catalog is outside of its period of effectiveness), represent current and updated information.*

## FACULTY AND STAFF

### Dr. John McGahan, MD

Medical Director

MD – University of Oregon Medical School – Portland, OR

BS – Gonzaga University – Spokane, WA

Dr. McGahan has over 50 years of experience.

## CORPORATE OFFICE STAFF

Aaron Tilbury	Director of Campus Safety (FT)
Alexandra “Sasha” Malyugina	Process Coordinator (FT)
Amy Huang	Compliance & Process Manager (FT)
Anastasia Martynova	Online Admissions Associate Advisor (FT)
Andrew (Drew) Aydelott	Systems Administrator (FT)
Araceli Enriquez	Financial Aid Advisor (Remote-Online) (FT)
Austin Kruis	Admissions Associate Advisor (FT)
Charles Wu	Desktop Support Specialist (FT)
Christina Salazar	Assistant Director of Financial Aid (FT)
Christy Walston	Marketing Coordinator (FT)
Cindy Chamberlin	SEO Content Writer (FT)
Corrine Furtick	Associate Director of Financial Aid (FT)
Crystal Hickam	Collections Specialist (FT)
Danaelle Saucedo	Career Services Coordinator II/Corporate Support (FT)
Danielle Palengat	Corporate Registrar & Corporate Student Services Manager (FT)
Dave Kuhs	Career Services and Talent Acquisition Director (FT)
Denise Saucedo	Admissions Associate Advisor (FT)
Elena Danilova	Executive Director of Clinical Development (FT)
Felicia Tolliver	Corporate HealthCare Recruiter (FT)
Geneva Furtick	Financial Aid Assistant (FT)
Guadalupe Fernandez	Admissions Associate Advisor (FT)
Guadalupe Otero	Director of Nursing Operations (FT)
Hadayatullah “Hadayat” Yousfzai	IT Support Specialist (FT)
Janae Watson	Financial Aid Advisor (Remote-Online) (FT)
Jason Ho	Compliance Director (FT)
Jeff Stieglitz	Network Administrator (FT)
Jenilee Ceralde	Accounts Payable Accountant (FT)
Jennifer Moore	Financial Aid Manager (FT)
Jessie Lorenty	Financial Aid Advisor II (Remote-Online) (FT)
Juanita Harper	Financial Aid Manager (FT)
Julie Ritchie	Admissions Advisor Online (FT)
Kamilia Bell	Financial Aid Director (FT)
Katherine Tassell	Assistant Director of Admissions (FT)
Kelley Giaramita	Faculty Development and Resiliency (Wellness) Facilitator (FT)
Keyscha Moorer	Financial Aid Advisor (Remote-Online) (FT)

Kirill Blokhin	Executive Personal Assistant (FT)
LaNae Herrera	Assistant Director of Financial Aid (FT)
Leonard Zarate	Career Services Manager (FT)
Li Xing Zhao	System Administrator (FT)
Marguerite (Madeline) Reffel	Admissions Advisor Online (FT)
Marci Licon	Recruiting Sourcer (FT)
Marie Hill-Iglesias	Financial Aid Advisor (Remote-Online) (FT)
Mary-Anne Douglas	Executive Assistant, Department of Nursing (FT)
Matthew Kuhs	Faculty Orientation and Development Coordinator/PEP Manager (FT)
Mercedes Hereford	Financial Aid Manager (FT)
Michelle Bolanos	Associate Director of Financial Aid (FT)
Nicholas Colombo	Director of Marketing (FT)
Olga Chupric	Accounting Manager (FT)
Olga Guchek	System Administrator (PT)
Richelle Robertson	Financial Aid Advisor (Remote-Online) (FT)
Ruth Nunez	Financial Aid Assistant (FT)
Sabina Kozamkulova	Registrar Coordinator (FT)
Serguei Kakhnovich	Marketing Specialist (FT)
Shanequa Mayes	Financial Aid Assistant (FT)
Shelvia Salvano	Director of Nursing Clinical Operations (FT)
Stella Chen	Accounts Receivable Specialist (FT)
Stephanie Nguyen Vargas	HR Manager (FT)
Stephanie Romero	Financial Aid Advisor (FT)
Sydney Tran	Admissions Advisor-Remote (FT)
Tanya Tran	Director of Admissions (FT)
Tiffany Chan	Accounts Receivable Manager (FT)
Tiffany Nguyen	HR Generalist (FT)
Tonya Sanders-Govan	Financial Aid Advisor (FT)
Tyrone Williams	Financial Aid Advisor II (Remote-Online) (FT)
Val Pashchenko	IT Manager (FT)

## PROGRAM DIRECTORS AND SUPERVISORS

Aarash Kioumehri	XTMAS Program Director
Alberto Verdad	VN Associate Program Director
Catherine Ammenti	A.S. in PTA Program Director
Cheryl Young	B.S. in Radiation Therapy Program Director
Christy Foster Bollman	Executive Director of A.S. in Radiologic Technology
Donna Bega	DA Program Director
Elizabeth Rosebrock	Executive Director of B.S. in DMI/Program Director of A.S. in RT/XTMAS Program Director
Farrah Johnson	A.S. in Nuclear Medicine Program Director
Jay King	XTMAS Program Director
Jorge Aguilera	A.O.S. in UT Program Director

Kristina Souza	A.O.S. in UT Program Director
Larisa Lein	A.O.S. in UT Program Director
Larisa Revzina	VN/PT/PHL Program Director
Lisa Deans	Assistant Clinical Program Director of A.S. in MRI
Lisa Dianda	Executive Director of MA Program
Minhaaj Qasmi	Program Director of A.S. in MRI
Rebecca "Beckie" Mossor	A.S. in VMT Program Director
Sabia Young	Director of Quality Education
Samantha Manlosa Sanchez	ADN and BSN Executive Program Director
Tamra Skye	Director of General Education
Therese Gotto	A.S. in RT Associate Program Director
Venessa Cacacho	Director of Online Nursing Programs/RN to BSN

## Online Staff

Tamra Skye	Director of General Education (FT)
Christine Peppers	Director of Learning Management System (LMS), Moodle Division
Ashley Taylor	Moodle Support & Orientation Assistant (FT)
Cassaundra Keith	LMS Assistant Manager (FT)

## Online Faculty

### Full Time

<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has 7 years of experience.
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### Part Time

<b>Ana Maria Estrada-Sanchez, PhD</b>	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
<b>Anna Parievsky, PhD</b>	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has 9 years of experience.
<b>Beth-Anne White, MS</b>	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</b>	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has 15 years of experience.
<b>Jennifer Rani, RN</b>	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA

<b>Ludmila Kisseleva-Eggleton, PhD</b>	Didactic Instructor	BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience. PhD – Russian Academy of Sciences – St. Petersburg, Russia
<b>Sanjana Krishnamurthy, M. Sc, MS,</b>	Online Instructor (Biosciences)/STEM Chair	Dr. Eggleton has over 30 years of experience. MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Steven Visniski, BEE, MBA, DrBA</b>	Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
<b>Tamra Skye, DA</b>	GE Didactic Instructor	DA – Harrison Middleton University – Tempe, AZ MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has 26 years of experience.
<b>Maritherese (Marcy) Keller, MSN, RN, PHN</b>	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – California State University, Stanislaus – Stanislaus, CA Ms. Keller has 18 years of experience.
<b>Laura Werner, DC, RN</b>	GE Didactic Instructor	DC – The Chiropractic College – San Lorenzo, CA MSN – Orvis School of Nursing – Reno, NV BSN – Orvis School of Nursing – Reno, NV BA – Western Illinois University – Macomb, Illinois Dr. Werner has over 23 years of experience.
<b>Michelle Abou Naoum, MS</b>	Adjunct Online Instructor	MS – CSU, Fresno – Fresno, CA BS – CSU, Fresno – Fresno, CA Ms. Naoum has 6 years of experience.
<b>Amalia H. Rubin, MA</b>	GE Didactic Instructor	MA – University of Washington – Seattle, WA BA – State University of New York at Buffalo – Buffalo, NY Ms. Rubin has 9 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Anita Ramani, BS, M.Ed</b>	GE Didactic Instructor	M.Ed – University of Cincinnati – Cincinnati, OH BS – University of Cincinnati – Cincinnati, OH Ms. Ramani has 27 years of experience.
<b>David Olsher, BA</b>	GE Didactic Instructor	BA – Hartwick College – Oneonta, NY Mr. Olsher has 22 years of experience.
<b>Gene Gushansky, BA MA</b>	GE Didactic Instructor	MA – University of Northern Colorado – Greeley, CO BA – University of Northern Colorado – Greeley, CO Mr. Gishansky has 15 years of experience.

## SAN MATEO CAMPUS

### San Mateo, CA – Staff

Fred Faridian	Campus Director, Title IX Coordinator (FT)
Gleb Nikitenko	Associate Campus Director (FT)
Ariel Crisostomo	VN Simulation Lab Technician (FT)
Briana Powell	Outreach Development Manager (FT)
Candice Yee	A.O.S in UT Instructional Aide (PT)
Derrick Nguyen	Front Desk Representative/Admissions Assistant (FT)
Richard Olayvar	Student Services Coordinator (FT)
Kathryn Leonard	Admissions Advisor-Remote (FT)
Latissa Clement-Drew	Financial Aid Advisor (FT)
Neema Patel	Career Services Coordinator (FT)
Randy Kim	A.S. in PTA Lab Teaching Assistant (PT)
Shay Cash	Front Desk Supervisor (FT)
Tong Hong	Student Services Coordinator (FT)

### San Mateo, CA – Associate of Science in Physical Therapist Assistant Program Faculty

#### Full Time

<b>Catherine Ammenti, MPT</b>	ASPTA Program Director/Director of Clinical Education (DCE)	MPT– Samuel Merritt College – Oakland, CA BS – San Francisco State University – San Francisco, CA Ms. Ammenti has over 17 years of experience.
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#### Part Time

<b>Patricia Kunse, MS PT</b>	Didactic Instructor	MS – Texas Women’s University – Denton, TX BS –University of Santa Clara – Santa Clara, CA Ms. Kunse has over 31 years of experience.
<b>Larry Lee Leong, PT, BS, MBA, MS</b>	Didactic Instructor	BSPT – De La Salle University – Dasmarinan City, Philippines MBA – Ateneo de Manila University – Makati City MS HAPI – New York Chiropractic College – Seneca Falls, NY Mr. Leong has over 16 years of experience.
<b>Joseph Westlake, PT, DPT</b>	Didactic Instructor	DPT – The State University of New York – New York, NY BS – University of Buffalo – Buffalo, NY Dr. Westlake has over 4 years of experience.
<b>Aaron Huie, PT, DPT</b>	Didactic Instructor	DPT – West Coast University – Los Angeles, CA BS – Exercise Biology, UC Davis – Davis, CA Mr. Huie has over 3 years of experience.
<b>Henry Nguyen, PTA, BS</b>	Didactic Instructor	PTA – Sacramento City College – Sacramento, CA BS – Business Administration Cal State Hayward – Hayward, CA Mr. Nguyen has over 6 years of experience.
<b>Lydia Hamstra, PT, DPT</b>	Didactic Instructor	DPT – Regis University – Denver, CO Ms. Hamstra has over 3 years of experience.

<b>Mai-Huong Nguyen, PT, DPT</b>	Didactic Instructor	DPT – University of St. Augustine for Health Sciences – St. Augustine, FL BS – San Jose State University – San Jose, CA Ms. Nguyen has over 6 years of experience.
<b>Lydia Gottlove, PTA</b>	Didactic Instructor	BA – Covenant College – Lookout Mountain, GA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Gottlove has over 7 years of experience.
<b>Erin Schulz, PT, DPT</b>	Didactic Instructor	DPT – University of the Pacific – Stockton, CA BA – Santa Clara University – Santa Clara, CA Ms. Schultz has over 5 years of experience.

### San Mateo, CA – Medical Assistant Program Faculty

Full Time		
<b>Hayam Demian, MD, CCMA</b>	MA Program Coordinator	BS – Alexandria University – Egypt Ms. Demian has over 15 years of experience.
<b>Jesus Garcia-DeLeon</b>	Didactic Instructor II	AAS – Heald College – Hayward, CA CPT-1 – Kaiser Permanente School of Allied Health – Richmond, CA Mr. Garcia-DeLeon has over 3 years of experience.

Part Time		
<b>Muwafaqu Al-Asad</b>	Didactic Instructor II	MD – Grigore T. Popa University of Medicine and Pharmacy – IASI, Romania BS – Institute of Higher Education – Pitesi, Romania Mr. Al-Asad has over 26 years of experience.

### San Mateo, CA – Associate of Occupational Science in Ultrasound Technology Faculty

Full Time		
<b>Larisa Lein, MS, RDMS(AB BR), RVT(VT), RDCS(AE)</b>	A.O.S. in UT Program Director	MS – University of Moscow – Moscow, Russia BS – University of Moscow – Moscow, Russia UT – St. Vincent's Medical Center – Bridgeport, CT Ms. Lein has over 29 years of experience.
<b>Phuong Ly, BS, RDMS (AB BR OB/GYN, RVT(VT))</b>	Clinical Coordinator	BS – University of Oklahoma – Norman, OK Ms. Ly has over 19 years of experience.
<b>Caryn Rorabaugh, BS, RDMS(AB OB/GYN), RVT(VT)</b>	Concentration Coordinator	BS – Biomedical Sciences, Diagnostic Imaging – University of Wisconsin – Milwaukee, WI Ms. Rorabaugh has over 31 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Andrew Stalter, RDMS(AB), RVT(VT)</b>	Didactic/Clinical Instructor	BS – Indiana University – South Bend, IN AAS – Jackson College – Jackson, MI Mr. Stalter has over 14 years of experience.

Part Time / Per Diem		
<b>Ana Maria Estrada-Sanchez, PhD</b>	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico



<b>Vivian Sasaki, RDMS(AB OB/GYN), RVT(VT)</b>	Didactic Instructor	Ms. Estrada-Sanchez has over 12 years of experience. UT – Gurnick Academy of Medical Arts – San Mateo, CA
<b>Jane Rizzo, BS, RDMS(AB BR OB/GYN)</b>	Didactic Instructor	Mrs. Sasaki has over 8 years of experience. BS – Excelsior College – Albany, NY AS - Merritt Community College – Oakland, CA AA – Bakersfield College – Bakersfield, CA Certificate UT Technology – Foothill College – Los Altos, CA Ms. Rizzo has over 23 years of experience.
<b>Ludmila Kisseleva-Eggleton, PhD</b>	GE Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia
<b>Helen Hsu, BS, RDMS(AB OB/GYN), RVT(VT)</b>	Didactic/Clinical Instructor	Dr. Eggleton has over 30 years of experience. BS – University of California, Davis – Davis, CA Certificate – Kaiser Permanente School of Allied Health Sciences – Richmond, CA Ms. Hsu has over 13 years of experience.
<b>Ronald Alivia, MS, ARDMS</b>	Didactic Instructor	AS - Foothill College - Los Gatos, CA MS - Touro University of Nevada - Henderson, NV BS - University of California, Los Angeles - Los Angeles, CA AS - Foothill College - Los Gatos, CA Mr. Alivia has 8 years of experience.

### San Mateo, CA – Associate of Science in MRI Program Faculty

#### Full Time

<b>Minhaaj Qasmi, BS, ARRT (MR)</b>	Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.
<b>Lisa Deans B.S, R.T.(R) (MR) (ARRT)</b>	Assistant Clinical Program Director of A.S. in MRI	BS – University of New Mexico – Albuquerque, NM Ms. Deans has over 20 years of experience.
<b>Robert Trimboli, R.T.(MR)(ARRT)</b>	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.
<b>Konstantin Tovarian, MD</b>	Clinical Coordinator	MD – Rostov State Medical University – Rostov-on-Don, Russia Diploma – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Tovarian has over 6 years of experience.
<b>Rufus Broomfield, R.T.(R)(MR)(ARRT)</b>	Clinical Coordinator	BS – University of Phoenix – Phoenix, AZ AS – Charles Drew University – Los Angeles, CA Mr. Broomfield has over 8 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.

#### Part Time

<b>Joe Madariaga, CRT, ARRT</b>	Didactic Instructor	BS – Gurnick Academy – Concord, CA AS– Fullerton College – Fullerton, CA Mr. Madariaga has over 38 years of experience.
<b>Anna Parievsky, PhD</b>	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
<b>Stephen Deitch, MRSO</b>	Didactic Instructor	BA – University of Phoenix – Online

<b>Sonia Duarte, MSN, RN NED</b>	GE Didactic Instructor	AS – Pima Medical Institute – Denver, CO Mr. Deitch has over 24 years of experience. MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Kevin Turner, BAS, RT</b>	Didactic/Clinical Instructor	BAS – Thomas Edison State University – Trenton, NJ Mr. Turner has over 7 years of experience.
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.

### San Mateo, CA – Associate of Science in Veterinary Medical Technology Program Faculty

#### Full Time

<b>Rebecca “Beckie” Mossor, RVT</b>	A.S. in VMT Program Director	BIS – University of North Carolina at Pembroke – Pembroke, NC AAS – Central Carolina Community College – Sanford, NC Ms. Mossor has 15 years of experience.
<b>Katie Semuta, CVT</b>	Clinical Coordinator	BS – Wilson College - Chambersburg, PA, AA – Harrisburg Area Community College – Harrisburg, PA Ms. Semuta has 14 years of experience.

#### Part Time

<b>Joseph Menicucci, DVM</b>	Veterinarian/Didactic Instructor	DVM – Western University of Health Sciences – Pomona, CA Dr. Menicucci has over 10 years of experience.
<b>Nancy Turner, DVM</b>	Veterinarian/Didactic Instructor	DVM – Texas A&M – College Station, TX Ms. Turner has over 12 years of experience.

### San Mateo, CA – Vocational Nurse Program Faculty

#### Full Time

<b>Alberto Verdad, BSN, MAN</b>	Associate VN Program Director	MAN – De La Salle University – Dasmaringas, Philippines BSN – De La Salle University – Dasmaringas, Philippines Mr. Verdad has over 32 years of experience.
<b>Rebecca Paguyo, LVN</b>	Clinical Instructor	Ms. Paguyo has over 30 years of experience.
<b>Guillermo Paredes, MD, RDMS (AB)(OB), RVT</b>	Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
<b>Sashi Bir, RN, MSN/MBA/HC</b>	Clinical Coordinator	MSN/MBA/HC – University of Phoenix – Phoenix, AZ Ms. Bir has over 10 years of experience.
<b>Maria Teresa Norgene D. Erfe, RN</b>	Clinical Instructor	BSN – Philippine Women’s University – Manila, Philippines Ms. Erfe has over 37 years of experience.
<b>Ira Maceda, LVN</b>	Didactic/Clinical Instructor	BS – Business Administration University of East Manila – Philippines LVN – Advanced Pro Nursing Institute – Hayward, CA CNA – Vocational Nursing Institute – San Leandro, CA Ms. Maceda has over 12 years of experience.
<b>Judy Rogers, RN, BSN</b>	Didactic/Clinical Instructor	JD - San Joaquin College of Law - Clovis, CA BS - Florida International University - Miami, FL Diploma - UHS Wilson Regional Medical Center - New York, NY

Ms. Rogers has 32 years of experience.

## Part Time

<b>George Gilbert, MBA, BS, AA</b>	Didactic Instructor	MBA – Keller Graduate School – Fremont, CA BS Education – New Mexico State University – Las Cruces, NM AA – Chabot College – Hayward, CA Mr. Gilbert has over 26 years of experience.
<b>Resty Villarina, RN, BSN</b>	Didactic Instructor	BSN – Arellano University – Manilla, Philippines Mr. Villarina has over 19 years of experience.
<b>Joseph Mojares, RN, MSN, CNL</b>	Didactic Instructor	MSN/FNP – Chamberlain University – Online BSN – Sonoma State University – Rohnert Park, CA Mr. Mojares has over 30 years of experience.
<b>Cherina Tinio, RN, MSN, BSN</b>	Didactic/Clinical Instructor	MSN – San Francisco State University – San Francisco, CA BSN – Manila Doctors College of Nursing – Philippines Ms. Tinio has 40 years of experience.
<b>Natividad “Gigi” Beckner, MSN, BSN</b>	Didactic Instructor	MSN – San Jose State University – San Jose, CA BSN – San Juan De Dios College of Nursing – Philippines Msl. Beckner has over 38 years of experience.
<b>Mercedes German, RN, MSN</b>	Didactic Instructor	MSN – San Francisco State University – San Francisco, CA Ms. German has over 20 years of experience.
<b>Emily Ganem, RN, MSN</b>	Clinical Instructor	MSN – Sacred Hear University – Fairfield, CT BSN – Sacred Hear University – Fairfield, CT Ms. Ganem has 6 years of experience.

## CONCORD CAMPUS

### Concord, CA – Staff

Joe Kheuasida	Interim Campus Director; Title IX Coordinator (FT)
Adeeba Aqmal	Student Services Coordinator (FT)
Ali Anwar	LXTMAS Instructional Aide (PT)
Amy Tran	Student Services Coordinator (FT)
Anna Pimentel	Admissions Manager (FT)
Aristotle Lara	Nursing Simulation Technician (FT)
Breyanni Vaughn	Admissions Advisor (FT)
Christine Abenoja	Campus Support (PT)
Clauden Duaman	Front Desk Representative (FT)
Dacia Sanders	Faculty Support (FT)
Daniel Preza	VN Instructional Aide (PT)
David Alarid Jr.	VN Instructional Aide (PT)
Dessie Douglas	Financial Aid Advisor (FT)
John Paul Reyes Tandog	VN Instructional Aide (PT)
Krystiana Roan	Associate Admissions Advisor (FT)
Lea Boe	Outreach Development Manager (FT)
Maria Alfonso	Evening Front Desk Representative (FT)
Mary Evangeline Espino	Faculty Support (PT)

Melissa Gil	Admissions Assistant (FT)
Monica Perez	Student Services Coordinator (FT)
Phuong Nguyen	Financial Aid Manager (FT)
Regina Chu	ASRT Lab Assistant (PT)
Shelby Rose	Career Services Coordinator (FT)
Steven Brown	Admissions Advisor (FT)
Tania Dorame	Admissions Advisor (FT)
Vang Yang	Admissions Advisor (FT)
Yvette Hill	Career Services Coordinator (FT)

## Concord, CA – Bachelor of Science in Nursing Program Faculty

### Full time

<b>Samantha Manlosa Sanchez, RN, BSN, MSN/ED</b>	BSN Executive Program Director	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
<b>Alma Joan Zulueta, BSN</b>	Clinical Coordinator	BSN - Manila Doctors College - Manila, Philippines Ms. Zulueta has 33 years of nursing experience
<b>Venessa Cacacho, RN, MSN</b>	Director of Online Nursing Programs/RN to BSN Program	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.
<b>Shelvia Salvano, RN, MSN/NED</b>	BSN Assistant Program Director/Simulation Manager	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.
<b>Aimee Lopez-Baena, RN, MSN, BSN</b>	Clinical Coordinator	MSN – Walden University – Minneapolis, MN BSN – University of Miami – Miami, FL ADN – Miami Dade College – Miami, FL Ms. Lopez-Baena has 13 years of experience.
<b>Catherine Buettner, RN, MSN</b>	Didactic/Clinical Instructor	MSN – Grand Canyon University – Phoenix, AZ Ms. Buettner has 25 years of experience.

### Part Time

<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Beth-Anne White, MS</b>	Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Joseph Eslao, DNP, MSN, RN, PHN, DSD</b>	Clinical Instructor	DNP – Touro University – Vallejo, CA MSN – San Jose State University – San Jose, CA RN – Mission College – Santa Clara, CA LVN – Mission College – Santa Clara, CA

<b>Vinai Decena, RN, MSN</b>	Clinical Instructor	BSA – San Jose State University – San Jose, CA Dr. Eslao has 5 years of experience. DNP – University of San Francisco – San Francisco, CA MSN – University of San Francisco – San Francisco, CA BSN – University of Phoenix – Salida, CA LVN – Modesto Junior College – Modesto, CA AA – Modesto Junior College – Modesto, CA
<b>Marina Nguyen, DNP, MBA, RN</b>	Didactic Instructor	DNP – Touro University – Vallejo, CA MBA – Western Governors – Salt Lake City, UT BSN – Metropolitan State University – Denver, CO BS – UC Davis – Davis, CA AS/AA – Sacramento City College – Sacramento, CA AA – Consumer River College – Sacramento, CA Ms. Nguyen has 10 years of experience.
<b>Kwang Eun “Kevin” Lee, RN, MSN</b>	Didactic/Clinical Instructor	MSN – California State University, Fresno – Fresno, CA BSN – California State University, Fresno – Fresno, CA Mr. Lee has 7 years of experience.
<b>Maria Thelma Camarillo, MSN-APRN</b>	Didactic Instructor	MSN – Chamberlin College of Nursing – Chicago, IL BSN – Chamberlin College of Nursing – Chicago, IL ADN – Modesto Junior College – Modesto, CA Ms. Camarillo has 28 years of experience.
<b>Diane Santiago, MSN-Ed, RN, CV-BC, CCRN</b>	Didactic/Clinical Instructor	MSN – University of Texas – Arlington, Texas BSN – Chamberlain College of Nursing – Phoenix, AZ BA – California State University, Chico – Chico, CA Ms. Santiago has over 8 years of experience.
<b>Anya Gonzales, RN, BRN, MSN(c)</b>	Didactic Instructor	MSN – Western Governors University BSN – Western Governors University ADN – Gurnick Academy of Medical Arts – Fresno, CA Ms. Gonzales has 4 years of experience.
<b>Theodore C. Vanderlaan, RT(R), JD</b>	Didactic Instructor	JD – Widener University of Law – Wilmington, DE BS – Walla Walla University – College Park, WA Certificate – Washington Adventist Hospital School of Radiography – Takoma Park, MD Mr. Vanderlaan has over 20 years of experience.
<b>Melanie Guzman, RN</b>	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.
<b>Laura Werner, DC, RN</b>	GE Didactic Instructor	DC – The Chiropractic College – San Lorenzo, CA MSN – Orvis School of Nursing – Reno, NV BSN – Orvis School of Nursing – Reno, NV BA – Western Illinois University – Macomb, Illinois Dr. Werner has over 23 years of experience.
<b>Caroline “Kerry” Roach, RN, MSN</b>	Didactic/Clinical Instructor	MSN – University of Phoenix – Cupertino, CA BSN – University of Phoenix – Cupertino, CA Mrs. Roach has 33 years of experience.
<b>Rose Lily Riley Olidan-Lopez, RN, BSN, BA, MSN (c)</b>	Didactic Instructor	Western Governors University – Salt Lake City, UT Loma College – San Fernando, La Union, Philippines San Francisco State University – San Francisco, CA

<b>Amalia H. Rubin, MA</b>	GE Didactic Instructor	Ms. Olidan-Lopez has 7 years of experience. MA – University of Washington – Seattle, WA BA – State University of New York at Buffalo – Buffalo, NY
<b>Recarlynn Dimaandal, MSN/Ed, RN-BC</b>	Didactic Instructor	Ms. Rubin has 9 years of experience. MSN – University of Phoenix – San Jose, CA BSN – Manila Central University – Caloocan City, Philippines
<b>Tammy Ortiz, RN, BSN</b>	Didactic Instructor	Ms. Dimaandal has 12 years of experience. BSN – University of Phoenix – San Jose, CA ADN – Evergreen Valley College – San Jose, CA
<b>Shelly Calfas, RN, MSN, CEN, CHPN</b>	Didactic Instructor	Ms. Ortiz has 30 years of experience. MSN – University of San Francisco – San Francisco, CA BSN – Samuel Merritt – Oakland, CA
<b>Jesha Le, MSN, BSN, RN</b>	Didactic/Clinical Instructor	Ms. Calfas has 28 years of experience. MSN – West Cost University – Anaheim, CA BSN – West Cost University – Anaheim, CA
<b>Mylene Ipac, RN, BSN</b>	Clinical Instructor	Mr. Le has 2 years of experience. BSN – Centro Escolar University – Manila, Philippines
<b>Jan Burch, RN, PHN</b>	Didactic/Clinical Instructor	Ms. Ipac has 26 years of experience. PHN – Charles R. Drew University of Medicine and Science – Los Angeles, CA MSN – Grand Canyon University – Phoenix, AZ BSN – Grand Canyon University – Phoenix, AZ ADN – El Camino College – Compton, CA Diploma, VN – Locke Adult School – Los Angeles, CA
<b>Udodirim “Peace” Durunna, RN, MSN</b>	Didactic Instructor	Ms. Burch has 8 years of experience. MSN/ED – University of Phoenix – Phoenix, AZ BSN – University of Alabama – Huntsville, AL Certificate = Glendale College – Glendale, CA Certificate – Kaplan College ASN – School of Nursing Umuahia – Abia State, Nigeria
<b>Lorry Quintero, RN, MSN, PHN</b>	Didactic Instructor	Ms. Durunna has 22 years of experience. MSN – Chamberlain University – Downers Grove, IL BSN – California State University, Stanislaus – Turlock, CA ADN – Contra Costa College – San Pablo, CA
<b>Verna Sabio, MSN, APRN-FNP, PHN, CCM</b>	Didactic Instructor	MSN, APRN-FNP, CCM MSN- Touro University, CA Associates of Nursing, Napa Valley college 17 years of experience
<b>Raquel Somera, BSN, RN, PHN</b>	Didactic instructor	MSN-ED, RN,PHN MSN-ED-Western Governors University-Salt Lake City, UT BSN-San Jose State University-San Jose, Ca. ADN-Unitek-Fremont, Ca. LVN-Gurnick-San Mateo, Ca. Ms. Raquel Somera has 16 years of nursing experience

## Concord, CA – Medical Assistant Program Faculty

### Full Time

<b>Linda Michaels Hughes, MBA, CMA (AAMA)</b>	MA Program Coordinator	MBA – American Intercontinental University – Los Angeles, CA AS/MA – Western Career College – Walnut Creek, CA BA – Utah State University – Logan, UT AA – Utah State University – Logan, UT Mrs. Hughes has over 15 years of experience.
<b>Jakline Zamary, MD</b>	Didactic Instructor	MD – Cairo University – Cairo, Egypt MS – Cairo University – Cairo, Egypt Dr. Zamary has 4 years of experience.
<b>Heba Geres, MD</b>	Didactic Instructor	MS – Assuit University – Assuit, Egypt Dr. Geres has 3 years of experience.

#### Part Time

<b>Dina Somers, MA, CPT II</b>	Didactic/Clinical Instructor	MA – Western Career College – San Leandro, CA PHL – Summit Hospital – Oakland, CA Mrs. Somers has 8 years of experience.
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### Concord, CA – Associate of Science in Radiologic Technology Program Faculty

#### Full Time

<b>Elizabeth Rosebrock, MBA, RT(R)</b>	A.S. in RT Program Director	MBA – Bowling Green State university – Bowling Green, OH Ms. Rosebrock has over 12 years of experience.
<b>Christina Zeitler, MSRS, RT(R)(M)(CT)(BD)ARRT, CRT(R)(F)(M)</b>	Clinical Coordinator	MS – Loma Linda University – Loma Linda, CA Ms. Lynn has over 30 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Jacqueline Kralik, M.A.L</b>	Didactic Instructor	MA – City University, Seattle, WA Ms Kralik has over 20 years of experience.

#### Part Time

<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Beth-Anne N. White, MS</b>	Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Mrs. White has over 7 years of experience.
<b>Tamra Skye, DA</b>	GE Didactic Instructor	DA – Harrison Middleton University – Tempe, AZ MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has 26 years of experience.
<b>Margaret DeMarinis, PhD, ARRT (R)(M)</b>	Didactic Instructor	PhD – University of Wisconsin – Madison, WI BA – Psychology and Linguistics University of California – Berkley, CA Ms. DeMarinis has over 35 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY

<b>Melody Molestina-Esquivel, BS, RT(R)(M)(CT), CRT</b>	Didactic/Clinical Instructor	Mr. Guay has 12 years of experience. BS – University of St. Francis – Joliet, IL
<b>Akshar Kacchia, BS, CIIP, RT(R)</b>	Didactic Instructor	Ms. Molestina-Esquivel has 16 years of experience. B.S. – Gurnick Academy – Concord, CA
<b>Sonia Sanchez, RT (R), ARRT</b>	Clinical/Lab Instructor	Mr. Kachhia has over 7 years of experience. AS – Gurnick Academy of Medical Arts – Concord, CA Ms. Sanchez has over 4 years of experience.

### Concord, CA – Associate of Science in Nuclear Medicine Faculty

#### Full Time

<b>Farrah Johnson, MBA, RT, (R)(M)(BS), CNMT, NMTCB(CT)</b>	A.S. in NM Program Director	BMA – Brandman University – Walnut Creek, CA BA – Brandman University – Fairfield, CA AS – Community College of the Air Force – Montgomery, AL Ms. Johnson has 10 years of experience.
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#### Part Time

<b>Christopher Owens, ARRT(R)(CT)(MR)(N), NMTCB(CNMT)(PET)(RS)</b>	Didactic Instructor	BS – East Tennessee State University – Johnson City, TN AS – Gadsden State Community College – Gadsden, AL Certificate – Chattanooga State Community College – Chattanooga, TN Mr. Owens has over 6 years of experience.
<b>Ashley Blackburn, CNMT</b>	Didactic Instructor	BBA – Bellarmine University – Louisville, KY AS – Community College of the Air Force – Montgomery, AL Mrs. Blackburn has 7 years of experience.

### Concord, CA – Vocational Nurse (VN) and Psychiatric Technician (PT) Programs Faculty

#### Full Time

<b>Jason Frank, BSN, RN</b>	VN Program Coordinator	BSN – University of Phoenix – Costa Mesa, CA Mr. Frank has 13 years of experience.
<b>Paula Way LPT, MS</b>	PT Program Coordinator	LPT – Hacienda-La Puente Adult Education Center – La Puente, CA MS – California Coast University – Santa Ana, CA BA – Cal State Dominguez Hills – Carson, CA Ms. Way has over 10 years of experience.
<b>Belinda Bueno, BSFN, LVN</b>	VN Clinical Coordinator/VN Didactic/Clinical Instructor	BSFN – Philippine Women’s University LVN – American College of Nursing Ms. Bueno has over 14 years of experience.
<b>Norman M. Elizaga, LVN</b>	VN Didactic/Clinical Instructor	BSN – Our Lady Fatima College, Philippines Mr. Elizaga has over 8 years of experience.
<b>Deborah Galloway, RN</b>	NCLEX Integration/Didactic Instructor	MSN – Gonzaga University – Spokane, WA BSN – Holy Names College – Oakland, CA Ms. Galloway has over 24 years of experience.
<b>Jennifer Longworth, PHD(c), MSN/Ed, BSN</b>	VN Didactic Instructor	PHD(c) – University of Phoenix MSN – University of Phoenix BSN – University of Phoenix AS – Trade Technical College Ms. Longworth has 36 years of experience.



<b>Elizabeth Chanthavongsa, BSN</b>	VN Didactic Instructor	BSN – California State University – Fresno, CA ASRN – Ohlone College – Fremont, CA AA – Los Medanos College – Pittsburg, CA AA – Los Medanos College – Pittsburg, CA AS – Los Medanos College – Pittsburg, CA Ms. Chanthavongsa has 8 years of experience.
<b>Aarthi Savoor, MS</b>	VN/PT Didactic Instructor	MS – San Francisco State University – San Francisco, CA BA Biology – Queens College, City University of New York – New York, NY Ms. Savoor has over 9 years of experience.
<b>Maria Perez, RN, BSN</b>	VN Didactic/Clinical Instructor	BSN/RN – St. Mary’s College/Samuel Merritt University – Moraga, CA Ms. Perez has over 10 years of experience.
<b>Maria Victoria Mendoza, LVN, BS</b>	VN Didactic/Clinical Instructor	B.S. - De Los Santos College - Quezon City, Philippines Ms. Mendoza has over 20 years of experience.
<b>Nadia Gawargyous, MD</b>	VN/PT Didactic/Clinical Instructor	MD - Cairo University - Cairo, Egypt Ms. Gawargyous has over 30 years of experience.
<b>Elizabeth Lee, LVN</b>	VN Clinical Instructor	AS, Nursing – Good Samaritan School of Nursing – Cabanatuan City, Philippines Ms. Lee has over 35 years of experience.
<b>Liza Jay Elegado, LVN, BSMT</b>	VN Didactic Instructor	Diploma – American College of Nursing – Concord, CA BSMT – Centro Escalar University – Manila, Philippines Ms. Elegado has 9 years of experience.
<b>Vicente De Peralta, LVN</b>	VN Didactic/Clinical Instructor	BSN – University of Northern Philippines – Vigan, Philippines Diploma, VN – Gurnick Academy of Medical Arts – Concord, CA Mr. De Peralta has 2 years of nursing experience.
<b>Kobkul Oltmanns</b>	VN Clinical Instructor	BBA - Sripatum University – Bangkok, Thailand Diploma, VN – Gurnick Academy of Medical Arts – Concord, CA Mr. Oltmanns has 4 years of experience.
<b>MaryAnn Cuevas, BSN</b>	VN Clinical Instructor	BSN – University of Santo Tomas Manila – Philippines Ms. Cuevas has 2 years of experience.
<b>Heather Remley</b>	VN Didactic/Clinical Instructor	AA – Shasta College – Redding, CA LVN – Ukiah Adult School – Ukiah, CA Ms. Remley has over 6 years of experience.

**Part Time**

<b>Amy Callan, BSN, CCRN</b>	VN Didactic Instructor	BSN – University of Washington – Seattle, WA Ms. Callan has over than 20 years of experience.
<b>Scott Wallace, RN CCRN, CFRN</b>	VN Didactic Instructor	AA, Registered Nursing – De Anza College – Cupertino, CA BSN – Pacific Union College – Cupertino, CA Mr. Wallace has 27 years of experience.
<b>Faith Syquia, BSN</b>	VN Didactic Instructor	BSN – Lyceum Northwestern University – Dagupcn, Philippines Ms. Syquia has 31 years of experience.
<b>Sandra Chubbs, ADN</b>	VN Didactic Instructor	ADN – Regents College – Albany, NY ASN – Excelsior College – Albany, NY LVN – Casa Loma College – Los Angeles, CA Ms. Chubbs has 18 years of experience.
<b>Mary Jeanne Paz, BSMIE, MD</b>	VN/PT Didactic Instructor	MD – Manila Central University – Caloocan, Philippines BS – Mapua Institute of Technology – Manila, Philippines Ms. Paz has 19 years of experience.

<b>Rossana Castro, BS, LVN</b>	VN Clinical Instructor	BS – Mapua Institute of Technology – Manila, Philippines Diploma, VN – Gurnick Academy of Medical Arts – Concord, CA Ms. Castro has 6 years of experience.
<b>Chiara Mae Tosoc, MSN</b>	VN Clinical Instructor	MSN – West Coast University – Anaheim, CA BS – Universidad de Santa Isabel Bicol – Naga City, Camarines Sur, Philippines Ms. Tosoc has 4 years of experience.
<b>Mary Casco</b>	VN Clinical Instructor	BSN – Arellano University – Manila, Philippines Ms. Casco has over 30 years of experience.
<b>Modupeoluwa Owolabi, MD, BS</b>	VN Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.
<b>Ederlin Pareno, BS, LVN</b>	VN Clinical Instructor	BS – University of Phoenix – Phoenix, AZ LVN – Gurnick Academy of Medical Arts – Concord, CA Mrs. Pareno has 2 years of experience.
<b>Joan Fermo, BS, LVN</b>	VN Clinical Instructor	BS – Philippine School of Business Administration – Philippines LVN – Gurnick Academy of Medical Arts – Concord, CA Ms. Fermo has 2 years of experience.
<b>Sandra Lynn Bird, PT</b>	PT Didactic Instructor/Clinical Instructor	MS – University of Phoenix – CA BS – University of Phoenix – CA Ms. Bird has 30 years of experience.
<b>Ugochi Hommey, RN, MSN</b>	PT Didactic Instructor	MSN – Charles R. Drew University – Los Angeles, CA BS – Cal State Dominguez Hills – Carson, CA Ms. Hommey has 3 years of experience.
<b>Smriti Sharma, RN, BSN</b>	VN Clinical Instructor	BSN – Ved Nursing College – Baroli, Panipat, India BS – Prem Institution of Medical Sciences – India Ms. Sharma has more than 7 years of experience.
<b>Lourdes Angel, PT, MPH</b>	PT Didactic Instructor/Clinical Instructor	MPH – Capella University – Minneapolis, MN BA – San Jose State University – San Jose, CA Ms. Angel has 15 years of experience.
<b>Danna Casillan, BSN, RN</b>	VN Clinical Instructor	BSN – St. Louis University – Baguio, Philippines Ms. Casillan has 3 years of experience.
<b>Marianne Magno, BSN, RN</b>	VN Clinical Instructor	BSN – St. Joseph’s College – Quezon City, Philippines Ms. Magno has 4 years of experience.
<b>Jerome G. Hiquiana, LVN, BSN, MAN, BSCS, MBA</b>	VN Didactic Instructor	BSN – University of Pangasinan – Dagupan City, Philippines MBA, MAN – Lyceum-Northwestern University – Dagupan City, Philippines BSCS – Colegio de Dagupan – Philippines Mr. Hiquiana has over 8 years of experience.
<b>Olujumoke Omopekun</b>	VN Clinical Instructor	ASRN – Los Medanos College – Pittsburg, CA Certificate, VN – Los Medanos College – Pittsburg, CA Ms. Omopekun has 8 years of experience.
<b>Odubanke McGaugh</b>	PT Teaching Assistant	BS – CSU Sacramento – Sacramento, CA PT Diploma – Gurnick Academy – Concord, CA Ms. Odubanke has 1 years of experience.
<b>Nicole Mimiaga, PT</b>	PT Instructor Assistant	Diploma – Gurnick Academy – Concord, CA Ms. Mimiaga has 5 years of experience.

<b>Geraldine Perez, RN</b>	VN/PT Didactic/Clinical Instructor	BSN – United Doctors’ Medical Center – Quezon City, Philippines Ms. Perez has over 25 years of experience.
<b>Anghela Joy Flores, RN, BSN</b>	VN Clinical Instructor	BSN – St. Louis University – Baguio, Philippines. Ms. Flores has 9 years of experience.
<b>Titilola Amendt, RN, MSN, MBA</b>	VN Clinical Instructor	MSN – Post University – Waterbury, CT MBA – DeVry University – Castro Valley, CA BSN – American Sentinel University -Denver, CO Ms. Amendt has 18 years of experience.
<b>Angelique Jordan, LVN</b>	VN Clinical Instructor	AS – City College of San Francisco – San Francisco, CA Diploma, VN – City College of San Francisco – San Francisco, CA Ms. Jordan has 14 years of experience.
<b>Mary Jeanne Paz, BSMIE, MD</b>	PT Didactic Instructor	MD – Manila Central University – Caloocan, Philippines BS – Mapua Institute of Technology – Manila, Philippines Ms. Paz has 19 years of experience.
<b>Nicholas San Juan, PT</b>	PT Didactic Instructor	BS – CA Polytechnic State University – San Luis Obispo, CA Mr. San Juan has 8 years of experience.
<b>Chinwe Ibe, RN, BSN</b>	VN Clinical Instructor	BSN – Chamberlain University – Illinois Ms. Ibe has 14 years of experience.
<b>Lateefah Anderson, LVN</b>	VN Clinical Instructor	VN Certificate – Los Medanos College – Pittsburg, CA AS – Los Medanos College – Pittsburg, CA Ms. Anderson has 14 years of experience.
<b>Elisa Alviar, LVN, BSN</b>	VN Clinical Instructor	BSN – Lorma Colleges – San Fernando, Philippines Ms. Elisa has 2 years of experience.
<b>Mariédelle Santella, LVN</b>	Clinical Instructor	LVN – Medical Career College – Fremont, CA ASVN – Unitek College Medical Career College – Fremont, CA Ms. Santella has over 9 years of experience.
<b>Angelo Gabriel Gavino</b>	VN Didactic/Clinical Instructor	AS – Unitek College – Fremont, CA Diploma – Gurnick Academy of Medical Arts – Concord, CA Mr. Gavino has over 5 years of experience.
<b>Shara Joyce D. Nuqui, RN, BSN</b>	VN Clinical Instructor	BSN – Holy Angel University - Philippines Ms. Nuqui has 4 years of experience.
<b>Dezzerie A. Reyes, RN, BSN</b>	VN Clinical Instructor	BSN – University of Perpetual Help System DALTA – Philippines Ms. Reyes has 6 years of experience.
<b>Elizabeth Boman, RN, BSN</b>	VN Didactic Instructor	BSN – California State University, East Bay – Hayward, CA Ms. Boman has 3 years of experience.
<b>Terryl Washington, LVN</b>	VN Clinical Instructor	AS – Unitek College – Fremont, CA Certificate – Kaplan University – San Diego, CA Ms. Terryl has 15 years of experience.
<b>Amor Espiritu Ramirez, LVN</b>	VN Clinical Instructor	BA – Lyceum of the Philippines – Manila, Philippines Diploma – Nightingale School of Nursing – San Leandro, CA Ms. Amor has 14 years of experience.
<b>Marilyn De-Alba Padilla, LVN</b>	VN Clinical Instructor	Diploma – Gurnick Academy of Medical Arts – Concord, CA Ms. De-Alba Padilla has 5 years of experience.
<b>Mila Sangalang, RN, BSN</b>	VN Clinical Instructor	BSN – JP Sioson Colleges and General Hospital – Philippines Ms. Sangalang has 13 years of experience.
<b>Donna Fontes, PT</b>	PT Didactic Instructor	BS – California State University, Bakersfield – Bakersfield, CA Ms. Fontes has 8 years of experience.
<b>Sandra Parzych, RN, BSN</b>	VN Clinical Instructor	BSN – Saint Joseph’s College – West Hartford, CT Ms. Parzych has 18 years of experience.

<b>Rita Kandel, RN, BSN</b>	VN Clinical Instructor	BSN – M.S.Ramiah Institute of Nursing Education and Research, Bangalore – India Ms. Kandel has over 5 years of experience.
<b>Parmdeep Kaur, BSN, RN</b>	VN Clinical Instructor	BSN - Grand Canyon University - Phoenix, AZ ADN - Khalsa College of Nursing - Mansa Punjab, India Ms Kaur has 8 years of experience

### Concord, CA – BSDMI Program (Online) Faculty

#### Part Time

<b>Elizabeth Rosebrock, MBA, RT(R)</b>	B.S. in DMI Executive Program Director	MBA – Bowling Green State university – Bowling Green, OH Ms. Rosebrock has over 12 years of experience.
<b>Kim Chan, MBA, PMP</b>	Didactic Instructor	MBA – Baruch College, Zicklin School of Business, New York, NY BA – University of Rochester, Rochester, NY Mr. Chan has over 20 years of experience.
<b>Beth-Anne White, MS</b>	Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Pamela Addy, BS, RT(R) (CRT)</b>	Didactic Instructor	BS – Excelsior College – Albany, NY Ms. Addy has over 30 years of experience.
<b>Jacqueline Kralik, M.A.L</b>	Didactic Instructor	MA – City University, Seattle, WA Ms Kralik has over 20 years of experience.
<b>Modupeoluwa Owolabi, MD, BS</b>	GE Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.
<b>Charline Sealy, MS, RT (R)</b>	Didactic Instructor	MS – University of Maryland University College – Washington, DC BS – St. John's University – Jamaica, NY Ms. Sealy has 2 years of experience.
<b>Jennifer Rani, RN</b>	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.
<b>Theodore C. Vanderlaan, RT(R), JD</b>	Didactic Instructor	JD – Widener University of Law – Wilmington, DE BS – Walla Walla University – College Park, WA Certificate – Washington Adventist Hospital School of Radiography – Takoma Park, MD Mr. Vanderlaan has over 20 years of experience.
<b>Melanie Guzman, RN</b>	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.

### Concord, CA – X-Ray Technician with Medical Assistant Skills Program

## Full Time

<b>Jay King, MBA, RT(R)(CT)(ARRT)</b>	XTMAS Program Director	MBA - Kaplan University -Online MS - Florida Hospital College of Health Sciences - Orlando, FL AS - Community College of Allegheny County at Boyce Campus - Monroeville, PA Mr. King has 22 years of experience.
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## Part Time

<b>Michael Callos, BS</b>	Clinical Coordinator	BS – California State University Stanislaus – Turlock, CA Mr. Callos has 6 years of experience.
<b>Jacqueline Kralik, M.A.L</b>	Didactic Instructor	MA – City University, Seattle, WA Ms Kralik has over 20 years of experience.
<b>Caleb Clark, B.S.R.T(R)(CT)(ARRT)</b>	Didactic Instructor	BA – University of California Berkely – Berkeley, CA Mr. Clark has 5 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Modupeoluwa Owolabi, MD, BS</b>	GE Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.
<b>Sumeet Kumar, CRT (R)(ARRT)</b>	Didactic Instructor	Diploma – Gurnick Academy of Medical Arts – Concord, CA Mr. Kumar has 9 years of experience.
<b>David Burgos, R.T.(R)(CT)(ARRT)</b>	Clinical Instructor	BA – California State University, East Bay – Hayward, CA Mr. Burgos has over 8 years of experience.
<b>LaToya Lewis, RT (R)(ARRT), CRT (R)(F), RDMS (AB OB/GYN)</b>	Didactic Instructor	AA, Liberal Arts - 12-2012 - Cosumnes River College, Sacramento, CA AA - Cosumnes River College - Sacramento, CA Certificate - Kaiser Permanente School of Allied Health Sciences - Richmond, CA Ms. Lewis has 11 years of experience.

## MODESTO CAMPUS

### Modesto, CA – Staff

Tu Nguyen	Campus Director, Title IX Coordinator (FT)
Angel Yang	Student Services Coordinator (FT)
Annabella Nguyen	VN Instructional Aide (PT)
Audra Noppe	Student Services Coordinator/Administrative Assistant (FT)
Deborah Parsons	Front Desk Representative (PT)
Elaina Espinoza	Front Desk Representative (FT)
Estela Rodriguez	Student Services Coordinator (FT)
Eternity Guzman	Front Desk Representative (PT)

Felicia De Leon	Financial Aid Manager (FT)
Genevieve Ramirez	Career Services Coordinator (FT)
Jamilleth Santillan-Gomez	VN Instructional Aide (FT)
Kari Rose	Admissions Advisor (FT)
Molly Vin	Admissions Assistant (FT)
Nina Kruis	Admissions Advisor (PT)
Panhia Vang	Financial Aid Assistant (FT)
Selina Hernandez	Admissions Advisor (FT)
Sharanji Jimenez	Instructional Aide (PT)
Wajeha Hussain	Financial Aid Advisor I (FT)
Wendy Theisen	Outreach Development Manager (FT)

### Modesto, CA – Dental Assistant Program Faculty

#### Full Time

<b>Donna Bega, RDAEF, BS</b>	DA Program Director	BS – DeVry University – Folsom, CA Certificate – DeVry University – Folsom, CA Ms. Bega has over 20 years of experience.
<b>Ricardo Martinez, RDA</b>	Didactic/Clinical Instructor	Certificate – Gallen College – Modesto, CA Mr. Martinez has 16 years of experience.

#### Part Time

### Modesto, CA – Medical Assistant Program Faculty

#### Full Time

<b>Lisa Fizzell, RMA, AHI, MBEC</b>	MA Program Coordinator	MS – New England College of Business and Finance – Boston, MA BS – Kaplan University – Chicago, IL AS – San Joaquin Valley College – Visalia, CA Certificate – Galen College – Modesto, CA Ms. Fizzell has over 10 years of experience.
<b>Debora Freitas, RMA, BS</b>	Didactic Instructor	BS – Kaplan University – Chicago, IL AS – Modesto Junior College – Modesto, CA Ms. Freitas has 25 years of experience.

#### Part Time

### Modesto, CA – Associate of Science in MRI Technology Program Faculty

#### Full Time

<b>Minhaaj Qasmi, BS, ARRT (MR)</b>	Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.
<b>Lisa Deans B.S, R.T.(R) (MR) (ARRT)</b>	Assistant Clinical Program Director of A.S. in MRI	BS – University of New Mexico – Albuquerque, NM Ms. Deans has over 20 years of experience.
<b>Robert Trimboli, ARRT</b>	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.

<b>Alexandrea Dietrich, B.S., ARRT</b>	Clinical Coordinator	BS – Colorado State University – Aurora, CO AS – Gurnick Academy of Medical Arts – Modesto, CA Ms. Dietrich has 3 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Steve Deitsch, ARRT, BS</b>	Didactic Instructor	BS – University of Phoenix – Online AOS – Pima Medical Institute – Mesa AZ Mr. Deitsch has 12 years of experience.

#### Part Time

<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Anna Parievsky, PhD</b>	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	GE Online Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.

### Modesto, CA – Vocational Nurse Program Faculty

#### Full Time

<b>Melissa Parker, MSN, BSN, RN</b>	VN Program Coordinator	MSN-Ed – Grand Canyon University – Phoenix, AZ BSN – Grand Canyon University – Phoenix, AZ ASN – Merced College – Merced, CA Mrs. Parker has over 10 years of experience.
<b>Bennie Baca, BSN, LVN</b>	Clinical Coordinator	BSN – University of Phoenix – Salida, CA Certificate – Emanuel Turlock VN Program – Turlock, CA Mr. Baca has over 20 years of experience.
<b>Jaynesh Singh, LVN</b>	Clinical Coordinator	AA – Modesto Junior College – Modesto, CA Certificate – Modesto Junior College – Modesto, CA Mr. Singh has over 16 years of experience.
<b>Philip Waymire, LVN</b>	NCLEX Integration Manager/Simulation Instructor	LVN – Career Networks Institute – Orange, CA BA – California State University Stanislaus – Turlock, CA AA – Modesto Junior College – Modesto, CA Mr. Waymire has over 5 years of experience.
<b>Jose Solano, RN</b>	Clinical Instructor	BSN – University of Phoenix – Salida, CA Diploma – Los Angeles Job Corps Center – Los Angeles, CA Mr. Solano has over 9 years of experience.
<b>June Henley-Meyer, RN</b>	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Meyer has over 35 years of experience.
<b>Melanie Guzman, RN</b>	NCLEX Integration/Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.

<b>Linda Vogel, LVN</b>	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Certificate – Fresno City College – Fresno, CA Ms. Vogel has over 35 years of experience.
<b>Laura Gregory, RN, ASN</b>	Didactic/Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Gregory has over 20 years of experience.
<b>Amber Harrison, LVN</b>	Didactic/Clinical Instructor	AA – Merced College – Merced, CA Certificate – WestMed College – Merced, CA Ms. Harrison has 6 years of experience.
<b>Violet Ledesma BSN, PHN, RN</b>	Clinical Instructor	BSN – University of Phoenix – Modesto, CA Diploma – Clovis Adult Education – Clovis, CA Ms. Ledesma has over 15 years of experience.
<b>Lori Ann Worley, RN</b>	Didactic Instructor	ASN – San Joaquin Delta College – Stockton, CA Ms. Worley has over 9 years if experience.
<b>Ashita Ram, LVN</b>	Clinical Instructor	ADN – Gurnick Academy – Fresno, CA Diploma – Unitek Fremont, CA Ms. Ram has 3 years of experience.
<b>Kimberly Mattos, RN</b>	Clinical Instructor	ASN – Merced College – Merced, CA Ms. Mattos has over 25 years of experience.
<b>Mendy Solano, RN, BSN</b>	Clinical Instructor	BSN – University of Phoenix – Salida, CA Certificate – Western Career Collee – Sacramento, CA Ms. Solano has 14 years of experience.
<b>Susan Vargas, LVN</b>	Didactic/Clinical Instructor	AS – Modesto Junior College – Modesto, CA Certificate – Modesto Junior College – Modesto, CA Ms. Vargas has 8 years of experience.
<b>Sarah Mendosa, LVN, BSN</b>	Didactic Instructor	BSN – University of Phoenix – Phoenix, AZ Diploma – Unitek – Concord, CA Ms. Mendosa has 8 years of experience.
<b>Stephanie McCollum, RN, MSN</b>	Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BSN – Grand Canyon University – Phoenix, AZ ADN – Carrington College – Sacramento, CA Ms. McCollum has 15 years of experience.
<b>Alicia Grigsby, LVN</b>	Clinical Instructor	ASVN – Carrington College – Sacramento, CA Ms. Grigsby has 14 years of experience.

#### Part Time

<b>Debra Marks, RN</b>	Didactic/Clinical Instructor	AAS – University of New York – Albany, NY Ms. Marks has over 31 years of experience.
<b>Aksorn Sinlapaxay, RN</b>	Clinical Instructor	BSN – University of Phoenix – Sacramento, CA ASN – Modesto Junior College – Modesto, CA Ms. Sinlapaxay has over 12 years of experience.
<b>Stacie Dahlin, RN</b>	Didactic Instructor	MSN – Western Governors University – Online Campus BSN – Western Governors University – Online Campus ASN – Pacific Union College – Angwin, CA Ms. Dahlin has over 22 years of experience.
<b>Lori Green-Nevatt, RN</b>	Clinical Instructor	BSN – CSU Stanislaus – Turlock, CA AA – San Joaquin Delta College – Stockton, CA Ms. Green has over 23 years of experience.
<b>Rita Arnett, RN</b>	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA



<b>Margie Lucas, BSN, ADN, RN</b>	Didactic/Clinical Instructor	Ms. Arnette has 37 years of experience. BSN – University of Phoenix – Salida, CA ASN – San Joaquin Delta College – Stockton, CA Ms. Lucas has over 19 years of experience.
<b>Maria Abellar, MSN, BSN, RN</b>	Didactic/Clinical Instructor	MSN – San Francisco State University – San Francisco, CA BSN – University of San Francisco – San Francisco, CA Ms. Abellar has over 20 years of experience.
<b>Praveena Pal, RN, BSN</b>	Didactic/Clinical Instructor	BA – University of South Pacific – Suva, Fiji ASN – Modesto Junior College – Modesto, CA Ms. Pal has 7 years of experience.
<b>Chianna Griffith, LVN, AS</b>	Didactic/Clinical Instructor	ASVN – Carrington College – Sacramento, CA Diploma – Brightwood College – Sacramento, CA Ms. Griffith has 6 years of experience.
<b>Patricia Corrales, RN, AS</b>	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Corrales has 27 years of experience.
<b>Suriya Ram, RN, ASN</b>	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Ram has 18 years of experience.
<b>Myla Cruz, BSN, RN</b>	Didactic/Clinical Instructor	BSN – Southeast Asian Colleges, Inc. – Manilla, Philippines Ms. Cruz has 13 years of experience.
<b>Joy Martin, LVN, ASVN</b>	Didactic/Clinical Instructor	ASVN – Unitek College – Fremont, CA Diploma – Gurnick Academy of Medical Arts – Concord, CA Ms. Martin has 8 years of experience.
<b>Kayla Rice, BSN</b>	Didactic Instructor	BSN – Fresno State University – Fresno, CA Ms. Rice has 8 years of experience.
<b>Cynthia Reyes, RN, BSN</b>	Clinical Instructor	BSN – St. Paul College of Manila – Metro Manila, Philippines Ms. Reyes has 17 years of experience.
<b>Mandeep Kaur, RN, BSN</b>	Didactic Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Kaur has 8 years of experience.
<b>Bandana Mahato, RN, BSN</b>	Didactic Instructor	BS – Grand Canyon University – Phoenix, AZ Ms. Mahato has 9 years of experience.
<b>Andrea Koplín, RN, MSN</b>	Didactic Instructor	MSN – CSU, Stanislaus – Turlock, CA BSN – CSU, Stanislaus – Turlock, CA ADN – Modesto Junior College – Modesto, CA Ms. Koplín has 20 years of experience.
<b>Gricelda Garcia, BS, LVN</b>	Didactic Instructor	BS – California State University, Sacramento – Sacramento, CA Diploma – Gurnick Academy of Medical Arts – Modesto, CA Ms. Garcia has 3 years of experience.
<b>Kendra Sparger, RN</b>	Didactic Instructor	ADN – Modesto Junior College – Modesto, CA Ms. Sparger has 12 years of experience.
<b>Clanisha Lawson, LVN</b>	Didactic Instructor	ASVN – Carrington College – Sacramento, CA VN Diploma – Gurnick Academy of Medical Arts – Modesto, CA Ms. Lawson has 8 years of experience.
<b>Dawn Hayek, BSN, RN</b>	Didactic Instructor	BSN - University of Phoenix - Phoenix, AZ Ms. Hayek has 16 years of experience.
<b>Jamie Luangvala, RN, BSN</b>	Didactic Instructor	B.S. – CSU Bakersfield – Bakersfield, CA Ms. Luangvala has 13 years of experience.

## FRESNO CAMPUS

### Fresno, CA – Staff

Najibullah “AJ” Sare	Campus Director, Title IX Coordinator (FT)
Rick Urgo	Assistant Campus Director (FT)
Adaena Martinez	Student Services Coordinator (FT)
Albertina Rodriguez Delgado	Front Desk Representative (PT)
Alyssa Morales	Front Desk Representative (PT)
Angelina Juarez	AOSUT Institutional Aide (PT)
Angelique Avila	Student Affairs Support (PT)
Beverly Shriver	A.O.S. in UT Instructional Aid (FT)
Blanca Shepherd	Admissions Advisor (FT)
Bonifacio (Phil) Favela	Career Services Coordinator (FT)
Christian Bosniak	Simulation Technician (FT)
Dolores Perez	Admissions Advisor (FT)
Donald D Cato II	Financial Aid Advisor (FT)
Ixchel Gonzalez	Front Desk Representative (PT)
Justine Gomez	AOSUT Lab Technician (PT)
Kongshueleng Vang	Admissions Assistant (FT)
Lorena Ruacho	Admissions Advisor (FT)
Lyssa Gomez	Career Services Coordinator (FT)
Manivone Syrisack Le	Student Services Manager (FT)
Marco Robles	ADN Instructional Aid (PT)
Marcus Chavoya	Simulation Lab Tech (FT)
Mary Young	Administrative Support (FT)
Matthew Epstein	Admissions Advisor (FT)
Michael Lucero	Administrative Support Nursing (FT)
Nancy Santos	A.O.S. in UT Instructional Aid (PT)
Natalie Gonzalez	VN Faculty Support (FT)
Oscar Rosas	Financial Aid Manager (FT)
Regina Walker	Front Desk Representative (FT)
Sabrina Anderson	Student Services Coordinator (FT)
Sandee Sims	Director of Outreach (FT)
Samantha Harris	Student Services Coordinator (FT)
Selena Reyes	Financial Aid Assistant (FT)
Selena Serrano	Financial Aid Advisor (FT)
Sylvia Chavez	Admissions Manager (FT)

### Fresno, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty

#### Full Time

<b>Kristina Souza, RDMS</b>	A.O.S. in UT Program Director	BS – California State University – Fresno, CA Diploma – Merced Community College – Merced, CA Ms. Souza has over 7 years of experience.
<b>Carol Yetzer, RDMS, AB, OB-GYN, BR, RVT</b>	Clinical Coordinator	BSBA – Ohio State University – Columbus, OH ASUT – Hillsborough Community College – Tampa, FL Ms. Yetzer has 20 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA

<b>Elizabeth Droast, DMS</b>	Didactic Instructor	BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience. AS – San Joaquin Valley College – Fresno, CA Ms. Droast has 6 years of experience.
<b>Part Time</b>		
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Michele Stephens Martin, RDMS, AB, OB, RVT</b>	Didactic Instructor	AA – Fresno City College, Fresno, CA AS – Fresno City College, Fresno CA Ms. Martin has over 22 years of experience.
<b>Ernestina Ladino, RDCS, RDMS, RT (R)</b>	Didactic Instructor	AA – West Hills Community College – Coalinga, CA Ms. Ladino has 10 years of experience.
<b>Ana Maria Estrada-Sanchez, PhD</b>	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
<b>Tamra Skye, DA</b>	GE Didactic Instructor	DA – Harrison Middleton University – Tempe, AZ MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has 26 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Paige Tilbury, RDMS, RVT</b>	Lab Instructor	R.D.M.S.-Community Regional Medical Center - Fresno, CA Ms. Tilbury has 6 years of experience.

### Fresno, CA – Medical Assistant Program Faculty

<b>Full Time</b>		
<b>Jasjit Dhaliwal, RMA, AAMA</b>	Program Coordinator	AS – San Joaquin Valley College – Fresno, CA Ms. Dhaliwal has over 16 years of experience.
<b>Raquel Rey, CMA, CCMA, NRCMA</b>	Didactic Instructor	AS – Fresno City College – Fresno, CA AS – San Joaquin Valley College – Fresno, CA Ms. Rey has 17 years of experience.

### Part Time

### Fresno, CA – Vocational Nurse Program Faculty

<b>Full Time</b>		
<b>Heather Matthes, RN, BA, BSN</b>	VN Program Coordinator	BSN – Gurnick Academy – Concord, CA ADN – San Joaquin Valley College – Visalia, CA BA – UC Davis – Davis, CA Ms. Matthes has 7 years of experience.
<b>Antonette Hayes, RN</b>	Clinical Coordinator	ADN – Fresno City College – Fresno, CA Ms. Hayes has 14 years of experience.

<b>Gurpreet Kaur, LVN</b>	Didactic Instructor	LVN – Preferred College of Nursing – Van Nuys, CA Ms. Kaur has 7 years of experience.
<b>Starshema Dimery, RN</b>	Didactic Instructor	RN – Fresno City College – Fresno, CA Mrs. Dimery has 9 years of experience.
<b>Rita Flores, RN</b>	Didactic/Clinical Instructor	RN – Fresno City College – Fresno, CA LVN – Clovis Adult School – Clovis, CA Ms. Flores has 24 years of experience.
<b>Maria M Cisneros, RN, LBN</b>	Didactic/Clinical Instructor	RN – Fresno City College – Fresno, CA LVN – Clovis Adult School – Clovis, CA Ms. Cisneros has 12 years of experience.
<b>Susan Monroe, RN, BSN</b>	Didactic/Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ AS – Fresno City College – Fresno, CA Ms. Monroe has 8 years of experience.
<b>Derek Brown, RN</b>	Didactic/Clinical Instructor	ADN – Madera Community College – Madera, CA Mr. Brown has 2 years of experience.
<b>Vidi Flanagan, RN, BSN</b>	Clinical Instructor	BSN – National University – Fresno, CA Mr. Flanagan has 2 years of experience.
<b>Christina Martinez, RN, BSN, MSN</b>	Didactic/Clinical Instructor	MSN – Western Governors University – Salt Lake City, UT BSN – University of Texas at Arlington – Arlington, TX RN – West Hills College – Lemoore, CA Ms. Martinez has 5 years of experience.
<b>Miriam Babujyan, BSN, RN</b>	Didactic/Clinical Instructor	BSN – National University – Fresno, CA RN – Fresno City College – Fresno, CA Ms. Babujyan has 12 years of experience.
<b>Rudy Torrez, LVN</b>	Didactic/Clinical Instructor	LVN – US Naval School – San Diego, CA Mr. Torrez has 6 years of experience.
<b>Roy Ouano, DMSc, MBA-HCM, PA-C</b>	Didactic Instructor	DMS – University of Lynchburg – Lynchburg, WA MBA-HCM – University of Phoenix – Woodland Hills, CA BMS-PA-C – Saint Louis University – St. Louis, MO Mr. Ouano has 16 years of experience.
<b>Anwar Chaudhry, MD, MPH</b>	Didactic Instructor	MPH – California State University, Fresno – Fresno, CA MB, BS – University of the Punjab/King Edward Medical College – Lahore, Pakistan Postgraduate – University of the Punjab – Lahore, Pakistan BS – University of Biological Sciences – Lahore, Pakistan Ms. Chaudhry has 33 years or experience.
<b>Michael Philips, RN</b>	Didactic Instructor	RN - Fresno City College - Fresno, CA Mr. Phillips has 18 years of experience.

#### Part Time

<b>Bamidele Akindele</b>	Didactic / Clinical Instructor	BSN – Western Governors University – Salt Lake City, UT MS Educational Management – University of Ibadan, Nigeria Ms. Akindele has over 13 years of experience.
<b>Stacey Serna, RN, BSN</b>	Didactic/Clinical Instructor	ADN – Fresno City College – Fresno, CA BSN – Grand Canyon University – Phoenix, AZ Ms. Serna has 5 years of experience.
<b>Gail S. Lyman, RNBC</b>	Didactic/Clinical Instructor	ASRN – College of Marin – Kentfield, CA Ms. Lyman has 48 years of experience.

<b>Erllynda Vessup, LVN, MA</b>	Didactic/Clinical Instructor	MA – Ashford University – San Diego, CA BA – Ashford University – San Diego, CA Ms. Vessup has 11 years of experience.
<b>Deena Lee, BSN, LVN</b>	Didactic Instructor	BSN – University of Phoenix – Modesto, CA ASVN – Gurnick Academy of Medical Arts – Fresno, CA Ms. Lee has 5 years of experience.
<b>Lisa Simonian, MA</b>	Didactic Instructor	MA – Argosy University – San Diego, CA BA – University of California – Irvine, CA Ms. Simonian has 7 years of experience.
<b>Betsy Sayers, RN, BSN</b>	Didactic/Clinical Instructor	BSN – Chamberlin College of Nursing – Rancho Cordova, CA Ms. Sayers has 22 years of experience.
<b>Ben Vessup, BA, MS</b>	Didactic Instructor	MS – Capella University – Minneapolis, MN BA – Chapman University – Orange, CA Mr. Vessup has 15 years of experience.
<b>Michelle Cervantes, RN</b>	Didactic Instructor	AA – Fresno City College – Fresno, CA Ms. Cervantes has 38 years of experience.
<b>Dee Ann Hood, MSN, BSN</b>	Didactic Instructor	MSN – California State, Dominguez Hills BSN – University of Phoenix Ms. Hood has 34 years of experience.
<b>Jose-Mari Marquez, RN, BSN</b>	Didactic/Clinical Instructor	BSN – West Coast University – Anaheim, CA LVN – Casa Loma College – Wilmington, CA Mr. Marquez has over 8 years of experience.
<b>Rena Cooper, RN</b>	Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Cooper has 8 years of experience.
<b>Nilay Patel, RN, BSN</b>	Clinical Instructor	BSN – California State University, Bakersfield – Bakersfield, CA AS – College of the Sequoias – Visalia, CA Mr. Patel has 4 years of experience.
<b>Carolyn Stevenson, RN, MSN-ED</b>	Didactic/Clinical Instructor	MSN – University of Phoenix – Fresno, CA BSN – University of Phoenix – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Stevenson has 12 years of experience.
<b>David Cavazos, LVN</b>	Clinical Instructor	Diploma – Clovis Adult School – Clovis, CA Mr. Cavazos has 16 years of experience,
<b>Leticia Kurtz, RN</b>	Didactic/Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Kurtz has 14 years of experience.
<b>Navinder Kaur, BSN, RN</b>	Didactic/Clinical Instructor	ADN – Fortis School of Nursing – Hyattsville, MD BSN – Grand Canyon University– Phoenix AZ Ms. Kaur has 5 years of experience.
<b>Norminda Bradley, LVN, BSN</b>	Didactic/Clinical Instructor	BSN – University of Pangasinan – Philippines LVN – Merced College – Merced, CA Ms. Bradley has 19 years of experience.
<b>Chanpreet Kaur, RN, BSN, MSN</b>	Didactic/Clinical Instructor	MSN – United States University – San Diego, CA BSN – Grand Canyon University – Phoenix, AZ ADN – Carrington College – Boise, ID VN – Santa Barbara Business College – Bakersfield, CA Ms. Kaur has 10 years of experience.
<b>Ferdinand Romero, RN, MSN</b>	Didactic Instructor	MS – University of Phoenix – Fresno, Cao BS – Emilio Aguinaldo College – Manila, Philippines Mr. Romero has 31 years of experience.

<b>Anna Stafford, RN, MSN</b>	Didactic/Clinical Instructor	MSN – University of Texas – Arlington, TX BSN – Ohio University School of Nursing – Athens, OH ADN – West Hills Community College – Lemoore, CA CNA – Hanford Adult School – Hanford, CA Ms. Stafford has 7 years of experience.
<b>Matthew Perez, RN</b>	Clinical Instructor	ADN – Fresno City College – Fresno, CA Mr. Perez has 7 years of experience.
<b>Brenda Garcia, RN, MSN</b>	Didactic/Clinical Instructor	MSN - United States University - San Diego, CA Ms. Garcia has 2 years of experience.

## Fresno, CA – Associate of Science in Vocational Nursing Program Faculty

### Full Time

<b>Samantha Manlosa Sanchez, RN, BSN, MSN/ED</b>	Dean of Nursing	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
<b>Venessa Cacacho, RN, MSN</b>	Assistant Program Director	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.

### Part Time

<b>Sarah Godinho, BS</b>	Didactic Instructor	BS – Fresno Pacific University – Fresno, CA Ms. Godinho has 3 years of experience.
<b>Tamra Skye, DA</b>	GE Didactic Instructor	DA – Harrison Middleton University – Tempe, AZ MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has 26 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Jennifer Rani, RN</b>	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.
<b>Sanjana Krishnamurthy, MS</b>	Online Instructor (Biosciences)/STEM Chair	MS – California State University – Fresno, CA B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
<b>Steven Visniski, BEE, MBA, DrBA</b>	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
<b>Beth-Anne White, MS</b>	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Joanne Knupp, RN, BSN</b>	Clinical Instructor	BSN – University of Colorado – Boulder, CO Ms. Knupp has 22 years of experience.

## Fresno, CA – Associate of Science in Nursing Program Faculty

### Full Time

<b>Samantha Manlosa Sanchez, RN, BSN, MSN/ED</b>	ADN Executive Program Director	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
<b>Venessa Cacacho, RN, MSN</b>	Clinical Coordinator	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.
<b>Guadalupe Otero, RN, MSN, BSN, PHN</b>	Assistant Program Director	MSN – Vanguard University of Southern California – Costa Mesa, CA BSN – Vanguard University of Southern California – Costa Mesa, CA RN – East Los Angeles College – Monterey Park, CA PHN – Vanguard University of Southern California – Costa Mesa, CA Ms. Otero has 21 years of experience.
<b>Rachael Ledesma, RN, MSN</b>	Assistant Program Director/NCLEX Instructor	MSN – University of Texas – Arlington, TX BSN – University of Texas – Arlington, TX ADN – Fresno City College – Fresno, CA Ms. Ledesma has 9 years of experience.
<b>Shelvia Salvano, RN, MSN/NED</b>	Simulation Manager	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.
<b>Shelly Kinsey, MSN, BSN, RN</b>	Didactic/Clinical Instructor	MSN – Western Governors University – UT BSN – American Public University ADN – Weber State University – UT Ms. Kinsey has 14 years of experience.
<b>Victoria Krause, RN, BSN</b>	Didactic/Clinical Instructor	BSN – Fresno State University – Fresno, CA Ms. Krause has 2.5 years of experience.
<b>Alexandria Lewis, RN, BSN</b>	Didactic/Clinical Instructor	BSN – National University – Fresno, CA Ms. Lewis has 6 years of experience.
<b>Natalie C. Cepeda, RN, BSN</b>	Didactic/Clinical Instructor	BSN – National University – Fresno, CA AS – San Joaquin Valley College – Fresno, CA Ms. Cepeda has 5 years of experience.
<b>Alejandro Pena, RN, BSN</b>	Didactic Instructor	BSN – Grand Canyon University – Phoenix, AZ ADN – College of the Sequoias – Reedley, CA Mr. Pena has 2 years of experience.
<b>Patricia Johnson, MSN, BSN, ADN</b>	ADN Pediatric Nursing Instructor	MSN – Grand Canyon University – Phoenix, AZ BSN- Grand Canyon University – Phoenix, AZ ADN- Fresno City College – Fresno CA Ms. Johnson has 7 years of experience.

### Part Time

<b>Sarah Godinho, BS</b>	Didactic Instructor	BS – Fresno Pacific University – Fresno, CA Ms. Godinho has 3 years of experience.
<b>Neelima Bhargava, RN, MSN</b>	Clinical Instructor	MSN – University of Delhi – India BSN – University of Delhi – India Ms. Bhargava has 25 years of experience.
<b>Alyssa Borgioli, RN, MSN</b>	Clinical Instructor	MSN – Western Governors University – Salt Lake City, UT BSN – California State University Fresno – Fresno, CA

<b>Dana Mejia, MSN, CNS, RN CPHON</b>	Didactic Instructor	Ms. Borgiolil has 13 years of experience. MSN – California State University – Fresno, CA BSN – California State University – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Mejia has 10 years of experience.
<b>Amy Ordway Morikawa, RN, BSN</b>	Clinical Instructor	BSN – Union University – Hendersonville, TN BA – Fresno Pacific University – Fresno, CA Ms. Ordway has 3 years of experience.
<b>Christina Gilmore, RN</b>	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ ASN – Fresno City College – Fresno, CA Ms. Gilmore has 3 years of experience.
<b>Kwang Eun “Kevin” Lee, RN, MSN</b>	Didactic/Clinical Instructor	MSN – California State University, Fresno – Fresno, CA BSN – Fresno State University – Fresno, CA Mr. Lee has 5 years of experience.
<b>Bee Lee, RN, MSN, BSN</b>	Clinical Instructor	MSN - Fresno Pacific University – Fresno, CA BSN – California State University, Fresno – Fresno, CA Ms. Lee has 4 years of experience.
<b>Mithel Pasague, RN, BSN</b>	Clinical Instructor	BSN – Butuan Doctor's College – Butuan City, Philippines Ms. Pasague has 14 years of experience.
<b>Alicia Davis, BSN, PHN, CPN</b>	Clinical Instructor	ASN – College of Sequoias – Visalia, CA BSN – Fresno Pacific University – Fresno, CA Ms. Davis has 10 years of experience.
<b>Mark W. Guay, MS</b>	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Catalina Valdez, RN, BSN</b>	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ ASN – San Joaquin Valley College – Visalia, CA Ms. Valdez has 4 years of experience.
<b>Alberto Gomez, Jr. RN, MSN, BSN</b>	Didactic/Clinical Instructor	MSN – University of Phoenix – Phoenix, AZ BSN – University of Phoenix – Phoenix, AZ ASN – Fresno City College – Fresno, CA Mr. Gomez has 12 years of experience.
<b>Sylvia Ruiz, RN, MSN, BSN</b>	Clinical Instructor	MSN – University of Phoenix – Phoenix, AZ BSN – University of Phoenix – Phoenix, AZ ASN – Fresno City College – Fresno, CA Ms. Ruiz has 4 years of experience.
<b>Sanjana Krishnamurthy, M. Sc, MS</b>	Online Instructor (Biosciences)/STEM Chair	MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
<b>Douangchay Vang RN, ADN</b>	Clinical Teaching Assistant	ADN – Fresno City College – Fresno, CA Ms. Vang has 14 years of experience.
<b>Robin Meyers, RN BSN C- EFM</b>	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA Ms. Meyers has 7 years of experience.
<b>Julia Armas, RN, BSN</b>	Clinical Instructor	BSN – University of Phoenix – Phoenix, AZ ADN – Fresno City College – Fresno, CA Ms. Armas has 9 years of experience.
<b>Iphigenia Rosado, RN, BSN</b>	Clinical Instructor	BSN – University of Phoenix – Fresno, CA Ms. Rosado has 3 years of experience.



<b>Emily Riley, RN, MSN/NED</b>	Clinical Instructor	MSN/NED – West Coast University, Orange County – Anaheim, CA BSN – West Coast University RN – Fresno City College – Fresno, CA Ms. Riley has 4 years of experience.
<b>Danielle Raley, RN, BSN</b>	Clinical Instructor	BSN – California State University – Fresno, CA Ms. Raley has 4 years of experience.
<b>Olga Moran, RN, BSN</b>	Clinical Instruction	BSN – Grand Canyon University – Phoenix, AZ Ms. Moran has 9 years of experience.
<b>Marie Siong, RN, BSN</b>	Clinician Instructor	BSN – University of Phoenix – Phoenix, AZ Ms. Siong has 20 years of experience.
<b>Irina Remez, RN, MSN, BSN</b>	Clinical Instructor	MSN – National University – San Diego, CA BSN – National University – San Diego, CA BS – California State University, Fresno – Fresno, CA Ms. Remez has 10 years of experience.
<b>Prosyline Climaco, RN, BSN</b>	Clinical Instructor	BSN – Silliman University – Phillipines Ms. Climaco has 20 years of experience.
<b>Marquisha Gibson, RN, BSN, MSN</b>	Clinical Instructor	MSN – Purdue Global University – Indianapolis, IN BSN – Western Governor’s University – Salt Lake City, UT ADN – West Hills Lemoore Community College – Lemoore, CA
<b>Amber Schneider, RN, BSN</b>	Clinical Instructor	BSN – Fresno Pacific University – Fresno, CA RN – Fresno City College – Fresno, CA Ms. Schneider has 5 years of experience.
<b>Xai Her, RN, BSN</b>	Clinical Instructor	BSN – California State University Fresno – Fresno, CA Ms. Her has 12 years of experience.
<b>Irene Dayag, RN, MSN</b>	Clinical Instructor	MSN – Kaplan University Online – Davenport, IA BSN – West Coast University – North Hollywood, CA Ms. Dayag has 10 years of experience.
<b>Steven Visniski, BEE, MBA, DrBA</b>	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
<b>Tamra Skye, DA</b>	GE Didactic Instructor	DA – Harrison Middleton University – Tempe, AZ MA – Washington State University – Pullman, WA BA – Washington State University – Richland, WA Ms. Skye has 26 years of experience.
<b>Beth-Anne White, MS</b>	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>James Xiong, RN, BSN</b>	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA Mr. Xiong has 5 years of experience.
<b>Austin Bradley, MSN, RN</b>	Clinical Instructor	MDN – Grand Canyon University – Phoenix, AZ BDN – Grand Canyon University – Phoenix, AZ ADN – Grand Canyon University – Phoenix, AZ Mr. Bradley has 8 years of experience.
<b>Kelly Colon, RN, BSN</b>	Didactic Instructor	BSN – California State University – Fresno, CA ADN – California State University – Fresno, CA Ms. Colon has 5 year’s of experience.
<b>Frances Avila-Hernandez, RN, BSN</b>	Didactic Instructor	BDN – Grand Canyon University – Phoenix, AZ ADN – Fresno City College – Fresno, CA

<b>Michelle Abou Naoum, MS</b>	Adjunct Online Instructor	Ms. Avila-Hernandez has 12 years of experience. MS – CSU, Fresno – Fresno, CA BS – CSU, Fresno – Fresno, CA
<b>Amalia H. Rubin, MA</b>	GE Didactic Instructor	Ms. Naoum has 6 years of experience. MA – University of Washington – Seattle, WA BA – State University of New York at Buffalo – Buffalo, NY
<b>Kathleen Cantu, BSN, RN</b>	Didactic/Clinical Instructor	Ms. Rubin has 9 years of experience. BSN – Capella University – Minneapolis, MN ADN – Santa Rosa Jr. College – Santa Rosa, CA
<b>Jennifer Torrey, RN, BSN</b>	Didactic/Clinical Instructor	Ms. Cantu has 23 years of experience. BSN – Fresno City College – Fresno, CA ADN – Fresno City College – Fresno, CA
<b>Stephanie Torres Duarte, RN, BSN</b>	Clinical Instructor	Ms. Torey has 5 years of experience. BSN – Western Governors University – Salt Lake City, UT ADN – Fresno City College – Fresno, CA
<b>Maria Santora-Burns, RN, MSN, BSN</b>	Clinical Instructor	Ms. Torres Duarte has 4 years of experience. MSN – University of Phoenix – Fresno, CA BSN – Manila Doctors College – Philippines
<b>Glenda Abrera, RN, MSN, BSN</b>	Didactic/Clinical Instructor	Ms. Santora-Burns has 5 years of experience. MSN – University of Phoenix – Phoenix, CA BSN – Makati Medical Center – Philippines
<b>Elizabeth Mendez Legaspi, RN, BSN</b>	Didactic/Clinical Instructor	Ms. Abrera has 29 years of experience. BSN – Velez College of Nursing – Cebu City, Philippines RN – MSU-Iligan Institute of Technology – Iligan City, Philippines
<b>Kassandra Barkowsky, BSN, RNC</b>	Clinical Instructor	Ms. Mendez Legaspi has 15 years of experience. BSN – Southeastern Louisiana University – Hammond, LA ASN – Excelsior College - Albany, NY Ms. Barkowsky has 13 years of experience

## SACRAMENTO CAMPUS

### Sacramento, CA – Staff

Abraham Cicchetti, MSHA	Campus Director (FT)
Gena Miller	Assistant Campus Director, Student Services Manager, & Title IX Coordinator (FT)
Angelica Villalobos	Career Services Coordinator (FT)
Anna Cernomorcencho	Front Desk Representative (FT)
Carolyn Benning	Work Study – Campus Assistance (PT)
Emily McShane	Admissions Manager (FT)
Jennifer Lopez	Financial Aid Manager (FT)
Jeremy Caldwell	AOSUT Instructional Aide (PT)
Leonie Barber	Admissions Associate Advisor (FT)
Marina Lebedeva	Student Services Coordinator (FT)
Matthew Ochoa	Front Desk Representative (FT)
Melina Medina	Student Services Coordinator (FT)
Nancy Heckman	AOSUT Instructional Aide (PT)
Nancy Lugo	XTMAS Instructional Aide (PT)
Naomi Hough	Admissions Advisor (FT)

Sebastian Monroy	Administrative Assistant – Student Services (FT)
Shontell Shoals	Outreach Development Manager (FT)
Virtue Ventura	Admissions Advisor II (FT)
Vivian Nguyen	Administrative Assistant – Student Services (FT)

### Sacramento, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty

#### Full Time

<b>Jorge Aguilera, BA, RDMS</b>	A.O.S. in UT Program Director	BS – University of California Davis – Davis, CA UT – Kaiser Permanente School of Health Services – Richmond, CA Mr. Aguilera has 12 years of experience.
<b>Bushra Hendi, AS, RDCS, RDMS, RVT</b>	Clinical Coordinator	AS – Lakawanna College – Scranton, PA Ms. Hendi has over 10 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Iana Asenova, RDMS(AB)(OB/GYN), RDCS(AE), RVT(VT)</b>	Didactic Instructor	BS – SUNY Downstate Medical Center – Brooklyn, NY Ms. Asenova has 5 years of experience.

#### Part Time

<b>Tanna Ruiz, CRT, ARRT, ARDMS (AB)(OB/GYN)(BR)(VT)</b>	Clinical Coordinator	BS – Gurnick Academy – Concord, CA AS – Foothill College – Los Altos, CA AS – Merritt College – Oakland, CA Mrs. Ruiz has over 21 years of experience.
<b>Ana Maria Estrada-Sanchez, PhD</b>	GE Didactic Instructor	PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico Ms. Estrada-Sanchez has over 12 years of experience.
<b>Monica Simmonds, RDMS (AB),(OB/GYN)</b>	Didactic Instructor	BS – Kaiser – Richmond, CA Ms. Simmonds has 5 years of experience.
<b>Patricia Snell, RDMS (AB),(OB/GYN),(B); (CRT)(R)(M)</b>	Lab Instructor	AS – Canada College – Redwood City, CA DSM Certificate – Foothill College – Los Altos, CA Ms. Snell has over 24 years of experience.
<b>Ludmila Kisseleva-Eggleton, PhD</b>	GE Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.

### Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty

#### Full Time

<b>Christy Foster Bollman, MAS, RRA, (MR)(CT)(R)</b>	Executive Program Director of A.S. in RT	MS – University of San Diego – San Diego, CA BS – Loma Linda University – Loma Linda, CA Ms. Foster Bollman has 20 years of experience.
<b>Therese Gotto, RT, (R) (MR)(CT), CRT (F)</b>	A.S. in RT Associate Program Director	AS – Yuba College – Marysville, CA BS – University of California, Davis – Davis, CA Ms. Gotto has over 17 years of experience.

<b>Mark Wong, RT, (R) (ARRT)</b>	Clinical Coordinator	MS – Saint Mary’s College – Moraga, CA BS – San Jose State University – San Jose, CA ASRT – Fresno City College – Fresno, CA Mr. Wong has over 25 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Part Time</b>		
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Marge Gorthy, MBA, RT(R)(F)(M)</b>	Didactic Instructor	MBA – Sacramento State University – Sacramento, CA BS – Sacramento State University – Sacramento, CA RT – Fresno City College – Fresno, CA Ms. Gorthy has over 44 years of experience.
<b>Rich Lehrer, MSRS, BS Ed., ARRT, RT (R), CRT</b>	Didactic Instructor	MSRS - Midwestern State University - Wichita Falls, TX BS – East Stroudsburg State College – East Stroudsburg, PA AS/AA – Sierra College – Rocklin, CA Mr. Lehrer has over 30 years of experience.
<b>Beth-Anne White, MS</b>	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Maritherese (Marcy) Keller, MSN, RN, PHN</b>	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – California State University, Stanislaus – Stanislaus, CA Ms. Keller has 18 years of experience.
<b>Dr. Angela Willson, PhD, RT (CRT)</b>	Didactic Instructor	PHD – Touro University – Cypress, CA AS – Yuba College – Marysville, CA Ms. Willson has 43 years of experience.

### Sacramento, CA – Associate of Science in Magnetic Resonance Imaging Program Faculty

<b>Full Time</b>		
<b>Minhaaj Qasmi, BS, ARRT (MR)</b>	Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.
<b>Lisa Deans B.S, R.T.(R) (MR) (ARRT)</b>	Assistant Clinical Program Director of A.S. in MRI	BS – University of New Mexico – Albuquerque, NM Ms. Deans has over 20 years of experience.
<b>Robert Trimboli, ARRT</b>	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.
<b>Alexandrea Dietrich, B.S., ARRT</b>	Clinical Coordinator	BS – Colorado State University – Aurora, CO AS – Gurnick Academy of Medical Arts – Modesto, CA Ms. Dietrich has 3 years of experience.

<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
<b>Kevin Turner, BAS, RT</b>	Didactic/Clinical Instructor	BAS – Thomas Edison State University – Trenton, NJ Mr. Turner has over 7 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Steve Deitsch, ARRT, BS</b>	Didactic Instructor	BS – University of Phoenix – Online AOS – Pima Medical Institute – Mesa AZ Mr. Deitsch has 12 years of experience.

#### Part Time

<b>Anna Parievsky, PhD</b>	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Joe Madariaga, CRT, ARRT</b>	Didactic Instructor	BS – Gurnick Academy – Concord, CA AS – Fullerton College – Fullerton, CA Mr. Madariaga has over 38 years of experience.

### Sacramento, CA – Medical Assistant Program Faculty

#### Full Time

<b>Galdina Miranda, CMA</b>	Program Coordinator	AA – Cañada College – Redwood City, CA Diploma – Institute for Business and Technology – Santa Clara, CA Ms. Miranda has over 30 years of experience.
<b>Michelle Glasper, BA, MA</b>	Didactic Instructor	MA – National Education Center – Sacramento, CA BA – Ashford University – Clinton, IA Ms. Glasper has 24 years of experience.

#### Part Time

<b>Iman Amer, NCMA</b>	Didactic Instructor	MD – Cairo University – Cairo, Egypt MS – Cairo University – Cairo, Egypt MHA – Purdue University Global – Online MA – Suisun Adult School – Fairfield, CA
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### Sacramento, CA – X-Ray Technician with Medical Assistant Skills Program Faculty

#### Full Time

<b>John Glauner, BS, RT (R)(AART)</b>	XTMAS Program Director	BS – Pima Medical Institute – Tuscon, AZ AS – ECPI University – Newport News, VA Mr. Glauner has 8 years of experience.
<b>Charline Sealy, MS, RT (R)</b>	Didactic Instructor	MS – University of Maryland University College – Washington, DC BS – St. John's University – Jamaica, NY

Ms. Sealy has 2 years of experience.

Part Time

<b>Rochelle Bradham RT(R)(ARRT)</b>	Clinical Coordinator	AS – Gurnick Academy of Medical Arts – Concord, CA Ms. Bradham has over 6 years of experience.
<b>Bradley Thacker, RT(R)(ARRT), RHF, BA</b>	Clinical Coordinator	BA – Western Governors University – Salt Lake City, UT RT – Yuba College – Yuba City, CA Mr. Thacker has over 17 years of experience.
<b>Dr. Angela Willson, PhD, RT (CRT)</b>	Didactic Instructor	PHD – Touro University – Cypress, CA AS – Yuba College – Marysville, CA Ms. Willson has 43 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Modupeoluwa Owolabi, MD, BS</b>	GE Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.

**Sacramento, CA – Vocational Nurse Program Faculty**

Full Time

<b>Emmylou De Guzman, RN, MSN, BSN</b>	VN Program Coordinator	MSN – University of La Salette – Manila, Philippines BSN – Martinez Memorial College – Manila, Philippines Ms. De Guzman has over 25 years of experience.
<b>Anne Terry, RN, MSN</b>	Clinical Coordinator	MSN – Chamberlain College of Nursing – Rancho Cordova, CA BSN – Chamberlain College of Nursing – Rancho Cordova, CA ASN - Chelmsford and Essex School of Nursing – Chelmsford, England Ms. Terry has 21 years of experience.
<b>Luz Celine Arat- Cabading, RN</b>	Didactic/Clinical Instructor	PHD – University of Immaculate Conception – Davao City, Philippines MSN – Ateneo de Davao University – Davao City, Philippines BSN – Davao Doctors College – Davao City, Philippines Ms. Arat-Cabading has 30 years of experience.
<b>Guadalupe Otero, RN, MSN, BSN, PHN</b>	Didactic/Clinical Instructor	MSN – Vanguard University of Southern California – Costa Mesa, CA BSN – Vanguard University of Southern California – Costa Mesa, CA RN – East Los Angeles College – Monterey Park, CA PHN – Vanguard University of Southern California – Costa Mesa, CA Ms. Otero has 21 years of experience.
<b>Shelvia Salvano, RN, MSN/NED</b>	Didactic/Clinical Instructor	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.

<b>Juan Fernandez, LVN, ADN</b>	Didactic/Clinical Instructor	ADN – Cypress College – Cypress, CA LVN – Carrington College – Sacramento, CA Mr. Fernandez has 9 years of experience.
<b>Asya Weston, LVN</b>	Didactic/Clinical Instructor	AS – Houston Community College – Houston, TX Ms. Weston has over 12 years of experience.
<b>Part Time</b>		
<b>Nikaesha Paniagua, RN, OCN, MSN</b>	Didactic Instructor	MSN-EDU – Western Governors University – Salt Lake City, UT BSN – University of Nevada – Reno, NV Ms. Paniagua has over 16 years of experience.
<b>Marina Nguyen, DNP, MBA, RN</b>	Didactic Instructor	DNP – Touro University – Vallejo, CA MBA – Western Governors – Salt Lake City, UT BSN – Metropolitan State University – Denver, CO BS – UC Davis – Davis, CA AS/AA – Sacramento City College – Sacramento, CA AA – Consumer River College – Sacramento, CA Ms. Nguyen has 10 years of experience.
<b>Recarlyn Dimaandal, MSN/Ed, RN-BC</b>	Didactic Instructor	MSN – University of Phoenix – San Jose, CA BSN – Manila Central University – Caloocan City, Philippines Ms. Dimaandal has 12 years of experience.
<b>Tammy Ortiz, RN, BSN</b>	Didactic Instructor	BSN – University of Phoenix – San Jose, CA ADN – Evergreen Valley College – San Jose, CA Ms. Ortiz has 30 years of experience.
<b>Karla Hodges, RN, MS</b>	Didactic/Clinical Instructor	PHD – University of California, Davis – Davis, CA MS – University of San Francisco – San Francisco, CA BA – Mills College – Oakland, CA AAS – Harry S. Truman College – Chicago, IL Dr. Hodges has over 31 years of experience.
<b>Summer Smith, RN, MSN</b>	Didactic/Clinical Instructor	MSN – University of San Francisco – San Francisco, CA AS – Solano Community College – Fairfield, CA Ms. Smith has over 17 years of experience.
<b>Lanette Sipes, RN, MSN-ED, BSN</b>	Didactic/Clinical Instructor	MSN – Chamberlain College – Rancho Cordova, CA BSN – Chamberlain College – Rancho Cordova, CA RN – Methodist College of Nursing – Peoria, IL Ms. Sipes has over 26 years of experience.
<b>Teresa Dodson, DNPc, RN, MSN-Ed, BSN, DSD</b>	Didactic/Clinical Instructor	DNP – Chamberlain College – Rancho Cordova, CA MSN – Indiana State University – Terre Haute, IN BSN – Southern Illinois University – Carbondale, IL ADN – Illinois Eastern Community College – Olney, IL LPN – Illinois Eastern Community College – Olney, IL Ms. Dodson has over 25 years of experience.
<b>Ebony Vega, RN, BSN, DSD</b>	Didactic/Clinical Instructor	BSN – University of Phoenix – Modesto, CA Diploma – Kaplan College – San Diego, CA Ms. Vega has over 12 years of experience.
<b>Hazel Bihag, BSN, RN</b>	Clinical Instructor	BSN – Southwestern University – Philippines Ms. Bihag has over 13 years of experience
<b>Tabitha Somers, BSN, RN</b>	Didactic/Clinical Instructor	BSN - Cox College - Springfield, MO ASN - Fort Scott Community College at Horton Drive - Fort Scott, KS

<b>Leo Balmeo, RN, BSN</b>	Didactic/Clinical Instructor	Ms. Somers has over 12 years of experience. BSN - Our Lady of Fatima University - Valenzuela City, Philippines Mr. Balmeo has over 20 years experience.
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## VAN NUYS CAMPUS

### Van Nuys, CA – Staff

Keana Jarvis	Campus Director & Title IX Coordinator (FT)
Alfred Amadi	Career Services Coordinator (FT)
Danaelle Saucedo	Career Services Coordinator II/Corporate Support (FT)
Eno Inwek	Admissions Advisor II (FT)
Jackeline Brito	Admissions Advisor (FT)
Leticia Mendoza	Student Service Coordinator (FT)
Theresa Webster	Financial Aid Advisor (FT)
Nicole Ohiosumua	Financial Aid Manager (FT)
Victor Perez, Jr.	Front Desk Representative (FT)

### Van Nuys, CA – Associate Occupational Science in Radiologic Technology Program Faculty

#### Full Time

<b>TBD</b>	A.O.S. in RT Program Director	
<b>Peter Bagarotti, RT (R)(ARRT), CRT (R)(F)</b>	Clinical Coordinator	BS – Kaplan College – Online Diploma, DRT – Maric College (Kaplan College) – North Hollywood, CA Mr. Bagarotti has over 15 years of experience.
<b>Adam Elias, RT (R)(ARRT), CRT (R)(F)sa</b>	Clinical Coordinator	BS – Laverne University – Laverne, CA DRT – Maric College – North Hollywood, CA Mr. Elias has 26 years of experience.
<b>Dr. Nicole Walton-Trujillo, DM, RT(R)(CT)(ARRT), CRT(R)</b>	Didactic Instructor	DM – Colorado Technical University – Denver, CO MS – Southern New Hampshire University – Manchester, NH BS – Pima Medical Institute – Albuquerque, NM AS – Pima Medical Institute – Albuquerque, NM Dr. Waton-Trujillo has 12 years of experience.

#### Part Time

<b>Beth-Anne White, MS</b>	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
<b>Jesse Kleis, MS</b>	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has 7 years of experience.
<b>Karen T. Smith, MS</b>	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.



<b>Steven Visniski, BEE, MBA, DrBA</b>	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
<b>Kenya Haugen, DM, RT(R)(ARRT), FAERS</b>	Didactic Instructor	DM – University of Phoenix – Phoenix, AZ MS – University of Colorado – Colorado Springs, CO MS – Texas A&M University – Texarkana, TX BS – Loyola Marymount University – Los Angeles, CA Dr. Haugen has 20 years of experience.
<b>Dr. Steven Goetsch, PHD BS, MS</b>	Didactic Instructor	Dr. Steven Goetsch, Ph.D., DABMP, FAAPM B.S. in Physics, Michigan State University, E. Lansing, Michigan M.S. in Health Physics, Northwestern University-Evanston, IL M.S. in Medical Physics, The University of Wisconsin-Madison, WI
<b>Jenae Shindler, R.T.</b>	Didactic Instructor	Jenae Shindler, R.T. (R) (T) Certificate of Radiologic Technology-Chaffey College-Rancho Cucamonga, CA • Certificate of Radiation Therapy-City of Hope Medical Center-Duarte, CA Ms. Shindler has 4 years of experience.

### Van Nuys, CA – Bachelor of Science in Radiation Therapy Program Faculty

Full Time		
<b>Cheryl Young, Ed.D., RT(T)(ARRT)</b>	B.S. in RT Program Director	Ed.D. – City University of Seattle – Seattle, WA MS – National University – San Diego, CA BS – California State University, Long Beach – Long Beach, CA Ms. Young has 15 years of experience.
<b>Maureen Sigafos, MS, CMD, RT(T)(ARRT)</b>	Clinical Coordinator	MS – National University – San Diego, CA BS – California State University, Long Beach – Long Beach, CA Mrs. Sigafos has 22 years of experience.

Part Time		
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### Van Nuys, CA – Medical Assistant Program Faculty

Full Time		
<b>Eva Lopez, NCMA, NCPT</b>	MA Program Coordinator	Diploma, Medical Assistant – Everest College (Bryman College) – Reseda, CA Ms. Lopez has 19 years of experience.
<b>Dr. Claudinet Gomez, CMA, CPT</b>	Clinical Coordinator/Instructor	IMG – Universidad Michoacana San Nicolas de Hidalgo Dr. Gomez has 11 years of experience.
<b>Amir Latif</b>	Didactic/Clinical Instructor	IMG – Cairo University – Cairo, Egypt Dr. Latif has 38 years of experience.

### Van Nuys, CA – X-Ray Technician with Medical Assistant Skills Program Faculty

Full Time		
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<b>Aarash Kioumeh, RT (R)(ARRT), CRT (R)(F)</b>	XTMAS Program Director	BS – Kaplan University – Chicago, IL Diploma, Radiologic Technology – Kaplan College – North Hollywood, CA Diploma, X-Ray Technician/MA Back Office – Kaplan College – North Hollywood, CA Mr. Kioumeh has 8 years of experience.
<b>Peter Bagarotti, RT (R)(ARRT), CRT (R)(F)</b>	Clinical Coordinator	BS – Kaplan College – Online Diploma, Diagnostic Radiologic Technology – Maric College (Kaplan College) – North Hollywood, CA Mr. Bagarotti has over 15 years of experience.
<b>Adam Elias, RT (R), CRT (R)(F)</b>	Clinical Coordinator	BS – Laverne University – Laverne, CA Diploma, Diagnostic Radiologic Technology – Maric College – North Hollywood, CA Mr. Elias has 26 years of experience.
<b>Rogelio Gonzales, BS, RT (R)(ARRT)</b>	Clinical Coordinator	BS – Colorado Christian University – Lakewood, CO Diploma, Radiologic Technology – Kaplan College – North Hollywood, CA Diploma, Medical Assistant/X-Ray Technician – Kaplan College – North Hollywood, CA Mr. Gonzales has 17 years of experience.
<b>Edgar Meza, BS, RT(R)(ARTT)</b>	Clinical Coordinator	BS – Purdue University Global - Online Diploma - Modern Technology School of X-ray – North Hollywood, CA Mr. Meza has 27 years of experience.
<b>Eve E. Bonic, DC, DACBR, RT(R)(CT)(MR)(ARRT), CRT(R)(F)</b>	Didactic Instructor	DACBR – Logan College of Chiropractic – Chesterfield, MO AAS, Radiography – Portland Community College – Portland, OR DC – Los Angeles College of Chiropractic – Whittier, CA BS – Los Angeles College of Chiropractic – Whittier, CA Dr. Bonic has 15 years of experience.

**Part Time**

<b>Sonia Duarte, MSN, RN NED</b>	Didactic Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.
<b>Modupeoluwa Owolabi, MD, BS</b>	GE Didactic Instructor	MD – Windsor University School of Medicine – Cayon, Saint Kitts & Nevis Island BS – Georgia Southern University – Statesboro, GA Ms. Owolabi has 3 years of experience.

**DISTANCE EDUCATION FACILITY**

**Las Vegas, NV – Staff**

Theodore C. Vanderlaan	Campus Director, Title IX Coordinator (FT)
Dr. Nicole Walton-Trujillo	Assistant Campus Director (FT)
Danielle Palengat	Student Services Manager (FT)
Kathryn Leonard	Admissions Representative (FT)
Marie Hill-Iglesias	Financial Aid Advisor (Remote-Online) (FT)

## Las Vegas, NV – Associate of Science in Magnetic Resonance Imaging Program Faculty

### Full Time

<b>Minhaaj Qasmi, BS, ARRT (MR)</b>	Program Director of A.S. in MRI	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Qasmi has over 8 years of experience.
<b>Jesse Kleis, MS</b>	GE Online Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
<b>Sonia Duarte, MSN, RN NED</b>	GE Online Instructor	MSN – University of Phoenix – Online BSN – University of Phoenix – Central Valley Campus, Fresno, CA ASN – Fresno City College – Fresno, CA Ms. Duarte has 10 years of experience.

### Part Time

<b>Anna Parievsky, PhD</b>	GE Online Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
<b>Karen T. Smith, MS</b>	GE Online Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
<b>Mark W. Guay, MS</b>	GE Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
<b>Steven Visniski, BEE, MBA, DrBA</b>	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.

## CHANGES & UPDATES TO PUBLISHED INFORMATION

### STATEMENT OF HISTORY & OWNERSHIP

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#### November 2022

ABHES approves the Associate of Occupational Science in Vascular Ultrasound Technology program at our San Mateo campus.

#### August 2022

ABHES approves the Master of Science in Nursing program at our Concord campus.

#### June 2022

ABHES approves the Bachelor of Science in Radiation Therapy program at our Van Nuys campus.

#### February 2022

ABHES approves the Associate of Science in Veterinary Medical Technology program at our San Mateo campus.

#### November 2021

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Associate of Science in Radiologic Technology Program accreditation at our Sacramento Campus with an 8-year award.

#### January 2014

The American Registry of Radiologic Technologies (ARRT®) recognizes our MRI, RT, and UT programs.

### EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

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**Konstantin Gourji**, Chief Executive Officer

**Larisa Revzina**, Chief Academic Officer

**Zara J. Gourji**, Chief Process Officer

**Burke Malin**, Chief Operating Officer

**Theodore C. Vanderlaan**, Vice President, Strategy and Innovation

**Elena Kudrya**, Vice President, Finance

**Fred Faridian**, Vice President, Campus Operations

**James Murrell**, Dean of Imaging

**Samantha Manlosa Sanchez**, Dean of Nursing

### PROGRAM OFFERINGS

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Kindly note that not all programs are available at each campus. Please see the Program Offerings per Campus (Table 1) for more details.

Table 1. *Program Offerings per Campus*

Program Types and Names	Campus Location
<b>Degree Programs</b>	
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	Van Nuys
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	Modesto, Sacramento, San Mateo
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	Concord (via Distance Education)
Associate of Science in Nursing (ADN)	Fresno
Associate of Science in Nursing (LVN to ADN)	Fresno
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	San Mateo
Associate of Science in Radiologic Technology (A.S. in RT)	Concord, Sacramento
Associate of Science in Veterinary Medical Technology Program (A.S. in VMT)	San Mateo
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	Fresno, Sacramento, San Mateo
Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in UT)	San Mateo
Associate of Science in Vocational Nursing (A.S. in VN)	Fresno
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	Concord (via Distance Education)
Bachelor of Science in Nursing (BSN)	Concord
Bachelor of Science in Nursing (LVN to BSN)	Concord
Bachelor of Science in Nursing (RN to BSN)	Concord (via Distance Education)
Bachelor of Science in Radiation Therapy (B.S. in RT)	Van Nuys (via Distance Education)
Master of Science in Nursing (BSN to MSN)	Concord (via Distance Education)
<b>Diploma Programs</b>	
X-ray Technician with Medical Assistant Skills (XTMAS)	Concord, Sacramento, Van Nuys
Psychiatric Technician (PT)	Concord
Vocational Nurse (VN)	Concord, Fresno, Modesto, Sacramento, San Mateo
<b>Certificate Programs</b>	
Dental Assistant (DA)	Modesto
Medical Assistant (MA)	All
Medical Assistant with Phlebotomy (MAPHL)	San Mateo
<b>International Courses</b>	

International Nurse Graduate Course (ING)	Fresno
Continuing Education Courses	
CPR Course for Basic Life Support (CPR)	All
IV Therapy/Blood Withdrawal Course (IVBW)	Concord, Fresno, Modesto, San Mateo
LVN to RN Transition Theory & Lab Course	Concord, Fresno
Essential Medical Bioscience (EMB)	Concord, Fresno, Modesto, San Mateo
Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course	San Mateo
Diagnostic Medical Imaging (DMI) Advanced Clinical Practicum	Concord

## ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

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Gurnick Academy of Medical Arts holds institutional accreditation by the Accrediting Bureau of Health Education Schools (ABHES). ABHES accreditation does not include continuing education or international courses. ABHES is located at 6116 Executive Blvd., Suite 730 North Bethesda, MD, 20852, (301) 291-7550.

#### Associate of Science in MRI Program

The Associate of Science in MRI Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT®) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as mentioned above, are eligible to sit for ARRT (MRI). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT®, please visit [www.arrt.org](http://www.arrt.org). ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

#### Associate of Science in Radiologic Technology Program

The Associate of Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a radiographer school. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: [mail@jrcert.org](mailto:mail@jrcert.org), [www.jrcert.org](http://www.jrcert.org).

The Associate of Science in Radiologic Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT®) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as mentioned above, are eligible to sit for ARRT® (R). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate's degree. For more information about ARRT®, please visit [www.arrt.org](http://www.arrt.org). ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

#### Associate of Occupational Science in Radiologic Technology Program

The Associate of Occupational Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a radiographer school. Contact Information for CDPH-RHB is: P.O.

Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: [mail@jrcert.org](mailto:mail@jrcert.org), [www.jrcert.org](http://www.jrcert.org).

The Associate of Occupational Science in Radiologic Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT®) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs mentioned above can sit for the ARRT® (R). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate degree. For more information about ARRT®, please visit [www.arrt.org](http://www.arrt.org). ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

### Associate of Occupational Science in Ultrasound Technology Program

The Associate of Occupational Science in Ultrasound Technology Program is recognized by the American Registry of Radiologic Technologists (ARRT®) — [www.arrt.org/Education/Educational-Programs](http://www.arrt.org/Education/Educational-Programs). Graduates from the programs, as mentioned above, are eligible to sit for ARRT (S). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate’s degree. For more information about ARRT®, please visit [www.arrt.org](http://www.arrt.org). ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

The Associate of Occupational Science in Ultrasound Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP is located at 9355 113<sup>th</sup> St. N, #7709, Seminole, FL 33775; phone: (727) 210-2350. This accreditation is for the San Mateo Campus only.

## ADMISSION REQUIREMENTS

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Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements
VN	HSD/GED	16	Yes, some campuses only	Yes*	Be at least 18 years of age.**	Interview (if applicable)
PT		14	No			
MA & MAPHL						
DA						
A.O.S. in RT						
A.S. in NM						
A.O.S. in UT		N/A	Yes	Pay all applicable fees.		
	N/A					

<b>A.O.S. in VUT</b>					<ul style="list-style-type: none"> <li>Immunization, Health Screening, Background Check, Drug Testing, and CPR.</li> </ul>	Info Session, Essay, Interview (if applicable).
<b>A.S. in MRI</b>		18				
<b>A.S. in RT</b>		N/A				
<b>A.S. in PTA</b>	HSD/GED plus college coursework.	N/A		Yes	<ul style="list-style-type: none"> <li>Program's performance requirements.</li> <li>Student skills, hardware, and software requirements (for distance education courses).</li> </ul>	Info Session, Observation Hours, Essay, Interview.
<b>A.S. in VMT</b>	HSD/GED	N/A		No		Essay, Resume, One Year of Work Experience as a Veterinary Assistant, Interview.
<b>ADN &amp; LVN to RN</b>	HSD/GED	See TEAS		Based on the admission pathway		Info Session, Interview.
<b>A.S. in VN</b>	HSD/GED plus, proof of graduation from a Board-approved Vocational Nursing Program (min. 2.5 GPA).	N/A	No	No		N/A
<b>B.S. in DMI</b>	HSD/GED plus 2 Year Equivalent Imaging education and ARRT® registry or equivalent.	N/A	No	70 Semester credits (Previous core coursework and registry = 54 Semester Credits and 16 Semester Credits of General Education courses).		N/A
<b>BSN, LVN to BSN, RN to BSN</b>	HSD/GED plus RN license	See TEAS (for BSN and LVN to BSN)	Yes	Yes		Info Session, Essay, Letters of Recommendation, Verification of Health-related



<b>BSN to MSN</b>	BSN (min. 3.0 GPA) plus RN license	N/A	Yes	No	Work, Interview (if applicable).
<b>B.S. in RT</b>	HSD/GED	25	Yes	No	Info Session, Essay, Letters of Recommendation, Verification of Health-related Work, Interview (if applicable).
<b>XTMAS</b>	HSD/GED	18	Yes	No	Essay, Interview (if applicable).

\* Prerequisite courses may be taken at Gurnick Academy of Medical Arts.

\*\*See Additional Admission Requirements per Program for minimum age requirements.

Per Gurnick Academy of Medical Arts' Employee Manual, a maximum of one (1) nominated applicant, per program start, who meets all admissions requirements may be accepted without a point ranking system, if applicable to the program of interest, by the Executive Corporate Management Team.

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### General Admission Requirements for all Programs

All applicants to Gurnick Academy of Medical Arts must:

1. Meet with the program's Admission Advisor to review all required disclosures and receive complete information before enrolling with Gurnick Academy of Medical Arts.  
*Kindly note that some programs may have additional requirements, such as attending an Information Session before meeting with Admissions; please see Additional Admissions Requirements per program.*
2. Meet with a Financial Aid Advisor to review all required disclosures and receive complete information before enrolling at Gurnick Academy of Medical Arts.  
*Kindly note that this requirement does not apply to non-financial aid programs or courses.*
3. Pay all applicable fees per the current published fee schedule before issuing an enrollment agreement, or make other payment arrangements acceptable to Gurnick Academy of Medical Arts.
4. Possess a High School Diploma from an approved/accredited high school or a GED.  
*Please ask an Admission Advisor for more details and the list of approved High Schools. Please refer to the Foreign Transcript/Diploma Evaluation Policy for more information regarding additional requirements.*
5. Be at least 18 years of age (official ID is required) to enroll in a core program.  
*Some programs may allow enrollment at age 17. Please see program-specific admission requirements for details.*
6. Complete the entrance exam with the minimum score required as outlined in the table Admission Requirements Summary. All Programs utilize the Criteria Cognitive Aptitude Test (CCAT) with a minimum entrance exam score unless otherwise specified in the table above.
7. Complete the Application/Registration packet, including the Distance Education Questionnaire.
8. Comply with all Gurnick Academy of Medical Arts requirements for Immunizations, Health Screening, Background Check, and CPR/First Aid policy.
9. Comply with the program's performance requirements.

*Make sure to read each program's performance requirements in the Program Performance Requirements section.*

10. Comply with the Additional Admission Requirements per program.  
*Please review this section for the applicable program.*
11. Meet the minimum student skills, hardware, and software requirements if the student enrolls in distance education (online) courses. Please refer to the Minimum Requirements for Students Enrolling in Distance Education Courses section.
12. Have the ability to read and write English at the graduate level of an American high school, as demonstrated by possessing a high school diploma, GED, or passing the California high school proficiency exam.

## **Additional Admission Requirements per Program**

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#### **Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)**

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to approval from the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit a one-page essay in APA format that includes:
  - a. Statement of why you want to join the modality.
  - b. The essential functions and role of a Technologist in this field.
  - c. Preparation to become successful in this program.
  - d. Sources used to prepare for the essay.
6. Pass an admission interview with the Program Director and designees.

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#### **Associate of Science in Nursing Program (ADN)**

##### **ADN Generic Pathway**

1. Applicants must attend an Information Session.
2. Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and “Admissions”).
3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must take an Admission Assessment test: The Test of Essential Academic Skills (TEAS VI). It tests math, reading, English and language use, and science. All students are encouraged to log on to [atitesting.com](http://atitesting.com) for study material and other valuable resources and information. The TEAS VI Test Passing score = 64% or better.
5. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.

6. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in non-biology prerequisite coursework. Official transcripts are required.
  7. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in math and science prerequisite coursework. Official transcripts are required.
  8. Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.
  9. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on formal organizational stationery.
  10. The applicant will submit proof of health-related &/or community work, e.g., volunteering at health fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
  11. Applicants will be rank-ordered based on the following score, which includes:
    - Admission Assessment Test (TEAS)
    - Personal Interview
    - Written Essay
    - Three Letters of Recommendation
    - Community Work
    - Health-Related Experience
- *LVN-RN AP*
    - Applicants must attend an Information Session.
    - Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and “Admissions”).
    - Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
    - Applicants must take an Admission Assessment test: The Test of Essential Academic Skills (TEAS VI). It tests math, reading, English and language use, and science. All students are encouraged to log on to [atitesting.com](http://atitesting.com) for study material and other valuable resources and information. The TEAS VI Test Passing score = 64% or better.
    - Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
    - Applicants must submit a two to three (2 – 3) page written essay on why they have chosen professional nursing as a career.
    - Applicants must submit proof of one year of full-time LVN/LPN work experience within the last three years or is a recent graduate of an LVN/LPN school (within one year at the time of application) or have completed an LPN/LVN Refresher/Re-entry program within one year of admission.
    - Applicants must submit transcripts showing proof of completing the 33 units of General Education courses that make up Semesters I and II of the ADN Generic Pathway.
    - Applicants must submit a resume.
    - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in non-biology prerequisite coursework. Official transcripts are required.
    - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in math and science coursework. Official transcripts are required.

Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Associate Degree Nursing Program. The program will only accept a maximum of two (2)

attempts in one (1) year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.

Table 7. *ADN Admission Point System*

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>40</b>
<ul style="list-style-type: none"> <li>● TEAS (90.00 – 100.00)</li> <li>● TEAS (80.0 – 89.99)</li> <li>● TEAS (70.0 – 79.99)</li> <li>● TEAS (64.0 – 69.99)</li> </ul> <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Associate Degree Nursing Program. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
<b>II. Post-Secondary Education</b>	<b>20</b>
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	5
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Graduate/Master’s Degree</li> </ul>	20
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	<b>30</b>
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	5
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	10
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> <li>● GPA 2.50-2.59</li> </ul>	2
<ul style="list-style-type: none"> <li>● GPA 2.60-3.00</li> </ul>	5
<ul style="list-style-type: none"> <li>● GPA 3.01-3.59</li> </ul>	10
<ul style="list-style-type: none"> <li>● GPA 3.6-4.0</li> </ul>	15
<b>IV. Application Essay to Nursing Program – APA Format</b>	<b>10</b>
The essay will include:	
<ul style="list-style-type: none"> <li>● Statement of purpose for enrolling in a nursing program</li> <li>● The essential functions and role of a nurse</li> <li>● Preparation to become successful in the nursing program</li> <li>● Accountability and integrity in the nursing profession</li> <li>● Grammar</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
<b>V. Health Care Background</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● One to three (1 – 3) years</li> </ul>	3
<ul style="list-style-type: none"> <li>● More than three (3) years</li> </ul>	5
<b>VI. Personal Interview</b>	<b>20</b>

<ul style="list-style-type: none"> <li>● Professionalism</li> <li>● Appearance and Demeanor</li> <li>● Communication Skills</li> <li>● Answering Skills</li> <li>● Overall Impression</li> </ul>	4 4 4 4 4
<b>VII. Evaluation from the Office of Admissions</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● Professionalism</li> <li>● Timeliness</li> <li>● Communication</li> <li>● Compliance with the requirements</li> <li>● Self-Motivation</li> </ul>	1 1  1 1

**Total Possible Points for Criterion I through Criterion VII: 130 Points**

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**Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)**

Applicants must:

1. Attend an Information Session.
2. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Submit a one-page essay in APA format that includes:
  1. Statement of why you want to join the modality.
  2. The essential functions and role of a Technologist in this field.
  3. Preparation to become successful in this program.
  4. Sources used to prepare for the essay.
5. Complete an admission interview with the Program Director and designees.

*Associate of Occupational Science in UT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table 10. *A.O.S. in UT Admission Point System*

<b>I. Admissions Exam</b>	<b>Possible Points</b>
<ul style="list-style-type: none"> <li>● Anatomy &amp; Physiology Assessment Test (100-85)</li> <li>● Anatomy &amp; Physiology Assessment Test (84-80)</li> <li>● Anatomy &amp; Physiology Assessment Test (79-69)</li> <li>● Anatomy &amp; Physiology Assessment Test (68-50)</li> <li>● Anatomy &amp; Physiology Assessment Test (49 and lower)</li> </ul>	25 20 15 10 5
UCAT	
<ul style="list-style-type: none"> <li>● 35 or greater</li> <li>● 30-34</li> <li>● 25-29</li> <li>● 24 or less</li> </ul>	35 25 15 0
<b>II. Post-Secondary Education</b>	

• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master’s Degree	30
• Post-Graduate/Doctoral Degree	45
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	
<b>A. Overall GPA</b>	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
<b>B. Math and Science GPA</b>	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	40
<b>IV. One-Page Resume (required)</b>	30
<b>V. Essay – One-page, APA Format</b>	35
The essay will include:	
<ul style="list-style-type: none"> <li>• Statement of why you want to join this modality</li> <li>• The essential functions and role of a technologist in this field</li> <li>• Preparation to become successful in this program</li> <li>• Sources used to prepare for the essay</li> </ul>	
<b>VI. Health Care Background</b>	
• One to three (1 – 3) years	10
• More than three (3) years	25
<b>VII. Reapplication (having completed reapplication requirements)</b>	15
<b>VIII. Personal Interview</b>	115
<ul style="list-style-type: none"> <li>• Interview Questions</li> <li>• Maturity</li> <li>• Communication Skills</li> <li>• Appearance and Demeanor</li> </ul>	
<b>IX. Evaluation from the Office of Admissions</b>	50
<b>Possible Total Points:</b>	<b>430</b>

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**Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)**

Applicants must:

5. Attend an Information Session.
6. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C.” Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
7. Complete the Distance Education Questionnaire.
8. Submit a one-page essay in APA format that includes:

1. Statement of why you want to join the modality.
  2. The essential functions and role of a Technologist in this field.
  3. Preparation to become successful in this program.
  4. Sources used to prepare for the essay.
5. Complete an admission interview with the Program Director and designees.

*Associate of Occupational Science in VUT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant, showing the maximum score achievable.

Table XX. A.O.S. in VUT Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology Assessment Test (100-85)</li> <li>• Anatomy &amp; Physiology Assessment Test (84-80)</li> <li>• Anatomy &amp; Physiology Assessment Test (79-69)</li> <li>• Anatomy &amp; Physiology Assessment Test (68-50)</li> <li>• Anatomy &amp; Physiology Assessment Test (49 and lower)</li> </ul>	<p>25</p> <p>20</p> <p>15</p> <p>10</p> <p>5</p>
UCAT	
<ul style="list-style-type: none"> <li>• 35 or greater</li> <li>• 30-34</li> <li>• 25-29</li> <li>• 24 or less</li> </ul>	<p>35</p> <p>25</p> <p>15</p> <p>0</p>
II. Post-Secondary Education	
<ul style="list-style-type: none"> <li>• Associate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>• Baccalaureate Degree</li> </ul>	20
<ul style="list-style-type: none"> <li>• Graduate/Master’s Degree</li> </ul>	30
<ul style="list-style-type: none"> <li>• Post-Graduate/Doctoral Degree</li> </ul>	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> <li>• GPA 3.0</li> </ul>	5
<ul style="list-style-type: none"> <li>• GPA 3.5</li> </ul>	10
<ul style="list-style-type: none"> <li>• GPA 3.9</li> </ul>	15
B. Math and Science GPA	
<ul style="list-style-type: none"> <li>• GPA 3.0</li> </ul>	20
<ul style="list-style-type: none"> <li>• GPA 3.5</li> </ul>	30
<ul style="list-style-type: none"> <li>• GPA 3.9</li> </ul>	40
IV. One-Page Resume (required)	30
V. Essay – One-page, APA Format	35
The essay will include:	
<ul style="list-style-type: none"> <li>• Statement of why you want to join this modality</li> <li>• The essential functions and role of a technologist in this field</li> <li>• Preparation to become successful in this program</li> <li>• Sources used to prepare for the essay</li> </ul>	
VI. Health Care Background	

• One to three (1 – 3) years	10
• More than three (3) years	25
<b>VII. Reapplication (having completed reapplication requirements)</b>	<b>15</b>
<b>VIII. Personal Interview</b>	<b>115</b>
• Interview Questions • Maturity • Communication Skills • Appearance and Demeanor	
<b>IX. Evaluation from the Office of Admissions</b>	<b>50</b>
<b>Possible Total Points:</b>	<b>430</b>

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**Associate of Science in Veterinary Medical Technology Program (A.S. in VMT)**

Applicants must:

1. Attend an Information Session.
2. Meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in School Catalog and “Admissions”).
3. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Applicants must have a GPA of 2.5 (on a 4-point scale) or higher in all college work. All credit-granting is subject to approval of the Program Director or Program Coordinator. Please allow 7 days for review.
4. Complete the Distance Education Questionnaire.
5. Submit a 2-3-page written essay on why they have chosen to become a Credentialed Veterinary Technician and why they are interested in veterinary medicine as a career.
6. Submit a resume.
7. Pass an interview with the VMT Program Director, Associate Program Director, and or faculty, via Zoom/Skype/ or Google.

*Associate of Science in VMT Admission Point System*

Applicants are deemed qualified on a point system. The highest-ranked (above a minimum) will be offered seats in the program. The top-scoring candidates will be brought in for the interview process. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 11. *ASVMT Admission Point System*

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>25</b>
CCAT	
• 32 or Greater	25
• 27-31	20
• 24-26	15
• 18-23	10
• 12-17	5
• 0-11	0



<b>II. Education</b>	<b>15</b>
● High School Diploma/GED	5
● High School Diploma with AP Courses	10
● Associate Degree	15
<b>III. Application Essay to Veterinary Medical Technology Program – APA Format</b>	<b>25</b>
The essay will include:	
● Statement of purpose for enrolling into the Veterinary Medical Technology program	5
● The essential functions and role of a Veterinary Technician	5
● Preparation to become successful in the Veterinary Medical Technology program	5
● Accountability and integrity in the Veterinary Medical Technology profession	5
● Grammar	
<b>IV. Health Care Background/Health Administration Background</b>	<b>30</b>
● 0 years experience	0
● 1-3 years	15
● More than 3 years	30
<b>V. Personal Interview</b>	<b>10</b>
● Professionalism	2
● Appearance and Demeanor	2
● Communication Skills	2
● Answering Skills	2
● Overall Impression	2
<b>VI. Evaluation from the Office of Admissions</b>	<b>5</b>
● Professionalism	1
● Timeliness	1
● Communication	1
● Compliance with the requirements	1
● Self-Motivation	1

**Total Possible Points for Criterion I through Criterion VI: 110 Points**

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### Bachelor of Science in Diagnostic Medical Imaging (BSDMI)

1. Have completed 2-year or equivalent education and passed an ARRT® registry or equivalent (ARDMS, ARMRIT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for a combination of past core coursework and registry or equivalent = 54-semester credits.)
2. Completed 16-semester credits of General Education courses that are not a part of the B.S. in DMI Program.
3. Proof of credentialing certification.
4. Submit official transcripts.
5. Complete an application for admission.
6. Have a high school diploma or GED and be at least 18 years of age.
7. Have a reliable computer, Internet access, and a working email address.
8. Completion of Distance Education Questionnaire for applicants who receive full credit granting of the 16-

semester credits of General Education courses that are not a part of the B.S. in DMI Program or enrollment and successful completion of an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.

9. As per the current fee schedule, they must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school.
10. Meet all admission requirements.

### **Bachelor of Science in Radiation Therapy Program (B.S. in RT)**

Applicants Must:

1. Attend an Information Session.
2. Meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR Certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and “Admissions”).
3. Submit a completed application for the program. It is recommended that interested applicants fill out the application with the admissions advisor.
4. Take an Admission Assessment test: Criteria Cognitive Aptitude Test (CCAT) with a minimum score of 25 points.
5. Submit — for applicants requesting credit granting for some/all General Education courses — original transcripts from the Registrar at a regionally accredited institution. Copies are not accepted. All coursework must be completed and given a grade of at least a “C” with a cumulative 2.5 GPA. Anatomy and Physiology with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
6. Complete a minimum of 40 hours of clinical observation to be conducted in a radiation therapy department of their choosing. It is the student’s responsibility to secure the radiation therapy department in which observation is conducted. All applicants must submit proof of observation hours. Observation hours are to be submitted on the program application timesheet.
7. Submit two (2) professional letters of recommendation and two (2) radiation therapy letters of recommendation. Letters will be submitted directly to the radiation therapy Program Director. These may come from employers, immediate work supervisors, health-related facilities at which the applicant has done observation time, or faculty from previous college/university course work. These letters of recommendation must be submitted on formal organizational stationery.
8. Submit a 2-3 page written essay on why they have chosen the radiation therapy profession.
9. Submit a professional resume.
10. Participate in an interview with the Radiation Therapy Admission Committee.
11. Applicants will be rank-ordered based on the following score, which includes:
  - Admission Assessment Test (CCAT)
  - Quality of the grades in prerequisite courses
  - Knowledge of the profession
  - Written essay
  - Ranked interview

#### *Bachelor of Science in RT Admission Point System*

Applicants will be accepted to the program based on rank. The highest-ranking individuals will only be accepted. Students will be accepted based on geographic regions. Students may have a preference on the geographic area in which they are accepted, however they will be accepted based on rank. If the student is unwilling to relocate to the geographic region they are accepted into, they will not be able to join the program.

Table XX. *B.S. in RT Admission Point System*

Criteria	Possible Points
<b>I. Admissions Exam</b>	<b>50</b>
<ul style="list-style-type: none"> <li>● CCAT (minimum score 25 points)</li> </ul>	50
<b>II. Application Essay to Radiation Therapy Program – APA Format</b>	<b>10</b>
Essay will include:	
<ul style="list-style-type: none"> <li>● Statement of Purpose for enrolling in the Radiation Therapy program</li> </ul>	4
<ul style="list-style-type: none"> <li>● Preparation to becoming successful in the Radiation Therapy program</li> </ul>	2
<ul style="list-style-type: none"> <li>● Clarity of thoughts and insights</li> </ul>	2
<ul style="list-style-type: none"> <li>● Writing Skills and Grammar</li> </ul>	2
<b>III. Professional Letters of Recommendation (2)</b>	<b>15</b>
Scores will be added and average scores will be taken:	
<ul style="list-style-type: none"> <li>● General Recommendation</li> </ul>	5
<ul style="list-style-type: none"> <li>● Initiative Score</li> </ul>	5
<ul style="list-style-type: none"> <li>● Communication Score</li> </ul>	5
<b>IV. Therapist Letters of Recommendation (2)</b>	<b>15</b>
Scores will be added and average scores will be taken:	
<ul style="list-style-type: none"> <li>● General Recommendation</li> </ul>	5
<ul style="list-style-type: none"> <li>● Initiative Score</li> </ul>	5
<ul style="list-style-type: none"> <li>● Communication Score</li> </ul>	5
<b>V. Personal Interview</b>	<b>40</b>
Scores will be added and average scores will be taken:	
<ul style="list-style-type: none"> <li>● Communication</li> </ul>	5
<ul style="list-style-type: none"> <li>● Knowledge</li> </ul>	5
<ul style="list-style-type: none"> <li>● Initiative</li> </ul>	5
<ul style="list-style-type: none"> <li>● Motivation</li> </ul>	5
<ul style="list-style-type: none"> <li>● Conflict Management</li> </ul>	5
<ul style="list-style-type: none"> <li>● Attitude for Success</li> </ul>	5
<ul style="list-style-type: none"> <li>● Time Management</li> </ul>	5
<ul style="list-style-type: none"> <li>● Study Habits</li> </ul>	5

### Dental Assistant (DA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with parent or guardian consent. Applicants must be at least 18 years of age at the beginning of Clinical Externship.
2. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reason for the applicant's desire to become a Dental Assistant.
  - b. The applicant's attributes that will support their ability to complete the DA program.
  - c. The applicant has people, routines, and resources to support the applicant's efforts throughout the program.
3. Complete a Distance Education Questionnaire.

### Medical Assistant Program (MA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with parent or guardian consent. Applicants must be at least 18 years of age at the beginning of Clinical Externship.
2. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reasons for the applicant's desire to become a Medical Assistant.
  - b. The applicant's attributes that will support their ability to complete the MA program.
  - c. The applicant has available people, routines, and resources to support the applicant's efforts throughout the program.
3. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
4. Complete a Distance Education Questionnaire.

### **Medical Assistant Program with Phlebotomy (MAPHL)**

All applicants must:

1. Be at least 17 years of age to be admitted to the program with parent or guardian consent. Applicants must be at least 18 years of age at the beginning of Clinical Externship.
2. Submit an essay (no longer than one-page, double-spaced typed or handwritten) that describes the following:
  - a. Reasons for the applicant's desire to become a Medical Assistant.
  - b. The applicant's attributes will support their ability to complete the MA program.
  - c. The applicant has available people, routines, resources to support the applicant's efforts throughout the program.
3. Candidates who are Gurnick Academy of Medical Arts Medical Assistant program graduates working as Medical Assistants at the time of MAPHL enrollment will need to provide proof of expected professional benefit.
4. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
5. Credit granting for the Medical Assistant portion of the Medical Assistant with Phlebotomy Program can be accomplished by the following
  - a. Be a graduate of the Gurnick Academy of Medical Arts Medical Assistant Program.
  - b. Provide proof of graduation from a Gurnick approved and accredited Medical Assistant Program.
6. Complete a Distance Education Questionnaire.

Interested applicants should contact Admissions at a campus that offers the Medical Assistant with Phlebotomy Program.

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### **Master of Science in Nursing Program (BSN to MSN Pathway)**

Applicants Must:

1. Meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR Certification (See Policies of Gurnick Academy of Medical Arts in the School Catalog and "Admissions").
2. Submit a completed application for the program. It is recommended that interested applicants fill out the application with the admissions advisor.
3. Submit proof of current RN license.
4. Submit official transcripts from an accredited institution showing obtained BSN degree with graduation date. Copies are not accepted.
5. Have a cumulative 3.0 GPA (on a 4-point scale) or higher in all college coursework.

6. Submit a 3-page typed Statement of Purpose or Letter of Intent.
7. Submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health related facilities at which the applicant has done volunteer work, or faculty from previous college/university course work. These letters or recommendations must be submitted on formal organizational stationery.
8. Submit proof of health related and/or community work, e.g., volunteering at health fairs, in hospitals or clinics, work with the homeless, mentoring or tutoring other students, Big Brother or Big Sister These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
9. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Google Meet, if necessary.
10. Applicants will be rank ordered based on the following score, which includes:
  - GPA in Prerequisite Courses
  - Personal Letters of Recommendation
  - Community Work
  - Health Related Experience

Table XX. *BSN to MSN Admission Point System*

Criteria	Possible Points
<b>I. Academic Achievement: Undergrad Level Courses</b>	<b>20</b>
A. GPA	
● GPA 3.00-3.59	10
● GPA 3.60-4.00	20
<b>II. Post-Secondary Education</b>	<b>20</b>
● Baccalaureate Degree	10
● Graduate/Master's Degree	20
<b>III. Application Essay to Nursing Program – APA Format</b>	<b>10</b>
The essay will include:	
● Statement of purpose for enrolling into the MSN program	2
● The essential functions and role of graduate degree nurse	2
● Preparation to become successful in the MSN program	2
● Accountability and integrity in the nursing profession	2
● Grammar	2
<b>IV. Health Care Background</b>	<b>5</b>
● One to three (1 – 3) years	3
● More than three (3) years	5
<b>V. Personal Interview</b>	<b>20</b>
● Professionalism	4
● Appearance and Demeanor	4
● Communication Skills	4
● Answering Skills	4
● Overall Impression	4
<b>VI. Evaluation from the Office of Admissions</b>	<b>5</b>
● Professionalism	1
● Timeliness	1
● Communication	1
● Compliance with the requirements	1

• Self-Motivation	1
	1

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**Vocational Nurse (VN) and Psychiatric Technician (PT) Programs**

All applicants must:

1. Be at least 17 years of age to be admitted to the Essential Medical Bioscience prerequisites course with parent or guardian consent. Applicants must be at least 18 years of age at the beginning of the core program.
2. Complete the Essential Medical Bioscience prerequisites course with a passing grade as identified in the syllabus.
  - a. The Essential Medical Bioscience course is waived as a prerequisite for those who have completed the following courses within the last five (5) years: Cell Biology, Human Biology Basics, Basic Math, and Medical Terminology. A prerequisite course challenge exam is also available for those who are interested.
3. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN or PT Program Coordinator or designee.
4. Complete the Distance Education Questionnaire.

*VN Admission Point System*

Kindly note that the following table may not apply to some of our campuses. Some campuses may have non-interview enrollment. Please ask an Admission Advisor at the respective campus for more details.

*Table 14. VN Admission Point System*

<b>Criteria</b>	<b>Possible Points</b>
<b>CCAT</b>	<b>3</b>
Score 16-24	1
Score 25-34	2
Score 35-45	3
<b>Admissions Essay</b>	<b>6</b>
<b>Resume</b>	<b>6</b>
<b>Previous Education</b>	<b>3</b>
HS diploma or GED	1
AA/AS degree	2
BA/BS degree and higher	3
<b>Healthcare Field Experience (per resume)</b>	<b>3</b>
One (1) year	1
Two to four (2 – 4) years	2
More than four (4) years	3

<b>Prerequisite Course Grades – Gurnick Academy</b> <i>(Points do not apply if credit granted)</i>	<b>20</b>
A	20
B	15
C	10
<b>Prerequisite Attendance</b>	<b>15</b>
Missed 0 class	15
Missed 1 class	10
Missed 2 classes	2
<b>Interview Assessment</b>	<b>75</b>
Interview questions	50
Appearance/Presentation	5
Communication skills	5
Problem-solving/Decision-making	5
Preparedness	5
Responsibility	5

**Total Possible Points for Available: 131 Points**

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**Bachelor of Science in Nursing (BSN)**

Table 12. *BSN Admission Point System*

<b>Criteria</b>	<b>Possible Points</b>
<b>I. Admissions Exam</b>	<b>40</b>
<ul style="list-style-type: none"> <li>● TEAS (90.00 – 100.00)</li> <li>● TEAS (80.0 – 89.99)</li> <li>● TEAS (70.0 – 79.99)</li> <li>● TEAS (64.0 – 69.99)</li> </ul> <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The required minimum composite score is 64% for admission to the Bachelor's Degree Nursing Program. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum 64% on the first attempt, they may retest within one (1) year.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
<b>II. Post-Secondary Education</b>	<b>20</b>
<ul style="list-style-type: none"> <li>● Associate Degree</li> </ul>	5
<ul style="list-style-type: none"> <li>● Baccalaureate Degree</li> </ul>	10
<ul style="list-style-type: none"> <li>● Graduate/Master's Degree</li> </ul>	20
<b>III. Academic Achievement: College level Courses &amp; High school AP courses</b>	<b>30</b>

A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
● GPA 2.50-2.59	2
● GPA 2.60-3.00	5
● GPA 3.01-3.59	10
● GPA 3.6-4.0	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
● GPA 2.50-2.59	2
● GPA 2.60-3.00	5
● GPA 3.01-3.59	10
● GPA 3.6-4.0	15
<b>IV. Application Essay To Nursing Program – APA Format</b>	<b>10</b>
The essay will include:	
● Statement of purpose for enrolling into the nursing program	2
● The essential functions and role of a nurse	2
● Preparation to become successful in the nursing program	2
● Accountability and integrity in the nursing profession	2
● Grammar	2
<b>V. Health Care Background</b>	<b>5</b>
● One to three (1 – 3) years	3
● More than three (3) years	5
<b>VI. Personal Interview</b>	<b>20</b>
● Professionalism	4
● Appearance and Demeanor	4
● Communication Skills	4
● Answering Skills	4
● Overall Impression	4
<b>VII. Evaluation from the Office of Admissions</b>	<b>5</b>
● Professionalism	1
● Timeliness	1
● Communication	1
● Compliance with the requirements	1
● Self-Motivation	1

**Total Possible Points for Criterion I through Criterion VII: 130 Points**

## PERFORMANCE REQUIREMENTS

### Program Specific Performance Requirements

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## **Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)**

A.O.S. in VUT students must be in good health and able to:

- Lift more than 50 pounds (22.68 kg) and push-and-pull routinely.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Possess adequate visual acuity to review sonograms, including color distinctions.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level intermittently for 90% of work time.
- Work compassionately and effectively with sick patients.

A.O.S. in VUT students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to a sonography table or a patient bed.
- Move, adjust, and manipulate a variety of sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedure and standards of speed and accuracy.

A.O.S. in VUT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the sonographic procedures, responding to situations requiring first aid, and providing emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during sonographic examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for sonographic examinations.

A.O.S. in VUT students must have the mental and intellectual capacity to:

- Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy.
- Review and evaluate the recorded images on a CRT and archiving system for identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

## **Bachelor of Science in Radiation Therapy (B.S. in RT)**

B.S. in RT students must have the following abilities:

- Lift more than 50 pounds
- Be able to push-and-pull routinely
  - 1-5 lbs. frequently – lead aprons, files, lead syringes
  - 20-70 lbs. occasionally – patient transfers and patient positioning
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
- Have full use of arms, hands, and wrists
- Must be able to move quickly on feet
- Sit in class for up to 8 hours per day
- Stand and walk on your feet 80% of the time
- Reach at or above shoulder level for 90% of work time
- Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left
- Work compassionately and effectively with the sick patients

B.S. in RTT students must have sufficient strength, motor coordination and manual dexterity to:

- Transport, move, lift, and transfer patients from a wheelchair or cart to a simulation and/or table or to a patient bed

B.S. in RTT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations
- Providing physical and emotional support to the patient
- Ability to respond to situations requiring first aid and providing emergency care to the patient in the absence of, or until the physician arrives
- Communicating verbally in an effective manner to direct patients
- Visually recognizing anatomy on computer monitor
- Respond to warning sounds, machine alarms, and calls for help

B.S. in RTT students must have the mental and intellectual capacity to:

- Review and evaluate images on a computer monitor and archiving system for the purpose of identifying patient anatomy and pathology.
- Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic.

## FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS

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- Imaging Applicants:  
ARRT® (Registry for Associate of Science in MRI, Associate of Science in Radiologic, Associate of Occupational Science in Radiologic, and Associate of Occupational Science in Ultrasound Technologists) recognizes services of evaluators such as NACES and AICE. Please check with the ARRT before going further with the evaluation.

## ADVANCED PLACEMENT & CREDIT GRANTING

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There is no charge for the review of transfer credit or experiential learning. Students will receive a written evaluation of credits, either accepted or denied. Credit granting is only available prior to enrollment. Credit granting will not be evaluated once a student is enrolled. All decisions on transfer credit or experiential learning are final; appeals are not accepted. Students can be granted credit up to 49% of the total hours in certificate and diploma programs and up to 75% of the total hours in degree programs. Credit Granting will be awarded according to program, state, and academy policies.

Transfer credits for General Education courses may be granted regardless of when completed. Transfer credit towards a certain program, experiential learning, challenge examinations, and achievement tests may be given for previous related education if the credits were granted within the last five (5) years from an institution accredited by an agency that is recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA) and the student received a course grade of 'C' or higher.

## Program Specific Placement & Credit Granting

### Associate of Science in Nursing Program (ADN)

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Licensed Vocational Nursing Courses (19 Semester Credit Hours)
2. Other courses the school determines are equivalent to courses in the program.

In compliance with the California Board of Registered Nursing (BRN), credit for military education and experience is available at Gurnick Academy of Medical Arts. Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may achieve advanced placement into the Associate of Science in Nursing program upon review and approval from the Program Director. Submission of documentation of education and experience qualifying them for the specific Military Health Care Occupation, and upon successful completion of the challenge exam, dosage calculation exam and skills competency evaluation.

- Applicants must meet all admission requirements of the Associate Degree Nursing Program, completion of designated prerequisites and the current Test of Essential Academic Skills (TEAS) with a minimum score of 64%, and a minimum GPA of 2.5.
- Applicant must submit proof of honorable discharge from the military and proof of military service within the last five (5) years.
- Acceptance into the Associate Degree Nursing Program is based upon space availability, eligibility of the military education and experience, minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

### Bachelor of Science in Nursing Program (BSN)

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Registered nursing courses.
2. Armed services nursing courses.
3. Other courses the school determines are equivalent to courses in the program.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.

Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.

In compliance with the California Board of Registered Nursing (BRN), credit for military education and experience is available at Gurnick Academy of Medical Arts. Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may achieve advanced placement into the Bachelor of Science in Nursing program upon review and approval from the Program Director. Submission of documentation of education and experience qualifying them for the specific Military Health Care Occupation, and upon successful completion of the challenge exam, dosage calculation exam and skills competency evaluation.

- Applicants must meet all admission requirements of the Bachelor Degree Nursing Program, completion of designated prerequisites and the current Test of Essential Academic Skills (TEAS) with a minimum score of 64%, and a minimum GPA of 2.5.
- Applicant must submit proof of honorable discharge from the military and proof of military service within the last five (5) years.
- Acceptance into the Associate Degree Nursing Program is based upon space availability, eligibility of the military

education and experience, minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

## LICENSURE, CERTIFICATION, & REGISTRY DISCLAIMER

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Graduates from this institution's programs may wish to obtain additional credentials after completing their program of study. While voluntary, additional credentials do enhance employment opportunities and potential income. Certifications are available for all the institution's programs. Certificates and license are available and voluntary for all programs offered **except** for:

- Associate of Science in Physical Therapist Assistant program
- Associate of Science in Nuclear Medicine Technology program
- Associate of Science in Nursing program
- Associate of Science in Radiologic Technology program
- Associate of Science in Veterinary Medical Technology
- Associate of Occupational Science in Radiologic Technology program
- Bachelor of Science in Nursing program
- Bachelor of Science in Radiation Therapy program
- Master of Science in Nursing program
- Psychiatric Technician program
- Vocational Nurse program
- X-ray Technician with Medical Assistant Skills program

The programs listed above also require licensure for practice in the State of California.

Licensing examinations and their content are controlled by outside agencies. Gurnick Academy of Medical Arts cannot guarantee the outcome of licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by the institution but by outside agencies or licensing boards.

Requirements are subject to change by the agency without notice to Gurnick Academy of Medical Arts. Therefore, the institution cannot guarantee that graduates will be eligible to take licensing certification exams at all or any specific time, regardless of their eligibility status upon enrollment.

Often, the eligibility of program graduates is impacted by the specific programmatic accreditation of the institution's programs. Several of the institution's programs possess appropriate programmatic accreditations that meet certifying agency educational requirements. Please refer to the individual program listings in this catalog to determine the programmatic accreditation standing of a specific program.

### ***State Authorization***

Gurnick Academy of Medical Arts has not made any determination if any of the programs fulfill the educational requirements for a specific professional licensure or certification required for employment in the field outside of the State of California unless identified by program below. It is recommended that students who are located in or plan to relocate to a state other than where the physical campus offering the program is located, research any certification or employment requirements for their intended state.

Gurnick Academy of Medical Arts can enroll students in distance education in the states below, adhering to each state's requirements:

- Arizona: The academy has identified non-regulation from licensure due to no physical presence from the Arizona State Board for Private Postsecondary Education for the Associate of Science in MRI program.
- Nevada: The academy has obtained approval from the Nevada Commission on Postsecondary Education to offer the Associate of Science in MRI program.
- Florida: The academy has been notified of non-regulation from licensure due to lack of physical presence from the Florida Commission for Independent Education for the Associate of Science in MRI program.

## Programs Specific Licensure, Certification & Registry Disclaimer

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#### Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)

Graduates of the Associate of Science in MRI Program may sit for ARRT® (MR) exam.

#### Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)

In California, practicing nuclear medicine technologists must have an active Certified Technologist, Nuclear Medicine (CTNM) certificate. The California Department of Public Health, Radiologic Health Branch offers the certificate. Once certified, the nuclear medicine technologist can legally practice within California.

#### *Eligibility for ARRT® Certification*

Under the ARRT's "Equation for Excellence," candidates for ARRT® certification must meet basic requirements in the three components of the equation:

1. Ethics

##### *ARRT® Pre-Application Review Process*

The American Registry of Radiologic Technologists requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere);  
or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

## 2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that is accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT®-specified list of clinical procedures.

For the post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT®-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

## 3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT®. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

### **Associate of Science in Radiologic Technology Program (A.S. in RT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within California.

#### *Eligibility for ARRT® Certification*

Per ARRT®'s "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

#### 1. Ethics

##### *ARRT® Pre-Application Review Process*

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor, including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, “Convicted” includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere); or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or through their website at [www.arrrt.org](http://www.arrrt.org).

## 2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline’s formal educational program that is accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For a post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT®-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

## 3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT®. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that radiologic technologists be certified to practice as radiographers. Please note that completing the Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT® examination. Some employers might require the radiologic technologist to have an ARRT® certification in addition to the State of California certification.

### **Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within California.

## *Eligibility for ARRT® Certification*

Per ARRT®'s "Equation for Excellence," candidates for ARRT® certification must meet basic requirements in the three components of the equation:

### 4. Ethics

#### *ARRT Pre-Application Review Process*

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor, including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere);  
or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

### 5. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective formal educational program accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT®-specified list of clinical procedures.

For a post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT®-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

### 6. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT®. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.



It is required by law that radiologic technologists be certified to practice as radiographers. Please note that completing the Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT® examination. Some employers might require the radiologic technologist to have an ARRT® certification in addition to the State of California certification.

### **Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)**

The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work, but such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or Bachelor of Science or Bachelor of Arts degree may sit for the ARDMS examination immediately after completion of the program under ARDMS prerequisite 1 (for Associate of Science degree in an Allied Health field graduates) and ARDMS prerequisite 3A (for Bachelor of Science or Bachelor of Arts degree graduates) or for ARRT (S) examination.

Graduates who were accepted to the program with an Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT® (S) examination immediately after completion of the program. Upon obtaining ARRT® (S) certification, graduates can sit for ARDMS examination under ARDMS prerequisite 5.

For more information about the ARDMS registry and examination, you can visit [www.ardms.org](http://www.ardms.org) or contact them at: The American Registry of Diagnostic Medical Sonographers, 51 Monroe Street, Plaza East One, Rockville, MD 20850, Telephone: (301) 738-8401 / Toll-Free: (800) 541-9754, Fax: (301) 738-0312 / 0313.

For more information about ARRT® certification and examination, you can visit [www.arrt.org](http://www.arrt.org) or contact them at the American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

### **Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)**

The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work, but such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or Bachelor of Science or Bachelor of Arts degree may sit for the ARDMS examination immediately after completion of the program under ARDMS prerequisite 1 (for Associate of Science degree in an Allied Health field graduates) and ARDMS prerequisite 3A (for Bachelor of Science or Bachelor of Arts degree graduates) or for ARRT (VS)®, examination.

Graduates who were accepted to the program with an Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT (VS)®, ARDMS (RVT), and CCI (RVS) examinations immediately after completion of the program.

For more information about the ARDMS registry and examination, you can visit [www.ardms.org](http://www.ardms.org) or contact them at: The American Registry of Diagnostic Medical Sonographers, 51 Monroe Street, Plaza East One, Rockville, MD 20850, Telephone: (301) 738-8401 / Toll-Free: (800) 541-9754, Fax: (301) 738-0312 / 0313.

For more information about ARRT® certification and examination, you can visit [www.arrt.org](http://www.arrt.org) or contact them at the American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

For more information about CCI certification and examination, you can visit [www.cci-online.org](http://www.cci-online.org) or contact them at Cardiovascular Credentialing International, 3739 National Drive, Suite 202, Raleigh, NC 27612, (919) 861-4539.

## **Bachelor of Science in Radiation Therapy (B.S. in RT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Bachelor of Science in Radiation Therapy program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the therapeutic radiologic technology instructional practices defined by California law. This school approval allows graduates of the program to apply to sit for the American Registry of Radiologic Technologists (ARRT) examination and apply for certification from the California Department of Public Health, Radiologic Health Branch to take the therapeutic radiologic technologist radiographer certification examination offered by the State of California Department of Public Health.

### *Eligibility for ARRT Certification*

Per ARRT's "Equation for Excellence," candidates for ARRT certification must meet basic requirements in the three components of the equation:

1. Ethics

#### *ARRT Pre-Application Review Process*

The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have been convicted of a crime or misdemeanor, including, but not limited to:

1. Misdemeanor
2. Gross Misdemeanor
3. Felony
4. All alcohol and drug-related violations
5. Military Court Martial

For this section, "Convicted" includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

1. The adjudication of guilt is either withheld, deferred, or not entered; or
2. The sentence is suspended or stayed; or
3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere);  
or
4. There is a pre-trial diversion.

You are NOT required to report offenses committed as a juvenile and were adjudicated through the juvenile court system.

An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org).

2. Education

Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that is accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

For a post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each post-primary certification discipline.

### 3. Examination

Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff radiologic therapeutic technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

### **X-Ray Technician with Medical Assistant Skills Program (XTMAS)**

In California, all schools of Limited Scope of Practice in Radiography must receive approval from the State of California Department of Public Health Radiologic Health Branch (CDPH-RHB) before students can begin a course of instruction. The XTMAS program at Gurnick Academy of Medical Arts has obtained status as an approved school. It is compliant with the limited practice radiographer instructional practices defined by California law. This school approval allows graduates of the program to take the limited practice technician licensure examination offered by the State of California Department of Public Health. Once certified, the Limited Practice Technician is legally allowed to practice within California.

Education Eligibility for license also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline's formal educational program that the CDPH-RHB accredits. Candidates must also demonstrate competency in didactic coursework specified by the CDPH-RHB list of clinical procedures.

Examination: Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT®. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff technicians practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: <http://www.dhs.ca.gov/rhb>.

It is required by law that Limited Practice Technicians be certified to practice. Please note that completing the LXT/MAS program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the State examination.

## **SALLIE MAE LOANS**

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***Section has been removed from the catalog***

## The Sallie Mae Parent Loan offers:

- **Eligible Borrower.** The borrower can be a parent or any creditworthy individual who would like to help provide the gift of education.
- **Choose between a competitive variable or a fixed interest rate.**
- **No origination fees and no prepayment penalty.**
- **Lower your rate.** Receive a 0.25% interest rate reduction when you enroll to make scheduled payments by automatic debit.
- **Free Quarterly FICO® Credit Score.** Borrowers with an eligible loan may receive their FICO® Score quarterly. You'll also receive access to the key factor(s) affecting your FICO® Score and educational content to help you understand why monitoring it is important.

## VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION

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Applications for Veterans benefits may be obtained by contacting the Veterans Administration. Approval of training benefits to be awarded is the responsibility of the Veterans Administration. Additional requirements are placed upon the institution and the applicant to achieve and maintain VA eligibility and utilize their VA benefits.

Applicants eligible for VA benefits to Gurnick Academy of Medical Arts must comply with the items included in this section and all Gurnick Academy of Medical Arts' institutional policies. Students may check their GI Bill® eligibility at <http://gibill.va.gov>.

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

### VA Review of Prior Training for Transfer Credit

Before acceptance, any VA eligible applicant must provide Gurnick Academy of Medical Arts an academic transcript or any other official documentation of all previous training.

Gurnick Academy of Medical Arts will review each submitted transcript or other official documentation to determine if any prior training may be utilized as transfer credit into a program. Gurnick Academy of Medical Arts will document the review in writing, and a copy of the determination will be given to the applicant.

The transcripts or other official documentation, the written Gurnick Academy of Medical Arts review, and determination will become a part of the student's official Gurnick Academy of Medical Arts academic record and subject to all policies and regulations concerning academic records.

### VA Transfer Credit

If transfer credit is granted to a VA eligible applicant, the portion of the replaced program is not eligible for certification for VA benefits. The applicable part of the program substituted is not billable to the student, VA, or any other agency.

### VA-Specific Academic Requirements of Eligibility

VA eligible students must maintain Satisfactory Progress in their program to maintain benefits eligibility. Students not receiving a minimum grade of C in any course will be referred for remediation a maximum of three (3) times. VA Benefits will be terminated if the student is expelled from the program. Please read our Academic Probation/Remediation policy in the Gurnick Academy of Medical Arts catalog for more information.

### **Additional Responsibilities for VA Eligible Applicants**

Gurnick Academy of Medical Arts does not determine any eligibility for VA benefits. The eligible applicant must complete all VA applications and requirements with the VA and receive VA approval before Gurnick Academy of Medical Arts accepts any expected VA funds as part of a tuition payment plan.

### **Receipt of VA Additional Notices**

The VA requires that all VA eligible applicants receive a copy of the Gurnick Academy of Medical Arts Catalog, including the Addendum and that Gurnick Academy of Medical Arts documents such disclosures.

### **Maximum Timeframe**

**VA BENEFITS ARE PAID FOR 100% OF THE PUBLISHED PROGRAM LENGTH AND NOT UP TO 150% OF THE MAXIMUM TIME FRAME.**

## **AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)**

### **Page 93**

All federal aid is paid in two disbursements over an award year. The first disbursement of financial aid usually occurs within the first 30 (thirty) days of the program's start date. Each disbursement after the first is contingent upon students meeting the Satisfactory Academic Progress (SAP) requirements. In addition, students must complete both the clock or credit hours and the weeks in the payment period to receive the subsequent disbursement in non-term programs.

For term programs, SAP is monitored at the end of each term. In non-term programs, SAP measurements are completed at the scheduled end of each payment period when the student's scheduled clock hours for the period have elapsed, regardless of whether the student attended them. Gurnick Academy of Medical Arts' SAP policy is available at [www.gurnick.edu/financial-aid/](http://www.gurnick.edu/financial-aid/).

Pell, FSEOG, IASG, Direct Loans, and PLUS Loans are disbursed once per pay period. Federal Work-Study funds must be earned as the student works and received as wages through the Gurnick Academy of Medical Arts payroll office.

Cal Grants are disbursed by quarter; each grant comes in three (3) payments.

Prior to a financial aid disbursement, the Financial Aid Advisor must check the student's status to ensure that the student is not in LOA status.

## **PREGNANCY**

### **Page 109**

Gurnick Academy of Medical Arts provides students with a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed.

However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. Disclosed pregnant students may seek counseling from a radiation safety officer (RSO) or other qualified individuals. Upon student disclosure, the student will be provided a fetal dose monitor and instructions for use.

Associate of Science in Radiologic Technology and Associate of Occupational Science in Radiologic Technology Program students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy.

A student may submit a written request to withdraw her declaration without question at any time. A student who has decided to declare her pregnancy will be allowed to pick one of the following options for completing their Gurnick Academy of Medical Arts training.

### **Options**

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue the training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Associate of Science in Nuclear Medicine Technology students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy. The student will then be counseled and review the U.S. Nuclear Regulatory Commission Appendix to Regulatory Guide 8.13, "Possible Health Risks to Children of Women Who Are Exposed to Radiation During Pregnancy."

A student may submit a written request to withdraw her declaration without question at any time. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the Gurnick Academy of Medical Arts training.

### **Options**

1. Continuing the training with approval of the clinical site per the institution's radiation protection policy. As a result, the student elects to continue doing so at their risk. Neither the college nor the clinical affiliate can guarantee that the student would not exceed the occupational limits of 0.5 rem during the entire gestational period. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Associate of Science in VMT Program students: As a point of information, a pregnant student is reminded of the many contaminants present in the clinical area that could adversely affect a fetus. It is advisable for the student to contact her obstetrician once the pregnancy has been confirmed, to ensure that there are no medical concerns or limitations. Upon declaration of pregnancy the academy will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

**Options:**

1. Continuing the training with approval of the clinical site per the institution's radiation protection policy. As a result, the student electing to continue does so at her own risk in that neither the college nor the clinical affiliate can guarantee that the student would not exceed the occupational limits of 0.5 rem during the entire gestational period. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in the training with Gurnick reserving the right to contact the physician to verify student physical activity level and ability to complete all requirements of the clinical experience.
2. The student may take a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status which she held when the leave began. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Bachelor of Science in Radiation Therapy students: If a student chooses to declare her pregnancy to program officials, she must provide written notification to the Program Director that provides a name, date, estimated date of conception and delivery. The letter must be signed by the student. Disclosed pregnant students may seek counseling from a radiation safety officer (RSO) or other qualified individuals. Upon student declaration of pregnancy, the academy will provide the student a fetal dose monitor and instructions for use.

Upon declaration of pregnancy, the declared pregnant student will be given a secondary radiation monitoring device to be worn at waist level under any protective apparel.

A student may submit a written request to withdraw her declaration without question at any time. A student who has decided to declare her pregnancy will be allowed to pick one of the following options for completing their Gurnick Academy of Medical Arts training.

**Options:**

1. Waive liability and choose not to withdraw voluntarily from the program and complete the program with no modification (if voluntarily declaring pregnancy). This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with their peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue the training, with Gurnick Academy of Medical Arts reserving the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. Temporarily withdraw from the program if and when the pregnancy interferes with your education (if

voluntarily declaring pregnancy). The student may exit the program and join the next cohort. If the student chooses this option, the student will need to follow the program reinstatement policy. Because the didactic and clinical externship are offered in a lock step fashion it is not permissible for a student to continue classes and complete the externship out of sequence.

3. Withdraw declaration of pregnancy (if you previously voluntarily declared your pregnancy).

In the event a declared pregnant student receives a dose of 0.05 rem (0.5 mSv) in any month of pregnancy, or greater than 0.5 rem (5 mSv) at any time during the pregnancy, the student will be removed from externship until after delivery.

For students in the Dental Assistant, Associate of Occupational Science in Ultrasound Technology, and Associate of Science in Magnetic Resonance Imaging Programs, there is an additional option:

1. Students may also continue the training with a modification of clinical assignments. This option means the student would choose to delay clinical assignments and competencies in areas high in potential hazardous exposure. However, to accomplish this, the training may need to be extended. The student must make up all clinical and didactic hours missed and complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue training.

For students in the Dental Assistant, Associate of Science in Radiologic Technology, and Associate of Occupational Science in Radiologic Technology, there is an additional option:

Students have the right to undeclare their pregnancies. Modifications will be determined on an individual basis per programmatic completion requirements.

## PROGRAM DELIVERY

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The instructional delivery for Gurnick Academy of Medical Arts programs is either a blended format or full distance education. For blended programs (A.S. in MRI, A.S. in PTA, A.S. in Nursing, A.S. in VN, A.S. in RT, A.O.S. in UT, A.O.S. in RT, , A.O.S in VUT, A.S. in NM, A.S. in VMT, B.S. in Nursing, Dental Assistant, X-ray Technician with Medical Assistant Skills, Medical Assistant, Medical Assistant with Phlebotomy, Psychiatric Technician, Vocational Nurse), clinical/practicum hours are completed at an assigned clinical site(s). Simultaneously lectures and labs may be held in a distance education format or on campus through direct classroom instruction. The A.S. in NM, B.S. in DMI, B.S. in RTT, and MSN programs are full distance education. Limited online and hybrid courses are available for prerequisite courses.

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

### Page 128

#### Qualitative Measurements

The Qualitative Measurement portion consists of a student's grades, calculated into a cumulative Grade Point Average (GPA). The GPA is calculated on a weighted scale, using course hours and quality points based upon the course's final grade. The GPA is the calculated average of the course grades for the entire program of study to date. A student must maintain a minimum GPA of 2.00 or a "C" to be considered making Satisfactory Progress.



Students must obtain a 77% in each course for module II and an 80% (B) for modules III and IV for the Vocational Nurse program.

Students must obtain a 80% (B) in each course for the Master of Nursing Nurse program.

For courses that are paired, students must successfully pass both courses. A failure in one of the courses constitutes a failure in the paired course(s). Both courses will have to be retaken at the same time.

The grading system is defined as follows for all programs.

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**Quantitative Measurements**

Table 18. *Quantitative Measurements*

Program	Clock Hours in Program	Midpoint of the Maximum Time Frame	Maximum Time Frame (credit hours)
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	1,886	1,414.5	2,829
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	2,646	1,984.5	3,969
Associate of Science in Nursing – Generic (ADN)	1830	1372.5	2745
Associate of Science in Nursing – AP (LVN-RN)	645	483.75	967.5
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	1,353*	1,014.75	2,029.5
Associate of Science in Radiologic Technology (A.S. in RT)	2,974	2,230.5	4,461
Associate of Science in Veterinary Medical Technology (A.S. in VMT)	1,855	1,391.50	2,782.50
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	2,923	2,192.25	4,384.5
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	2,386	1,789.5	3,579
Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT)	1,784	1,338	2,676
Associate of Science in Vocational Nursing (A.S. in VN)	2070	1552.5	3105
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	765	573.75	1,147.5
Bachelor of Science in Nursing – Generic (BSN)	2,505	1,878.75	2,757.5
Bachelor of Science in Nursing – AP (LVN-BSN)	1,335	1,001.25	2,002.5
Bachelor of Science in Nursing – RN-BSN (RNBSN)	405*	303.75	607.5

Bachelor of Science in Radiation Therapy (B.S. in RT)	3,100	1,550	4,650
Master of Science in Nursing – BSN-MSN (BSNMSN)	540	405	810
Medical Assistant (MA)	948.5	711.38	1,422.75
Medical Assistant with Phlebotomy (MAPHL)	1048.5	786.38	1,572.72
Dental Assistant (DA)	946.5	709.88	1,419.75
Psychiatric Technician (PT)	1,530	1,147.5	2,295
Vocational Nurse (VN)	1,570	1,177.5	2,355
X-ray Technician with Medical Assistant Skills (XTMAS)	1,341	1,005.75	2,011.5

\*These numbers reflect only the clock hours for Gurnick Academy of Medical Arts Technical/Professional Courses.

## CLASS STANDING

### Page 131

Undergraduate students are classified by the number of credits (institutional and transfer) credits earned.

Table XX. *Class Standing*

Semester Credit Hours	Quarter Credit Hours
Freshman: 0-24 Sophomore: 25-48 Junior: 49-72 Senior: >73	Freshman: 0-37.49 Sophomore: 37.5-73.49 Junior: 73.5-109.49 Senior: >109.5

## ATTENDANCE — ABSENT — TARDINESS — DROP

Table 19. *Number of Unexcused Absences*

Program	Course Type	# of Absences resulting in Student Warning Notification	# of Absences resulting in Disciplinary Probation	# of Absences resulting in Expulsion
MA & MAPHL	Didactic	2*	3*	4*
	Clinical	2	3	4
DA	Didactic	1***	2***	3***
	Clinical	1***	2***	3***
ADN, LVN-RN, BSN, & LVN-BSN ASVMT	Didactic	1	3	4**
	Clinical	1	3	4**
A.O.S. in UT A.O.S. in VUT	Didactic/Lab	2*	3*	4*
	Clinical	2*	2*	3*

<b>A.S. in MRI, A.S. in PTA, A.S. in RT, A.O.S. in RT, A.S. in NM B.S. in RT</b>	Didactic			
	Clinical	2	3	4
<b>PT</b>	Didactic	2	3	4
	Clinical			
	PT120	1	2	3
<b>VN</b>	Didactic	2	3	4
	Clinical			
	VN120			
	VN420	1	2	3
	VN440			
<b>A.S. in VN</b>		Online Course (see below)		
<b>B.S. in DMI</b>		Online Course (see below)		
<b>RN-BSN BSN-MSN</b>		Online Course (see below)		
<b>XTMAS</b>	Didactic	2	3	4
	Clinical			

*\*These numbers are considered to be per three (3) consecutive courses, not per course*

*\*\*Either in Didactic or Clinical or a total of both Didactic and Clinical*

*\*\*\*These are total absences allowed for the entire program either in Didactic or Clinical or a total of both Didactic and Clinical*

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### Online Courses Attendance, Participation, and Absences

#### Attendance

Attendance of this class is mandatory and under the school policy as printed in the current school catalog. Students' attendance is tracked through the submission of online activities and assignments. Clock hour tracking for online courses may be accomplished in different ways. The student must log in at a specific date and time to participate in synchronous activities. The interaction is recorded for documentation.

For fully asynchronous Online classes, students must complete the lecture discussions, both responding to the prompt and responding to others. A student who does not make the minimum number of posts in the discussion for each lecture will be marked absent for that lecture. Absences are made up by completing the discussion requirements.

The learning management system tracks asynchronous hours through an activity log. The log records the amount of time a student spends on a particular page or activity and can be pulled at any time for review. The absence of more than 10% of the course (more than two (2) class periods) may result in a student placed on academic probation and is grounds for expulsion from the program. **All absences must be made up before course completion.**

## Page 133

## Student Absence

The following absences are the only excused absences. Students must provide proof of excused absences:

- Medical Emergency
- Jury Duty
- Family Emergency\*
- Bereavement
- Subpoenaed Court Dates
- Naturalization/Citizenship Appointments
- Mandatory Work Orientation
- Reserve Duty

\*If you are the sole responsible person for a child or dependent adult and there is a medical emergency, you must provide written documentation from the physician.

Medical clearance must be provided to and approved by the program coordinator before the student can return to the clinical setting.

## Page 133

### Make-up Guidelines

Table 20. Make-up Assignments Deadlines

Program	Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences	Didactic Absence Make-up Assignment Due	Clinical Absence Make-up Assignment Due
A.S. in MRI	Within seven (7) days upon Return from Absence*	Within 30 Days from Date of Absence*	Within 30 Days from Date of Absence*
PT			
VN			
DA	Immediately upon Return from Absence	Within seven (7) Days from Return of Absence*	
MA & MAPHL			
A.S. in PTA			
A.O.S. in UT A.O.S. in VUT	Within seven (7) days upon Return from Absence*	Students not in clinical — Within 14 days of absence	Students not in clinical — Within 14 days of absence
		Students in clinical — Within 21 days of absence	Students in clinical — Within 30 days of absence
ADN, LVN-RN, A.S. in VN, BSN, LVN-BSN, RN-BSN, BSN-MSN B.S. in DMI	Within seven (7) days upon return from Absence	Within 14 days from date of Absence	Within 14 days from date of Absence

A.S. in RT A.O.S. in RT A.S. in NM A.S. in VMT B.S. in RT	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course
XTMAS	Immediately upon Return from Absence	Within 5 Days from Return of Absence	By the end of the current externship course

\*Or by the course end, whichever comes first.

## ACADEMIC PROBATION/REMEDATION

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Table 21. Remediation/Probation Plan Details

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days — academic probation/disciplinary probation
A.S. in PTA	2	3	3
A.O.S. in UT A.O.S. in VUT	3	14	3/module
A.S. in MRI	5	5	5
A.S. in NM			
A.S. in RT			
A.S. in VN			
A.S. in VMT			
B.S. in RT			
PT MA & MAPHL DA VN	5	21	5 Disciplinary only
ADN, LVN-RN BSN, LVN-BSN, RN-BSN*, BSN- MSN			
B.S. in DMI	5	21	
A.O.S. in RT	Next Business Day	5	3
XTMAS	Next Business Day	5	3

\*Applies to General Education courses only.

**Additional information for Associate of Science in MRI (A.S. in MRI), Associate of Science in Physical Therapist Assistant (A.S. in PTA), Associate of Science in Radiologic Technology (A.S. in RT), Associate of Occupational Science in**

## **Radiologic Technology (A.O.S. in RT), Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT), and Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT) Programs**

Students in the Associate of Occupational Science in Ultrasound Technology and Associate of Occupational Science in Vascular Ultrasound Technology Programs may be placed on remediation only for a maximum of 2 courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students in the Associate of Science in Radiology Technology Program, Associate of Occupational Science in Radiology Technology Program, and Associate of Nuclear Medicine Technology Program may be placed on remediation only for a maximum of 2 courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students may be placed on academic probation during any course (didactic, lab and/or clinical evaluations) if a grade of less than a “C” is achieved.

If a student is placed on academic probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period. The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed on an individual basis and is not calculated into the overall course grade, nor is it considered “extra credit”. The consequence of failing to meet the level of expectations and failing to ultimately receive a passing grade for the course will result in the offer of a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations as defined within the probationary plan of action and has completed the course in satisfactory academic standing. Student receives a final passing grade for the course after being placed on probation. This final grade will be reflected on the Student’s transcript.

### **Additional information for Bachelor of Science in Radiation Therapy (B.S. in RT)**

Students can be placed on clinical or didactic probation to improve their understanding of course material, technical skills that are below acceptable levels of competence or behavior which is unprofessional in the clinical setting. If a student is placed on clinical probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period. The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed on an individual basis and is not calculated into the overall course grade, nor is it considered “extra credit”.

A score of less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum grade of 75% (C) will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. Both courses must be retaken and passed concurrently.

Any student who does not successfully complete a clinical evaluation will automatically fail the clinical course.

Students who fail any course are immediately withdrawn from the program. Students may reenter the program when the course is offered in the subsequent cohort only.

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#### **Additional information for X-ray Technician with Medical Assistant Skills (XTMAS), Associate of Science in Vocational Nurse (A.S. in VN), and Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)**

Students who score lower than 60% are not eligible for remediation.

### **LEAVES OF ABSENCE (LOA)**

#### **Page 137**

Effective October 10, 2022, Gurnick Academy of Medical Arts no longer allows students to go on a Leave of Absence (LOA). Students who are unable to continue with their may request to be withdrawn from the program. Students will have the ability to re-enroll through the appropriate re-enrollment process when they are ready to continue. Students are strongly advised to meet with Financial Aid prior to withdrawing to ensure they understand the options surrounding their current or future financial aid status.

### **GRADUATION REQUIREMENTS**

#### **Page 144**

The following requirements must be met for a student to graduate from any program at Gurnick Academy of Medical Arts:

1. Completion of all program courses and hours.
2. All financial obligations have been met, including tuition and textbook charges.

#### **Program Specific Graduation Requirements**

#### **Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (A.S. in RT) and Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT):**

1. The student must complete and verify the minimum clinical competencies defined by the American Registry of Radiologic Technologists (ARRT®).
2. Students must have acquired an Associate Degree before sitting for the ARRT® exam.

#### **Additional Graduation Requirements for the Bachelor of Science in Radiation Therapy (B.S. in RT):**

1. The student must have successfully completed and must provide verification of the minimum clinical competencies as defined by the American Registry of Radiologic Technologists.
2. Students are required to have acquired a bachelor's degree prior to sitting for the American Registry of Radiologic Technology Radiation Therapy certification exam.
3. Students must complete all clinical hours as required by CDPH-RHB.

#### **Additional Graduation Requirements for the Master of Science in Nursing Program (BSN to MSN):**

1. The student must have a minimum GPA of 3.0 to graduate from the program.

**Additional Graduation Requirements for the Psychiatric Technician Program (PT):**

1. The student must have successfully completed the program exit examination. Students will be provided up to three (3) attempts to complete the program exit exam.

**Additional Graduation Requirements for the Vocational Nurse Program (VN):**

1. The student must have successfully completed the program exit examination. Students will be provided up to two (2) attempts to complete the ATI exit exam.

**PROGRAM INFORMATION**

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Table 22. *Marking Period Table*

Program	Marking Period	Number of Marking Periods		
A.S. in NM	Module	8		
A.S. in RT		Module	8	
A.O.S. in UT				
DA				
A.O.S. in VUT A.S. in MRI				6
PT				
VN				4
XTMAS				
MA				3
MAPHL				4
B.S. in RT				Semester
BSN	8			
BSN (LVN to BSN Pathway)	4			
BSN (RN to BSN Pathway)	3			
A.S. in VMT	8			
AND MSN (BSN to MSN Pathway)	6			
ADN (LVN to RN Pathway)	2			
A.S. in VN	2			



B.S. in DMI		3
A.S. in PTA	Quarter	4
A.O.S. in RT	Weeks	94

## VOCATIONAL NURSE PROGRAM (VN)

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**52 WEEKS**

**1570 CLOCK HOURS**

**92.5 QUARTER CREDIT HOURS**

**DIPLOMA PROGRAM, 4 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-2061.00.**

**POTENTIAL OCCUPATION:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:**

San Mateo, Concord, Fresno, Modesto, and Sacramento.

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Nursing Skills Lab at the Concord campus.

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### VN Program Mission

Gurnick Academy and our Vocational Nurse Program faculty are dedicated to providing qualified individuals with an optimal learning experience to provide the healthcare community with competent vocational nursing professionals who will demonstrate the highest standards of ethics, professionalism, clinical competency, and critical thinking, while providing compassionate and respectful patient care.

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### VN Program Information, Length, and Schedule

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for details.

The Vocational Nurse Program is a diploma program providing a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:15 in laboratory and clinical, 1:30-50 in residential lecture, and 1:25 in online lecture depending on the campus.

Classes begin twice a year on the San Mateo campus. Classes begin four (4) times a year on the Modesto, Concord, and Fresno campuses. Students spend thirty (30) to forty (40) hours per week attending classes, and the program consists of four (4) modules.

### Module One — Monday through Friday

Morning Group students must be available 9:00 AM to 2:00 PM for the lectures/internal clinical experience — four (4) days a week and 6:00 AM to 2:00 PM, or 6:30 AM to 2:30 PM for the clinical skill lab — one (1) day a week depending on the campus.

Evening Group students must be available 5:00 PM to 10:00 PM for the lectures/internal clinical experience — four (4) days a week and 2:00 PM to 10:00 PM, 2:30 PM to 10:30 PM, or 3:00 PM to 11:00 PM for the clinical lab — one (1) day a week. (Modesto campus is from 2:30 PM to 10:30 PM). Listed times are approximate.

#### *Module Two, Three, and Four — Monday through Friday*

Morning Group students must be available 9:00 AM to 2:00 PM for the lectures/internal clinical experience — three (3) days a week. Evening Group students must be available 5:00 PM to 10:00 PM for the lectures/internal clinical experience — three (3) days a week.

Morning and Evening Groups students must be available two to five (2 – 5) days per week for the clinical rotations. Regular clinical rotations are 6:00 AM to 3:00 PM and 2:30 PM to 11:30 PM. Particular clinical rotations (Ex. OB, Peds, etc.) might require an alternative schedule (Ex. 8:00 AM to 6:00 PM, Saturdays, etc.). Students must complete those particular rotations according to the schedule provided.

*For the last four (4) weeks of the program, students attend a Preparation for NCLEX course — Monday through Friday.*

Morning Group students must be available from 9:00 AM to 2:00 PM. Evening Group students must be available from 5:00 PM to 10:00 PM.

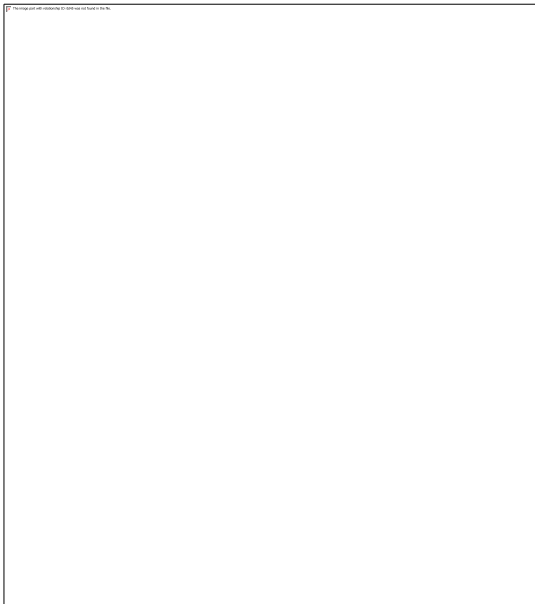
Students receive 616 hours of didactic and laboratory instruction and 954 hours of laboratory and clinical education, allowing them to apply the lecture topics to practical use.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. The expected completion time for this program is 52 weeks, excluding holidays and vacation times. Preparation for NCLEX (ATI) is provided during the final program module. Students are permitted up to two(2) attempts to pass the ATI exit exam for graduation based on the guidelines in VN440.

The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable Students may be eligible for one (1) additional attempt. See the Student Grievance and Appeals Policy for more information.

Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

## **ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.O.S IN RT)**



**94 WEEKS**  
**2,923 CLOCK HOURS**  
**157.5 QUARTER CREDIT HOURS**  
**ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM**  
**STANDARD OCCUPATION CLASSIFICATION**  
**(SOC CODE): 29-2034.00, 29-2035.00, 29-2099.06**  
**POTENTIAL OCCUPATIONS:**  
*Please see a school official for the complete list of potential occupations.*  
**LOCATIONS:** Van Nuys  
**DELIVERY:** Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts student in the X-Ray Skills Lab at the Sacramento campus.

### **A.O.S. in RT Program Mission**

The Associate of Occupational Science in Radiologic Technology program's mission is to prepare students for employment as certified radiologic technologists.

The program emphasizes the knowledge, skills, and entry-level competencies appropriate for examinations required by the California Department of Public Health, Radiologic Health Branch, and the American Registry of Radiologic Technologists (ARRT®).

### **A.O.S. in RT Program Description**

The Associate of Occupational Science Radiologic Technology program at Gurnick Academy of Medical Arts is committed to developing students' intellectual, analytical, and critical thinking skills. Instructional methods based on established principles and practices of adult learning theory combined with classroom techniques encourage student participation.

Duties for program graduates may include diagnostic imaging procedures in hospital diagnostic imaging departments, surgical theaters, emergency rooms, doctor's offices, and other health care settings using fixed or portable machines.

A felony conviction may affect a graduate's ability to sit for certification examinations or attain state licensure. Understanding the certification requirements, state or national board licensing exams is the student's responsibility. Such stipulations may change during the program.

Students are responsible for inquiring with the appropriate agencies about current requirements before enrolling in the program if a student's circumstances change when applying for certification or licensure. Clinical sites may themselves require a criminal background check or a medical examination.

Students learn about the requirements for employment and certification, state board, or national board licensing exams. No student automatically receives a certificate in any way upon program completion. Students with felony convictions may not be eligible for certification.

This program’s design prepares graduates to pursue entry-level employment in the field or jobs in related fields. These specific job titles may not correspond directly with the program title.

Although Gurnick Academy of Medical Arts will assist students with job placement, finding a job is their responsibility. Gurnick Academy of Medical Arts does not guarantee student placement in any of the described occupations or at all.

Some clinical rotations and radiographic examinations are deemed “gender-specific,” such as mammography and the hysterosalpingogram (HSG). While mammography is generally performed on females, the HSG is an examination exclusively conducted on female patients.

Male students should understand that they may not observe or perform these examinations because of their sensitivity. Didactic information on these examinations will be provided to all students. However, clinical experience in these examinations may be limited to only female students.

### A.O.S. in RT Program Goals and Objectives

- Students/graduates should be able to demonstrate effective communication skills.
- Students/graduates should understand the importance of professional development and lifelong learning.
- Students/graduates should possess knowledge and skills to demonstrate clinical competence.
- Students/graduates should demonstrate problem-solving and critical thinking skills.
- The program strives to prepare qualified radiologic technologists to serve the surrounding employment community.

### A.O.S. in RT Student Learning Outcomes

- Explain radiographic procedures to patients.
- Obtain an accurate patient history.
- Communicate with a diverse patient population.
- Practice comprehensive written communication skills.
- Demonstrate professional behavior in the clinical setting.
- Understand the importance of joining a professional organization.
- Embody dependability and reliability appropriate to the clinical environment.
- Illustrate knowledge of radiographic positioning.
- Select appropriate technical factors.
- Adhere to radiation protection practices.
- Perform non-routine exams on trauma patients.
- Critique radiographic films.
- Capable of making sound decisions.

### A.O.S. in RT Program Outline

Table 24. A.O.S. in RT Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
GE 011	Anatomy & Physiology I	56	5.5
GE 112	Algebra I	45	4.5
GE 201	Introduction to Sociology	45	4.5

<i>GE 222</i>	<i>English Reading and Composition</i>	45	4.5
<i>GEH 020</i>	<i>Medical Terminology</i>	18	1.5
<i>GEH 253</i>	<i>Ethics and Law in Radiography</i>	24	2.0
XRT 101	Patient Care in Radiographic Imaging	45	4.0
XRT 102	Radiographic Procedures I	70	6.0
XRT 103	Radiographic Equipment and Exposure	50	5.0
XRT 104	Radiographic Procedures II	70	6.0
XRT 105	Radiation Protection and Physics	70	7.0
XRT 106	Integration of Theory and Practice Fundamentals	25	2.0
XRT 107	Clinical Practice I	160	5.0
XRT 108	Clinical Practice II	160	5.0
XRT 109	Clinical Practice III	160	5.0
XRT 110	Clinical Practice IV	120	4.0
XRT 201	Imaging Procedures and Technical Factors	30	3.0
XRT 202	Radiographic Procedures III	80	7.0
XRT 203	Radiographic Procedures IV	45	4.0
XRT 204	Radiographic Procedures V	50	4.5
XRT 205	Digital Imaging Technologies	45	4.5
XRT 206	Clinical Practice V	160	5.0
XRT 207	Clinical Practice VI	160	5.0
XRT 208	Clinical Practice VII	160	5.0
XRT 209	Clinical Practice VIII	160	5.0
XRT 210	Clinical Practice IX	160	5.0
XRT 211	Clinical Practice X	160	5.0
XRT 212	Cross-Sectional Anatomy	30	3.0
XRT 213	Clinical Practice XI	160	5.0
XRT 214	Clinical Practice XII	160	5.0
XRT 215C or XRT 215M	Computed Tomography or Mammography	40	4.0
XRT 216	Radiologic Technology Seminar I	80	8.0
XRT 217	Radiologic Technology Seminar II	80	8.0
<b>TOTAL</b>		<b>2923</b>	<b>157.5</b>

*General Education courses are identified in Italic*

Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for the following courses.

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
<i>GE 011</i>	<i>Anatomy &amp; Physiology I</i>	56	5.5
<i>GEH 020</i>	<i>Medical Terminology</i>	18	1.5
<i>GEH 253</i>	<i>Ethics and Law in Radiography</i>	24	2.0
XRT 101	Patient Care in Radiographic Imaging	45	4.0
XRT 102	Radiographic Procedures I	70	6.0
XRT 103	Radiographic Equipment and Exposure	50	5.0
XRT 104	Radiographic Procedures II	70	6.0
XRT 105	Radiation Protection and Physics	70	7.0
XRT 106	Integration of Theory and Practice Fundamentals	25	2.0
XRT 107	Clinical Practice I	160	5.0
XRT 108	Clinical Practice II	160	5.0
XRT 109	Clinical Practice III	160	5.0
XRT 110	Clinical Practice IV	120	4.0
<b>TOTAL</b>		<b>1028</b>	<b>58</b>

*General Education courses are identified in Italic*

#### **A.O.S. in RT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Gurnick Academy of Medical Arts' A.O.S. in Radiologic Technology program provides a library and classrooms equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Associate of Occupational Science in Radiologic Technology program consists of 157.5 quarter credit hours completed over 94 weeks for day and night students, for 2,923 contact hours. Before graduation, students must complete 1,880 hours of clinical practice.

## **ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. IN MRI)**

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#### **A.S. in MRI Program Goals**

- Train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.
- Develop interpersonal skills in communicating with patients, medical and administrative individuals.
- Help students acquire the skills needed to practice proper patient care.
- Instill students with the knowledge, clinical skills, problem-solving abilities, and interpersonal skills to practice in the field of magnetic resonance imaging.

- Equip graduates to be competent in entry-level positions as an MRI Technologist and display appropriate behaviors as set forth by the American Society of Radiologic Technologists (ARRT) and the Section for Magnetic Resonance Technologists (SMRT).
- Prepare students to take and pass the ARRT® (MR) Examination.

Table 25. *ASMRI Program Course Outline*

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>GE 001</i>	<i>Biology Basics</i>	45	4.5
<i>GE 021</i>	<i>Essentials of Anatomy and Physiology</i>	66	6.5
<i>GE 110</i>	<i>Critical Thinking</i>	45	4.5
<i>GE 112</i>	<i>Algebra I</i>	45	4.5
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	4.5
MR 001	Introduction to MRI	120	12.0
MR 101	Sectional Anatomy I	24	2.0
MR 102	Medical Terminology I	18	1.5
MR 103	Physical Principles of MRI	54	5.0
MR 104	Patient Care	36	3.5
MR 111	MRI Clinical I	264	8.5
MR 201	Sectional Anatomy II	24	2.0
MR 202	Medical Terminology II	18	1.5
MR 203	MRI Protocols and Procedures I	42	4.0
MR 204	MRI Safety	36	3.5
MR 211	MRI Clinical II	252	8.0
MR 301	Sectional Anatomy III	24	2.0
MR 302	Physics I	31	3.0
MR 303	MRI Protocols and Procedures II	42	4.0
MR 304	MRI Pathology in Diagnostic Imaging	36	3.5
MR 311	MRI Clinical III	252	8.0
MR 401	Medicolegal Considerations in Healthcare	24	2.0
MR 402	MRI Registry Review	36	3.5
MR 403	Physics II	31	3.0
MR 404	Computers in Imaging and PACS	24	2.0
MR 411	MRI Clinical IV	252	8.0
<b>TOTAL</b>		<b>1,886</b>	<b>115.0</b>

*General Education Courses are identified in Italics.*

Table XX. US and Nevada Constitution

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>SNO 001</i>	<i>US and Nevada Constitution*</i>	0	0

This satisfies the Nevada Constitution requirement NRS 394.150 and is only required for students who reside in Nevada.

## ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)

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### ADN Program Outline

Table 27. Generic ADN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health and Disease I with Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 202	General Psychology	45	3
GE 020B	Human Body in Health and Disease II with Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 110	Critical Thinking	45	3
GE 201	Introduction to Sociology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
RN 100	Fundamentals of Nursing Theory*	45	3
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	30	2
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2
RN 106	Pathophysiology	30	2
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90	2
RN 300	Maternal Newborn Theory*	45	3
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45	3
RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90	2
RN 400	Mental Health Theory*	30	2
RN 401	Mental Health Clinical*	90	2



RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90	2
<b>TOTAL</b>		<b>1785</b>	<b>80</b>

General Education Courses are identified in Italics.

\*Paired course. See course description for more details.

Table 29. LVN to RN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory*	45	3
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	30	2
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Fundamentals of Pharmacology	30	2
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>600</b>	<b>22</b>

\*Paired course. See course description for more details.

Table 31. LVN to RN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	30	2
RN 300	Maternal Newborn Theory*	45	3
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45	3
RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90	2
RN 400	Mental Health Theory*	30	2
RN 401	Mental Health Clinical*	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90	2

<b>TOTAL GURNICK PROFESSIONAL COURSES</b>	<b>645</b>	<b>25</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>	<b>1785</b>	<b>80</b>

\*Paired course. See course description for more details.

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**ADN Program Information, Length, and Schedule**

The ADN is a degree program providing a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:12 in laboratory and clinical, 1:28 in residential lecture, and 1:25 in online lecture depending on the campus.

**ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. IN UT)**

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**A.O.S. in UT Program Description**

The Ultrasound Technology program prepares competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be qualified to work in hospitals, imaging centers, physicians’ offices, or clinics.

**A.O.S. in UT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates, and connect with an Admission Advisor for more details.

The Gurnick Academy of Medical Arts Ultrasound Technology program has a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models, in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and an Ankle-Brachial Index (ABI) machine.

The Ultrasound Technology Program is an Associate of Occupational Science Degree program. The student will receive didactic and clinical education in abdominal sonography, small parts, obstetrics and gynecology, ultrasound physics and instrumentation, musculoskeletal (MSK), pediatric, neonatal, patient care, and vascular sonography. This training will be combined with General Education courses. Instructor to student ratio is 1:30 in residential lecture, 1:25 in online lecture, and 1:10 in laboratory and 1:1 during clinical rotation.

The program consists of eight (8) 12-week modules. Students will be taking General Education courses up to 24 hours per week via online delivery during the first program module. Students will continue taking General Education courses online up to 24 hours per week for the second program module’s first seven (7) weeks. The students’ workload consists of on-campus didactic/lab sessions, which include up to six (6) hours per day of instruction for up to three (3) days per week during the last five (5) weeks of the second module.

The subsequent two (2) modules (Module 3 and 4 or Module 5 and 6 depending on the module sequence) consist of on-campus didactic/lab sessions only, including three (3) days per week of up to eight (8) hours per day of didactic instruction. After completing four (4) modules, students are generally expected to participate in clinical rotation two (2) days per week, up to eight (8) hours per day.

Students will continue to attend didactic/lab sessions on-campus three (3) days per week, up to eight (8) hours per day. In the last two (2) modules of the program, students attend clinical rotations only for three to four (3 – 4) days per week, in addition to attending Master Scanning Lab courses once a month on days to be announced on a separate schedule.

The student receives 1,426 hours of didactic and laboratory instruction and 960 hours of clinical education, allowing them to apply the lecture topics to practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this field. In addition, the program prepares students to take their ARDMS examinations.

Upon program completion, an Associate of Science Degree in Ultrasound Technology is awarded. The expected completion time for this program is 96 weeks, excluding holidays and vacation times. Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

Master Scanning Labs (MSL) may be scheduled at other campuses as needed and are scheduled in no particular order.

## **ASSOCIATE OF OCCUPATIONAL SCIENCE IN VASCULAR ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. IN VUT)**

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**72 WEEKS**

**1784 CLOCK HOURS**

**105 QUARTER CREDIT HOURS**

**ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM,**

**6 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):**

**29-2032.00**

**POTENTIAL OCCUPATIONS:**

*Please see school official for complete list of potential occupations*

**LOCATIONS:**

San Mateo

**DELIVERY:** Blended

### **A.O.S. in VUT Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

### **A.O.S. in VUT Program Description**

The Vascular Ultrasound Technology program minimum expectations are to prepare competent entry-level Vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be qualified to work in hospitals, imaging centers, physicians' offices, or clinics.

### **A.O.S. in VUT Program Goals and Objectives**

- To train students to be professional and competent vascular sonographers in the medical imaging community by developing their visual, oral, and written communication skills as well as their critical thinking skills.
- To develop interpersonal skills in communicating and interacting with patients of all generations, cultures, and medical conditions.

- To develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting so they will be effective team players.
- To teach students knowledge and understanding of human physiology, pathology, and pathophysiology.
- To teach students knowledge and understanding of ultrasound physical principles and instrumentation.
- To teach students the knowledge of sonographic biological effects and proper application of sonographic instrumentation relative to imaging and image quality.
- To teach students knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- To teach students how to produce quality diagnostic images of the heart with the required information contributing to the diagnostic process.
- To teach students the necessary skills needed for proper patient care while utilizing ethical, professionalism and HIPAA guidelines.
- To provide students with knowledge, clinical skills, problem solving abilities, and interpersonal skills to practice in the profession of sonography.
- To emphasize the importance and need of becoming credentialed in the profession of Vascular Sonographer.
- To prepare students to pass CCI (RVS), or ARDMS (RVT) certification exam.
- To teach and emphasize the appropriate ergonomic scanning applications for the Vascular Sonographer's wellbeing.

### A.O.S. in VUT Program Outline

Table XX. A.O.S. in VUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45	4.5
GE 021A	<i>Essentials of Anatomy and Physiology I</i>	40	4.0
GE 021B	<i>Essentials of Anatomy and Physiology II</i>	26	2.5
GE 112	<i>Algebra I</i>	45	4.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 230	<i>Written &amp; Oral Communication</i>	45	4.5
UT 200	Ultrasound Physics and Instrumentation	62	6.0
UT 201	Sectional Anatomy	48	4.5
UT 301	Patient Care for Ultrasound Professional	12	1.0
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8	0.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8	0.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8	0.5
UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam	8	0.5
UT 820G	Master Scanning Lab Upper Extremity Mapping for Dialysis Access	8	0.5

VU 300	Cerebrovascular Sonography	60	6.0
VU 300L	Cerebrovascular Sonography Lab	60	3.0
VU 301	Abdominal Vascular Sonography	84	8.0
VU 301L	Abdominal Vascular Sonography Lab	84	4.0
VU 400	Lower Extremity Venous System	36	3.5
VU 400L	Lower Extremity Venous System Lab	36	1.5
VU 401	Lower Extremity Arterial System	36	3.5
VU 401L	Lower Extremity Arterial System Lab	36	1.5
VU 402	Upper Extremity Venous System	36	3.5
VU 402L	Upper Extremity Venous System Lab	36	1.5
VU 403	Upper Extremity Arterial System	28	2.5
VU 403L	Upper Extremity Arterial System Lab	28	1.0
VU X01	Clinical 1	400	13
VU X02	Clinical 2	400	13
<b>TOTAL</b>		<b>1,784</b>	<b>105</b>

*General Education Courses are identified in Italics.*

#### **A.O.S. in VUT Program Information, Length, and Schedule**

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Vascular Ultrasound Technology Program has a library and classrooms equipped with modern audio-visual teaching aids, textbooks, journals, anatomical charts, and models in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and other cardiology equipment.

The Vascular Ultrasound Technology Program is an Associate of Occupational Science Degree program. The student will receive didactic, laboratory, and clinical education focused on vascular ultrasound which will cover cardiac anatomy and physiology, 2D and M-Mode imaging, PW, CW and color flow Doppler, cardiac pathology and methods of interpretation which will be combined with General Education courses. Instructor to student ratio is 1:25 in lecture and 1:10 in laboratory and 1:1 during externship.

The program consists of six (6) modules of twelve (12) weeks each. During the first module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During the second module (12 weeks), students will continue to take General Education courses online up to twenty-four (24) hours per week for the first twelve (12) weeks.

The next two (2) modules (Module 3 and 4) consist of didactic/lab sessions only, which include three (3) to five (5) days per week of up to eight (8) hours per day didactic and lab instruction. After completing four (4) modules, students are generally expected to start attending externships four (4) days a week.

Master Scanning Labs (MSL) are scheduled once a month on days to be announced on a separate schedule and in no particular order.

The student receives nine hundred eighty-four (984) didactic and laboratory instruction and eight hundred (800) hours of clinical education, allowing them to apply the lecture topics to practical use. The curriculum provides students with

the technical, clinical, and interpersonal skills necessary to succeed in this field. In addition, the program prepares students to take their RVS/RVT examinations. Upon completion of the program, an Associate of Occupational Science Degree in Vascular Ultrasound Technology is awarded. Normal completion time for this program is seventy-two (72) weeks excluding any holiday and vacation times. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (i.e.: Sunday through Saturday).

#### **Voluntary and Prudent Use Statement for Ultrasound Technology**

Instructions in the ultrasound training laboratory are made possible by the participation of students, both as the person scanning and the person being scanned (subject). All the exercises are developed to ensure prudent and safe use of the equipment and the subject. Participation is voluntary. Election not to participate will not affect grades. However, alternate training will need to be arranged.

## **ASSOCIATE OF SCIENCE IN VETERINARY MEDICAL TECHNOLOGY PROGRAM (A.S. IN VMT)**

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#### **A.S. in VMT Program Information, Length and Schedule**

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Veterinary Medical Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: online lectures 1:25 and clinical 1:1. Classes may be scheduled Monday through Sunday. Students will attend no more than forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day or evening as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive one thousand four hundred and fifty-five (1,455) hours of didactic and laboratory instruction and four hundred (400) hours of clinical education allowing them to apply the lecture topics to practical use.

## **ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)**

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#### **A.S. in RT Program Outline**

*Table 35. A.S. in RT Program Course Outline*

Number	Title	Clock Hours	Quarter Credit Hours
GE 011	<i>Anatomy &amp; Physiology I</i>	56	5.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 112	<i>Algebra I</i>	45	4.5
GE 201	<i>Introduction to Sociology</i>	45	4.5
GE 222	<i>English Reading and Composition</i>	45	4.5
GEH 020	<i>Medical Terminology</i>	18	1.5
RT 110C	Clinical Practice I	128	4
RT 111	Radiologic Patient Care	42	4
RT 112	Radiation Physics and Exposure	58	5
RT 113	Radiographic Procedures I	48	4.5
RT 113L	Radiographic Procedures I Lab	30	1.5
RT 120C	Clinical Practice II	168	5.5
RT 121	Radiation Protection and Biology	50	5
RT 122	Digital Imaging	52	4.5
RT 123	Radiographic Procedures II	48	4.5
RT 123L	Radiographic Procedures II Lab	30	1.5
RT 130C	Clinical Practice III	176	5.5
RT 131	Radiographic Physics II and Fluoroscopy	48	4.5
RT 132	Ethics and Law in Radiography	24	2
RT 133	Radiographic Procedures III	45	4.5
RT 133L	Radiographic Procedures III Lab	33	1.5
RT 140C	Clinical Practice IV	192	6
RT 142	Radiographic Pathology	48	4.5
RT 143	Radiographic Procedures IV	45	4.5
RT 143L	Radiographic Procedures IV Lab	33	1.5
RT 250C	Clinical Practice V	280	9
RT 251	Radiographic Pharmacology and Venipuncture	36	3
RT 252	Cross Sectional Anatomy	40	4
RT 260C	Clinical Practice VI	240	8
RT 261	Advanced Digital Imaging	30	3
RT 262	Radiographic Advanced Procedures	48	4.5
RT 270C	Clinical Practice VII	264	8.5
RT 271	Patient Care and Procedures Seminar	48	4.5

RT 272 or RT 273	Computed Tomography or Mammography	40	4
RT 274	Advanced Radiation Protection	50	4
RT 280C	Clinical Practice VIII	280	9
RT 281	Image Production and Safety Seminar	48	4.5
RT 282	Professional Development and Advancement	18	1.5
<b>TOTAL</b>		<b>2,974</b>	<b>167</b>

General Education Courses are identified in Italics.

## BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)

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### BSN Program Outline

Table 38. Generic BSN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
<i>GE 020A</i>	<i>Human Body in Health &amp; Disease I w/ Lab</i>	75	4
<i>GE 041</i>	<i>General Microbiology with Lab</i>	75	4
<i>GE 222</i>	<i>English Reading and Composition</i>	45	3
<i>GE 112</i>	<i>Algebra I</i>	45	3
<i>GE 201</i>	<i>Introduction to Sociology</i>	45	3
<i>GE 020B</i>	<i>Human Body in Health &amp; Disease II w/ Lab</i>	75	4
<i>GE 031</i>	<i>Nutrition in Health &amp; Disease</i>	45	3
<i>GE 202</i>	<i>General Psychology</i>	45	3
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	45	3
<i>GE 110</i>	<i>Critical Thinking</i>	45	3
<i>GE 111</i>	<i>Research Statistics</i>	45	3
<i>GEH 101</i>	<i>Organization &amp; Function of Health Services</i>	45	3
<i>GEH 102</i>	<i>Essentials of Patient Education</i>	45	3
<i>GE 103</i>	<i>Growth and Development Through Lifespan</i>	45	3
<i>GEH 201</i>	<i>Holistic Health &amp; Complementary Alternative Medicine</i>	30	2
<i>GEH 301</i>	<i>Ethics and Law in Health Science</i>	45	3
RN 100	Fundamentals of Nursing Theory*	45	3
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	45	3
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Pharmacology	45	3
RN 106	Pathophysiology	45	3



RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90	2
RN 300	Maternal Newborn Theory*	45	3
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45	3
RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90	2
RN 400	Mental Health Nursing Theory*	45	3
RN 401	Mental Health Nursing Clinical*	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90	2
RN 404	Community Health Nursing Theory*	45	3
RN 405	Community Health Nursing Clinical*	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL</b>		<b>2505</b>	<b>120</b>

General Education Courses are identified in Italics.

\*Paired course. See course description for more details.

Table 40. LVN to BSN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory*	45	3
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	45	3
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Pharmacology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45	3

RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>630</b>	<b>24</b>

\*Paired course. See course description for more details.

Table 43. LVN to BSN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45	3
RN 400	Mental Health Nursing Theory*	45	3
RN 401	Mental Health Nursing Clinical*	90	2
RN 300	Maternal Newborn Theory*	45	3
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90	2
RN 302	Care of Children Theory*	45	3
RN 303	Care of Children Clinical*	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90	2
RN 404	Community Health Nursing Theory*	45	3
RN 405	Community Health Nursing Clinical*	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>1080</b>	<b>46</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>		<b>2505</b>	<b>120</b>

\*Paired course. See course description for more details.

Table 45. RN to BSN Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory*	45	3
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	45	3
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Pharmacology	45	3
RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45	3

RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90	2
RN 300	Maternal Newborn Theory*	45	3
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45	3
RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90	2
RN 400	Mental Health Nursing Theory*	45	3
RN 401	Mental Health Nursing Clinical*	90	2
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90	2
<b>TOTAL NURSING PREREQUISITE COURSES</b>		<b>1305</b>	<b>51</b>

\*Paired course. See course description for more details.

Table 47. RN to BSN Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 404	Community Health Nursing Theory*	45	3
RN 405	Community Health Nursing Clinical*	90	2
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
<b>TOTAL GURNICK PROFESSIONAL COURSES</b>		<b>405</b>	<b>19</b>
<b>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</b>		<b>2505</b>	<b>120</b>

\*Paired course. See course description for more details.

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### BSN Program Information, Length, and Schedule

The BSN is a degree program providing a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:12 in laboratory and clinical, 1:28 in residential lecture, and 1:25 in online lecture depending on the campus.

## BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (B.S. IN DMI)

## Page 195

### B.S. in DMI Program Description

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with foundational skills necessary to advance within the profession.

Enhanced marketability is an influential motive for acquiring a bachelor's degree in Diagnostic Medical Imaging. Holding a bachelor's degree makes it possible to advance in radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. The applicant can choose from six (6) specialty tracks to further the imaging professional's career.

- **Imaging Informatics** — Training in the Imaging Informatics courses will prepare the student for the PACS / RIS administrator role.
- **Leadership and Management** — Training in the Leadership and Management courses will prepare the student for healthcare administration and management positions.
- **Education** — Training in the Education courses will prepare the student for a career in imaging education (depending on minimum course enrollment).
- **Mammography** — Training in the Mammography courses will include all MQSA mandated material and an emphasis on mammography registry review. This track will cover all ARRT® mammography exam content specifications, review the California state mammography exam, and include the required ARRT® 16 hours of structured education for the Mammography post-primary examination.
- **Computed Tomography** — Training in the CT courses will consist of an overview of cross-sectional images of the body and offers didactic educational experiences that will provide the student with the necessary knowledge and skills to become an entry-level CT technologist. Students will learn the physics and instrumentation of computed tomography, clinical procedures and protocols, patient care, and radiation safety with a registry review to help prepare students for the ARRT® post-primary exam. The completion of this track will meet the ARRT® 16 hours of structured education for the CT post-primary examination.
- **MRI (Magnetic Resonance Imaging)** — Training in the MRI courses will include the didactic framework covering physical principles of MRI, advanced applications of MRI including sectional anatomy, and MRI Safety and Registry Review. The completion of this track will meet the ARRT® 16 hours of structured education for the MRI post-primary examination.

The B.S. in DMI degree is available entirely through the distance education delivery method. This program offers advancement for technologists who cannot attend a traditional college. The entire BSDMI program is 121 semester credit hours. Registered technologists may earn up to 70 semester credit hours of advanced standing. The courses are listed in the following table. They include courses that will enhance the student's understanding of medical imaging and the specialty courses depending on their chosen track.

## **BACHELOR OF SCIENCE IN RADIATION THERAPY (B.S. IN RT)**

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**135 WEEKS**

**3100 CLOCK HOURS**

**131 SEMESTER CREDIT HOURS**

**BACHELOR OF SCIENCE DEGREE PROGRAM, 9 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-1124.00**

**POTENTIAL OCCUPATION:**

*Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** Van Nuys

**DELIVERY:** Full Distance Education

### **B.S. in RT Program Mission**

Gurnick Academy of Medical Arts' mission is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education, and hands-on practical experience by empowering students to develop and achieve their personal and career goals.

The mission of the Radiation Therapy Program at Gurnick Academy of Medical Arts is to provide the highest quality of didactic and clinical education for students to assume the role of a radiation therapist. Graduates of the Radiation Therapy program will be knowledgeable, both clinically and technically competent, and proficient in critical thinking to provide exceptional patient care, education, simulation and treatment.

### **B.S. in RT Program Description**

The Bachelor of Science in Radiation Therapy Program (B.S. in RT) is a 36-month program that prepares students to obtain the professional role of an entry-level radiation therapist. This program is a full-time, lock-step program that provides students with didactic and clinical learning experiences that prepare them to be vital healthcare team members.

This program includes online classwork, live online lectures, and clinical experiences that contribute to student learning. Beginning with general education courses, students will build upon their knowledge as they progress through the program into core radiation therapy coursework.

The radiation therapy curriculum, developed by the American Society of Radiologic Technologists, ensures students develop essential skills for working with a diverse patient population. These skills include communication, human diversity, scientific inquiry, critical thinking, and judgment. The didactic radiation therapy courses include human anatomy, physiology, radiation therapy physics, radiation oncology, pathology, radiation biology, treatment planning, medical dosimetry, quality assurance, and patient care.

During the clinical portion of the program, students will be under the direct supervision of a licensed radiation therapist as they develop competencies in simulation, treatment, and dosimetric procedures. Students will utilize various simulation and treatment machines to elevate their skills and consistently deliver high-quality patient care.

### **B.S. in RT Program Goals and Objectives**

1. Students will be clinically competent in simulation and in the delivery of radiation therapy treatments
  1. Students will demonstrate clinical competence in all aspects of simulation and radiation therapy treatment delivery.
  2. Students will demonstrate mastery of knowledge and clinical reasoning.
  3. Students will demonstrate principles of ALARA.
2. Students will communicate effectively.
  1. Students will effectively communicate with patients, therapists, physicians, and staff.
    - a. Apply appropriate communication skills across settings, purposes, and audiences
    - b. Demonstrate the ability to communicate within culturally diverse populations.
3. Students will utilize problem solving skills and develop critical thinking skills.

- a. Apply appropriate communication skills across settings, purposes, and audiences
  - b. Develop conclusions and related outcomes.
  - c. Students will demonstrate mastery of knowledge and clinical reasoning.
4. Students will demonstrate standards of professionalism displayed by ethical behaviors.
    - a. Students will demonstrate ethical behaviors.
    - b. Demonstrate attitudes and behaviors consistent with professional standards.

## B.S. in RT Program Outline

Table XX. *B.S. in RT Program Course Outline*

Course Number	Title	Clock Hours	Semester Credit Hours
GE 002	Principles of Physics	45	3
GE 020A	Human Body in Health & Disease I with Laboratory	75	4
GE 020B	Human Body in Health & Disease II with Laboratory	75	4
GE 031	Nutrition in Health and Disease	45	3
GE 041	General Microbiology with Laboratory	75	4
GE 103	Growth and Development Through Lifespan	45	3
GE 110	Critical Thinking	45	3
GE 112	Algebra I	45	3
GE 120	Introduction to Information Systems	45	3
GE 201	Introduction to Sociology	45	3
GE 202	General Psychology	45	3
GE 222	English Reading and Composition	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GEH 101	Organization and Function of Health Services	45	3
RTT 250	Introduction to Radiation Therapy	30	2
RTT 300	Sectional/Topographic Anatomy	45	3
RTT 315	Medical Imaging	45	3
RTT 320	Clinical Concepts I	45	3
RTT 330	Ethics	25	1.5
RTT 340	Radiation Therapy Patient Care	45	3
RTT 355	Clinical Oncology	45	3
RTT 365	Clinical Concepts II	45	3
RTT 400	Clinical Radiation Therapy Physics I	60	4
RTT 410	Clinical Radiation Therapy Physics II	60	4
RTT 420	Quality Management	45	3

RTT 430	Research in Radiation Therapy	45	3
RTT 440	Dosimetry	45	3
RTT 450	Operational Issues	30	2
RTT 460	Radiobiology	45	3
RTT 470	Radiation Therapy Clinical Externship I	570	12.5
RTT 471	Seminar in Radiation Therapy I	15	1
RTT 475	Radiation Therapy Clinical Externship II	570	12.5
RTT 476	Seminar in Radiation Therapy II	15	1
RTT 485	Radiation Therapy Clinical Externship III	480	10.5
RTT 486	Seminar in Radiation Therapy III	15	1
RTT 490	Radiation Therapy Capstone	60	4
<b>TOTAL</b>		<b>3,100</b>	<b>131</b>

### **B.S. in RT Program Information, Length, and Schedule**

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for change and updates and check with an Admission Advisor for details.

The Radiation Therapy program is a Bachelor of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: online lectures 1:25 and clinical 1:1.

The program consists of nine (9) 15-week semesters. Students will take General Education courses and one (1) introductory course up to 20 hours per week during the first three (3) semesters. Students will take technical courses for the last six (6) semesters. Clinical rotations start in semester five (5). Classes may be scheduled Monday through Sunday. Students will attend no more than forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive one thousand and four hundred eighty (1,480) hours of didactic and laboratory instruction and one thousand and six hundred twenty (1,620) hours of clinical education, allowing them to apply the lecture topics to practical use.

## **MASTER OF SCIENCE IN NURSING PROGRAM (BSN TO MSN)**

Page 193

**90 WEEKS**

**36 SEMESTER CREDIT HOURS; 540 CLOCK HOURS**

**6 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION**

**(SOC Code): 29-1141.00, 29-1151.00, 29-1161.01, 29-1171.00**

**POTENTIAL OCCUPATIONS:** *Please see a school official for the complete list of potential occupations.*

**LOCATIONS:** Concord

**DELIVERY:** Online

Gurnick Academy of Medical Arts students in the classroom at the Sacramento campus.

### **MSN Program Description**

The Master of Science in Nursing (MSN) program is designed to prepare students at an advanced level with emphasis on nursing scholarship. Students will study healthcare policy, advanced research, healthcare informatics, leadership and management, financial resource management, curriculum development, teaching and learning process, assessment and evaluation of learning, and practicum capstone courses.

Emphasis will be placed on evidence-based practice, professional development, and scholarly practice to prepare nursing professionals with advanced theoretical skills and applied research methods.

### **MSN Program Mission Statement**

The Master of Science in Nursing program (MSN) is based on the mission of Gurnick Academy of Medical Arts to promote the intellectual, cultural, social, and ethical development of the learner addressing healthcare of diverse individuals, families, groups, communities, and populations through formal and informal teaching and learning processes. The MSN education prepares efficient nurses for flexible leadership and critical action within complex, changing systems, including health, educational and organizational systems. The curriculum instills nurses with vital knowledge and skill to promote health, lead change, and elevate advanced care in various roles and diverse environments.

The purpose of the Master of Science in Nursing is to achieve distinction in the graduate nursing program and to advance the mission of Gurnick Academy of Medical Arts by:

1. Leading change to improve quality outcomes, building collaborative interprofessional care teams as well as assume roles in advanced nursing practice that is in accordance with the regulatory and accrediting agencies.
2. Active preparation of the baccalaureate student to demonstrate critical thinking skills and innovative leadership in practice, education, and research.
3. Promoting public health by designing novel nursing practices and transforming evidence into practice in a diverse health setting.
4. Create awareness, assistance, and teaching of health care programs in response to the growing needs and acuity of the public health.
5. Be a champion and advocate in nursing research and scholarship.

### **MSN Program Goals**

At the graduate level, the goal is development of knowledgeable and professional nurses who are able to unify practice with theory and advanced research to provide leadership, education, and service to the healthcare stakeholders and to the profession.

The faculty at Gurnick Academy of Medical Arts are committed to:

1. Providing a learning environment celebrating cultural diversity, differences in learning styles and is free of judgment and discrimination.



2. Graduate well-prepared Master of Science in Nursing students who demonstrate confidence in clinical behaviors and knowledge in advanced healthcare practice meeting the essential competencies necessary to join the workforce.
3. Ensure that graduates are equipped with the required knowledge and vital skills to respond to the growing needs of the community in healthcare delivery and practice.
4. Produce well-rounded nurses that are culturally sensitive, situation-adaptive, and active advocates of the stakeholders and community it serves.
5. Ongoing visit its curriculum and revise as needed ensuring that its nursing graduates are capable of adapting to rapid changes in healthcare delivery and practice.
6. Develop a learning platform inspiring its nursing graduates to continuously pursue recognition and excellence in practice, research, and community outreach.
7. Encourage nurturing partnerships with its community organizations for academic programs.
8. Motivate its nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

### MSN Terminal Educational Outcomes

By the end of the graduate nursing program, the student will be able to:

1. Apply theoretical and clinical concepts of health promotion and disease prevention practices, providing a safe and nurturing environment, as well as lead innovations in nursing practices according to nursing regulations and accrediting agencies.
2. Critically appraise, analyze, and create a framework that integrates didactic and clinical learning into everyday practice and leadership activities.
3. Evaluate patient care practices that are evidence-based and community driven.
4. Express a strong commitment to nursing research through active participation in professional organizations and education advancement.
5. Demonstrate leadership by becoming a well-rounded nurse that is ethical, respectful, and well-informed, that is fully responsive to the needs and acuity of the community it serves.

### MSN Program — BSN to MSN Program Outline

Table XX. BSN to MSN Program Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
MSN 506	Theoretical Foundations of Advanced Nursing Practice	45	3
MSN 508	Future of Nursing & Healthcare Policy	45	3
MSN 510	Advanced Research Methodologies and Analysis-Evidence Based Practice	45	3
MSN 512	Financial Resource Management	45	3
MSN 514	Leadership and Management in Nursing and Healthcare	45	3
MSN 516	Advanced Healthcare Technology & Informatics	45	3
MSN 600	Advanced Health Assessment, Pathophysiology, Pharmacology	45	3
MSN 602	Curriculum Development	45	3
MSN 604	Teaching and Learning Process and Strategies	45	3

MSN 605	Nursing Practicum A - Clinical Nurse Educator	45	3
MSN 606	Assessment and Evaluation of Learning	45	3
MSN 607	Nursing Practicum B - Academic Nurse Educator	45	3
<b>TOTAL</b>		<b>540</b>	<b>36</b>

### MSN Program Information, Length, and Schedule

The Master of Science in Nursing program (BSN to MSN) admission track is a 6-semester distance education program for RNs to complete their Master of Science Degree in Nursing in two years. Each semester is 15 weeks long and covers two (2) courses. Course instructors will open a new lecture each weekday, and assignments must be submitted by specified deadlines, set by the course instructors, and indicated in the course syllabi.

At Gurnick Academy of Medical Arts students receive 540 hours of didactic instruction. The two (2) practicum courses, require the student to do five-to-six hours each week for 8 weeks each with a preceptor. Students are responsible for obtaining their local preceptor based on their work or residence. Gurnick Academy of Medical Arts has agreements with multiple healthcare facilities in the Bay Area, California, where students can alternatively complete their practicum.

The expected program completion time is 90 weeks, excluding holidays and vacation times. Instructor to Student ratio is 1:25 in lecture and 1:1 during clinical.

At Gurnick Academy of Medical Arts (professional courses only), students receive 540 hours of didactic instruction.

## MEDICAL ASSISTANT PROGRAM (MA)

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### MA Program Outline

Table 58. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
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MA 100	Front Office Records Management	82.5	27.5	110.0	5.5
MA 101	Front Office Finances	82.5	27.5	110.0	5.5
MA 102	Front Office The Medical Professional	82.5	27.5	110.0	5.5
MA 107	Anatomy and Physiology for Medical Assistant I	19.0	7.5	26.5	1.5
MA 108	Anatomy and Physiology for Medical Assistant II	19.0	7.5	26.5	1.5
MA 109	Anatomy and Physiology for Medical Assistant III	18.0	7.5	25.5	1.5
MA 120A	Medical Terminology A	15.0	5.0	20.0	1.0
MA 120B	Medical Terminology B	15.0	5.0	20.0	1.0
MA 200	Back Office Clinical Foundations	80.0	25.0	105.5	5.0
MA 201	Back Office Clinical Skills	80.0	25.0	105.5	5.0
MA 202	Back Office Clinical Laboratory	82.5	27.5	110.0	5.5
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
<b>TOTAL</b>		<b>756.0</b>	<b>192.5</b>	<b>948.5</b>	<b>44.5</b>

## MEDICAL ASSISTANT WITH PHLEBOTOMY PROGRAM (MAPHL)

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### MAPHL Program Outline

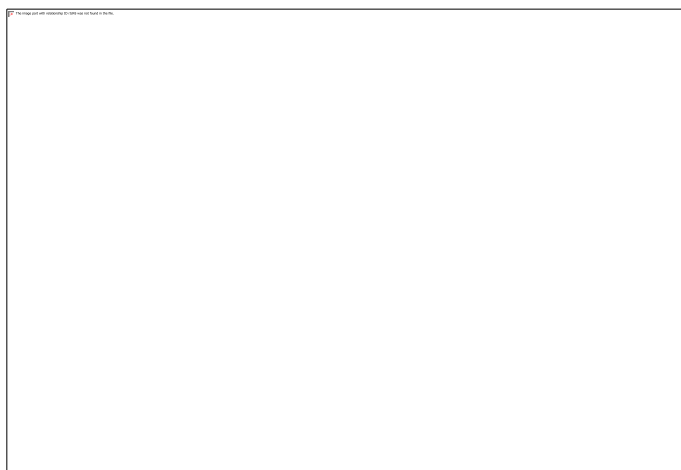
Table 59. MAPHL Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
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MA 100	Front Office Records Management	82.5	27.5	110.00	5.5
MA 101	Front Office Finances	82.5	27.5	110.00	5.5
MA 102	Front Office The Medical Professional	82.5	27.5	110.00	5.5
MA 107	Anatomy and Physiology for Medical Assistant I	19.0	7.5	26.5	1.5
MA 108	Anatomy and Physiology for Medical Assistant II	19.0	7.5	26.5	1.5
MA 109	Anatomy and Physiology for Medical Assistant III	18.0	7.5	25.5	1.5
MA 120A	Medical Terminology A	15.0	5.0	20.0	1.0
MA 120B	Medical Terminology B	15.0	5.0	20.0	1.0
MA 200	Back Office Clinical Foundations	80.0	25.0	105.0	5
MA 201	Back Office Clinical Skills	80.0	25.0	105.0	5
MA 202	Back Office Clinical Laboratory	82.5	27.5	110.00	5.5
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
PHL 100	Phlebotomy Didactic	40.0	20.0	60.0	3.5
PHL110L	Phlebotomy Clinical Externship	40.0	0.0	40.0	1.0
<b>TOTAL</b>		<b>836.0</b>	<b>212.5</b>	<b>1048.5</b>	<b>49.0</b>

## PSYCHIATRIC TECHNICIAN PROGRAM (PT)

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**48 WEEKS**

**1,530 CLOCK HOURS**

**89.5 QUARTER CREDIT HOURS**

**DIPLOMA PROGRAM, 4 MODULES**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):  
29-2053.00**

**POTENTIAL OCCUPATIONS:**

*Please see a school official for the complete list of potential occupations.*

**LOCATION:** Concord

**DELIVERY:** Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Concord campus.

## CONTINUING EDUCATION COURSES

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### Diagnostic Medical Imaging Advanced Clinical Practicum

#### Course Objectives

Revised by: Gurnick Academy of Medical Arts Process Department  
Effective Dates: January 1, 2022 to December 31, 2022  
Date of Revision: November 18, 2022

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By the course end, students will have basic knowledge and understanding of the following:

1. Perform clinical repetitions in advanced medical imaging procedures to meet the ARRT® post-primary certification requirements.
2. Practice correct clinical protocols of advanced medical imaging procedures as designated by the clinical site.
3. Exemplify professionalism and follow all related clinical policies and procedures.
4. Provide adequate patient care and demonstrate proper teamwork to healthcare staff.
5. Demonstrate proper body mechanics when providing patient care.

## **COURSE DESCRIPTIONS**

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### **Orientation – Distance Education (Online)**

#### **SMO 001 — Moodle Ready, Students' Basic Moodle Proficiency — Pass/No Pass**

*Prerequisite: None*

This course is designed to familiarize students to the common aspects of Gurnick's Moodle LMS and better prepare them to succeed in their academic courses. This course, along with the SMO 002: Academic Integrity Workshop course, are required prior to starting academic courses.

#### **SMO 002 — Academic Integrity Workshop — Pass/No Pass**

*Prerequisite: None*

In this course we cover how to avoid plagiarism, as well as prepare students for online activities using Gurnick's academic integrity tools. This is a prerequisite course to all academic courses.

### **GE Courses – Distance Education (Online)**

#### **GE 011 — Anatomy & Physiology I — 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course covers the structure and function of the human body from the single-cell through all body systems, and the interrelatedness of the structure and functions in the body are examined. Basic fluid, electrolyte, and acid/base balance concepts are included. This is a General Education Course.

#### **GE 021 — Essentials of Anatomy & Physiology — 66 Clock Hours/6.5 Quarter Credit Hours**

*Prerequisite: None*

In this course the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

#### **GEH 253 — Ethics and Law in Radiography — 24 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: Successful completion of GEH 020.*

This course provides a fundamental background in ethics. The historical and philosophical basis of ethics, as well as, the elements of ethical behavior, will be discussed. Students examine a variety of ethical issues and dilemmas they may face in clinical practice. This course will include out-of-class work such as reading and writing assignments, practice and

practical application assignments, and projects. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

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### **Associate of Occupational Science in Radiologic Technology (A.O.S. in RT) Courses – Blended Program**

#### **XRT 101 — Patient Care in Radiographic Imaging — 45 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to basic imaging and principles and patient care. Students review medical ethics, pediatrics and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, with emphasis on communication and relationships. A review of infection control, standard precautions, and transmission-based precautions covered. The theory and basic techniques of venipuncture and the administration of diagnostic contrast agents include intravenous medications. Routine and emergency patient care procedures and the role of the radiographer in patient education. This course will include out of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 20 hours of out of class work will be assigned.

#### **XRT 102 — Radiographic Procedures I — 70 Clock Hours/6.0 Quarter Credit Hours**

*Prerequisite: XRT 101*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the chest, thorax and upper extremities. Routine chest, bony thorax and upper extremity radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine radiographic procedures during simulated radiographic examinations. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 30 hours of out of class work will be assigned.

#### **XRT 103 — Radiographic Equipment and Exposure — 50 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 102*

This course introduces students to concepts of radiographic image quality, and the exposure factors that contribute to the production of a radiographic image. Introduction to radiographic equipment, exposure relationships, and digital factors that contribute to the image production. Students participate in experiments to demonstrate their knowledge, understanding, and skills by performing different techniques and exposure factors.

#### **XRT 104 — Radiographic Procedures II — 70 Clock Hours/6.0 Quarter Credit Hours**

*Prerequisite: XRT 103*

This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system with particular emphasis on the bones of the thorax, shoulder girdle, and spine. Routine radiographic procedures appropriate to the thorax, shoulder girdle, and spine are described and demonstrated. Students demonstrate competency in performing torsoskeletal radiographic procedures during simulated x-ray examinations.

#### **XRT 105 — Radiation Protection and Physics — 70 Clock Hours/7.0 Quarter Credit Hours**

*Prerequisite: XRT 104*

This course provides a basic overview of radiologic physics in order for students to understand how x-rays are produced and the various characteristics of the beam. The fundamentals of the x-ray machine components and their operation are introduced. Principles of radiation protection, responsibilities of the radiographer to patients, personnel and the public, radiation health, and safety requirements of federal and state regulatory agencies, accreditation agencies and medical organizations. Interaction of radiation with molecules, cells, tissues, and the body as a whole, and the factors affecting biological response will be identified.

### **XRT 106 — Integration of Theory and Practice Fundamentals — 25 Clock Hours/2.0 Quarter Credit Hours**

*Prerequisite: XRT 105*

This course focuses on activities associated with the refinement of radiographic imaging skills and medical assistant skills application in an x-ray environment. Emphasis is placed on proper positioning, image critique, patient care, and radiation protection. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 5 hours of out of class work will be assigned.

### **XRT 107 — Clinical Practice I — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 106*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

### **XRT 108 — Clinical Practice II — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 107*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

### **XRT 109 — Clinical Practice III — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 108*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

### **XRT 110 — Clinical Practice IV — 120 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: XRT 109*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

### **XRT 201 — Imaging Procedures and Technical Factors — 30 Clock Hours/3.0 Quarter Credit Hours**

*Prerequisite: XRT 110*

This course is an advanced imaging course enforcing professionalism, ethics, legal considerations, patient care, patient safety, radiation protection and measurement, image production, radiographic imaging, and image analysis. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 25 hours of out of class work will be assigned.

### **XRT 202 — Radiographic Procedures III — 80 Clock Hours/7.0 Quarter Credit Hours**

*Prerequisite: XRT 201*

This course is designed to provide a knowledge base necessary to perform standard radiographic procedures along with the applications to special studies. Consideration is given to the production of radiographs of optimal diagnostic quality. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

### **XRT 203 — Radiographic Procedures IV — 45 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: XRT 202*

This course is designed to provide a knowledge base necessary to perform routine radiographic positions of the cranium and facial bones. Emphasis is given to special patient care considerations related to head trauma. Actual images are included for analysis. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

### **XRT 204 — Radiographic Procedures V — 50 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: XRT 203*

This course is designed to provide a knowledge base necessary to perform routine radiographic positions (to include, but not limited to: the positioning of the chest and bony skeleton, bedside and surgical examinations, and radiation protection). Actual images are included for analysis. Provide a knowledge base necessary to perform pediatric and geriatric radiography (to include, but not limited to: immobilization, positioning, radiation protection, and pathologic indications). This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

### **XRT 205 — Digital Imaging Technologies — 45 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: XRT 204*

This course establishes an introductory knowledge in computing and information processing. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are also presented. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

### **XRT 206 — Clinical Practice V — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 205*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

### **XRT 207 — Clinical Practice VI — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 206*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice



experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 208 — Clinical Practice VII — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 207*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 209 — Clinical Practice VIII — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 208*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 210 — Clinical Practice IX — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 209*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 211 — Clinical Practice X — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 210*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 212 — Cross-Sectional Anatomy — 30 Clock Hours/3.0 Quarter Credit Hours**

*Prerequisite: XRT 210*

This course introduces the basic principles of computed tomography (CT) and magnetic resonance (MR) imaging as well as sectional anatomy. History of CT/MR, current equipment and practices, radiation protection specific to CT, and anatomic appearance of various structures in a cross-sectional reference will be discussed. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

**XRT 213 — Clinical Practice XI — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 212*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 214 — Clinical Practice XII — 160 Clock Hours/5.0 Quarter Credit Hours**

*Prerequisite: XRT 213*

In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Levels of competency and outcomes measurement assure the well-being of the patient preparatory to, during, and following the radiologic procedure.

**XRT 215C — Computed Tomography — 40 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: XRT 212*

This course provides entry-level radiography students with principles related to computed tomography (CT) imaging, special emphasis is placed on a study of the head and brain, thorax, abdomen, pelvis, shoulder, elbow, hip and knee. Correlations between cadaver cross-sections, CTs, MRIs and radiographs are explored. CT Basics: The Series by ASRT that is utilized in conjunction with the course satisfies the ARRT 16-credit structures education requirements for CT.

**XRT 215M — Mammography — 40 Clock Hours/4.0 Quarter Credit Hours**

*Prerequisite: XRT 212*

This course provides radiography students with the principles related to mammography. Topics include patient care, anatomy and physiology of the breast, positioning for routine and diagnostic exams, pathology, mammography equipment, quality control and quality assurance for digital imaging systems.

**XRT 216 — Radiologic Technology Seminar I — 80 Clock Hours/8.0 Quarter Credit Hours**

*Prerequisite: XRT 214*

In this course, students are taught concepts and skills to assist them in preparation for the American Registry of Radiologic Technologists (ARRT) Radiography certification examination. Topics include professional certification and licensure. patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control. Emphasis is placed on digital imaging and radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design, incorporating a basic knowledge of quality control. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

**XRT 217 — Radiologic Technology Seminar II — 80 Clock Hours/8.0 Quarter Credit Hours**

*Prerequisite: XRT 216*

In this course, students are taught concepts and skills to assist them in preparation for the American Registry of Radiologic Technologists (ARRT) Radiography certification examination. Topics include professional certification and licensure. patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control. Emphasis is placed on patient care, imaging procedures, radiation safety,

and radiation protection. This course will include outside of school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

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### Associate of Science in Nursing (ADN) Courses — Blended Program

#### **RN 100 — Fundamentals of Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 101. Failure in one paired course equals failure in both paired courses.*

This course introduces professional nursing. Content includes a brief history of nursing, including the roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized.

Verbal communication skills, informatics, evidence-based practice, safety, and the development of a patient-centered therapeutic nurse-client relationship are fostered. Students are taught the nursing process and nursing diagnosis to develop a nursing care plan.

#### **RN 101 — Fundamentals of Nursing Clinical and Lab — 157.5 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 100. Failure in one paired course equals failure in both paired courses.*

This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

#### **RN 102 — Health Assessment Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 103. Failure in one paired course equals failure in both paired courses.*

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed to identify normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

#### **RN 103 — Health Assessment Skills Lab — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 102. Failure in one paired course equals failure in both paired courses.*

This course focuses on using health assessment theory to develop the hands-on skills of inspection, palpation, percussion, and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

#### **RN 200 — Medical/Surgical I Theory — Introduction to Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 201. Failure in one paired course equals failure in both paired courses.*

This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders, as well as perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 201 — Medical/Surgical I Clinical — Introduction to Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 200. Failure in one paired course equals failure in both paired courses.*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 202 — Medical/Surgical II Theory — Intermediate Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 203. Failure in one paired course equals failure in both paired courses.*

This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 203 — Medical/Surgical II Clinical — Intermediate Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 202. Failure in one paired course equals failure in both paired courses.*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 300 — Maternal Newborn Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 301. Failure in one paired course equals failure in both paired courses.*

The course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mother and newborn are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

**RN 301 — Maternal Newborn Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 300. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site applying the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 302 — Care of Children Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 303. Failure in one paired course equals failure in both paired courses.*

This course applies the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 303 — Care of Children Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 302. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site, applying the theoretical content into practice with attention to patient-centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes are emphasized.

**RN 304 — Medical/Surgical III Theory — Advanced Med/Surg – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 305. Failure in one paired course equals failure in both paired courses.*

This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 305 — Medical/Surgical III Clinical — Advanced Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 304. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 400 — Mental Health Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 401. Failure in one paired course equals failure in both paired courses.*

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and use of effective and ineffective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders of children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 — Mental Health Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 400. Failure in one paired course equals failure in both paired courses.*

This course is taught at clinical sites applying theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations such as homelessness, family violence, child abuse, HIV, and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 — Medical/Surgical IV Theory — Complex Med/Surg & Leadership — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 403. Failure in one paired course equals failure in both paired courses.*

This course incorporates previous medical-surgical nursing theory emphasizing the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions. Focus on holistic care for burns, heart failure, acute respiratory distress, shock,

multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

**RN 403 — Medical/Surgical IV Clinical — Complex Med/Surg & Leadership — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 402. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

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**Associate of Science in Radiologic Technology (A.S. in RT) Courses – Blended Program**

**RT 271 – Patient Care and Procedures Seminar – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VI with a “C” or better.*

The course reviews patient care and procedures to prepare students for the ARRT® radiographer primary certification and State of California Department of Public Health, Radiologic Health Branch certification examinations. This course will review patient care topics such as sterile technique, medical-legal, imaging procedures, and image analysis.

**RT 272 – Computed Tomography – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module V with a “C” or better.*

The course provides radiography students with principles related to computed tomography (CT) imaging. Special emphasis is placed on studying the head and brain, thorax, abdomen, pelvis, shoulder, elbow, hip, and knee. Correlations between cadaver cross-sections, CTs, MRIs, and radiographs are explored. *CT Basics: The Series by ASRT utilized with the course satisfies the ARRT® 16-credit Structured Education Requirements for CT.*

**RT 281 – Image Production and Safety Seminar – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VII with a “C” or better.*

The course reviews the radiologic technology curriculum and prepares students for the ARRT® radiographer’s primary certification and State of California Department of Public Health, Radiologic Health Branch fluoroscopy certification requirements. This course will focus on image production and radiation safety.

**RT 282 – Professional Development and Advancement – 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module VII with a “C” or better.*

The course prepares students for the post-education transition into the workforce. The course guides students in developing documents that include skills in resume writing, developing and practicing effective interviewing skills and techniques for job search strategies. Students will prepare and apply for the ARRT® and California Department of Public Health registries to obtain certification as a radiographer.

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**Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT) Courses — Blended Program**

**UT 200 — Ultrasound Physics and Instrumentation — 62 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: None*

This course teaches the fundamentals of ultrasound physics and instrumentation. The material is presented to heighten the educational experience of the future sonographer and prepare the student for the SPI exam with the ARDMS and the ARRT®.

### **UT 301 — Patient Care for Ultrasound Professional — 12 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

The course provides the sonography student with an overview of the sonography profession and basic patient care. This course teaches the essential role sonography and the sonographer play in medicine. The ARDMS “Sonography principles and instrumentation” exam consists of 10% patient care, which this course will thoroughly prepare the student to pass.

### **UT 620A — Master Scanning Lab Extracranial Vascular Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cerebrovascular system, including Vertebral and Subclavian arteries to evaluate Cerebrovascular Disease. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

### **UT 720B — Master Scanning Lab Lower Extremity Venous Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity, including all the deep veins in the calf, for the evaluation of Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, clinical signs and symptoms, indications, limitations, pitfalls, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler).

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

### **UT 720C — Master Scanning Lab Lower Extremity Arterial Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in the field of vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in the field of vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the lower extremity arterial system (native and graft) for the evaluation of peripheral vascular disease (PAD). Areas covered include overview of (PAD), risk factors, acute and chronic obstruction, normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, the definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with Spectral Doppler, and power Doppler).

Normal and abnormal criteria will be reviewed to classify the severity of peripheral arterial disease. Types of bypass grafts and evaluation protocol will be discussed and reviewed. Examples of common lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Ancillary findings such as Pseudoaneurysm, AV-Fistula, and Aortic Aneurysms will be reviewed. ABI and TBI evaluation criteria will be reviewed.

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

#### **UT 720D — Master Scanning Lab Upper Extremity Venous Exam — 8 Clock Hours/ 0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity to evaluate Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, patient position, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

#### **UT 820E — Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen for the evaluation of Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome and Transjugular Portosystemic Shunt malfunction. Areas covered include normal and abnormal sonographic anatomy of the hepatoportal system, causes and levels of obstruction relating to hepatoportal obstruction, hemodynamics, spectral



analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

**UT 820F — Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

The one-day basic ultrasound course provides the student with an overview of anatomy, pathology, and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial, and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, the definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

**UT 820G — Master Scanning Lab Upper Extremity Mapping for Dialysis Access — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

This course teaches the fundamentals of upper extremity mapping for dialysis access. The material is presented to heighten the future sonographer’s educational experience and prepare the student for the dialysis patient.

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**Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT) Courses — Blended Program**

**UT 200 – Ultrasound Physics and Instrumentation – 62 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of GE 112.*

This course teaches the fundamentals of ultrasound physics and instrumentation. The material is presented with the purpose to heighten the educational experience of the future sonographer and to prepare the student for the SPI exam with the ARDMS and/or the ARRT.

**UT 201 – Sectional Anatomy – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of GE 021.*

This course is an introduction to Cross-sectional human anatomy as seen on sonograms as well as other imaging modalities. Cross-sectional anatomy places much more emphasis on the physical relationship of structures which is the bases of understanding sonographic images. Cross-sectional anatomy is the first building block to understanding what is required when performing ultrasound images. Students will learn to recognize different organs, muscle, vessels, and other body parts in their relationship to each other. An interactive computer program will be used as a teaching tool.

**UT 301 — Patient Care for Ultrasound Professional — 12 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

The course provides the sonography student with an overview of the sonography profession and basic patient care. This course teaches the essential role sonography and the sonographer play in medicine. The ARDMS “Sonography principles and instrumentation” exam consists of 10% patient care, which this course will thoroughly prepare the student to pass.

#### **UT 620A — Master Scanning Lab Extracranial Vascular Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cerebrovascular system, including Vertebral and Subclavian arteries to evaluate Cerebrovascular Disease. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

#### **UT 720B — Master Scanning Lab Lower Extremity Venous Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity, including all the deep veins in the calf, for the evaluation of Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, clinical signs and symptoms, indications, limitations, pitfalls, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler).

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

#### **UT 720C — Master Scanning Lab Lower Extremity Arterial Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in the field of vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in the field of vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the lower extremity arterial system (native and graft) for the evaluation of peripheral vascular disease (PAD). Areas covered include overview of (PAD), risk factors, acute and chronic obstruction, normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, the definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with Spectral Doppler, and power Doppler).

Normal and abnormal criteria will be reviewed to classify the severity of peripheral arterial disease. Types of bypass grafts and evaluation protocol will be discussed and reviewed. Examples of common lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Ancillary findings such as Pseudoaneurysm, AV-Fistula, and Aortic Aneurysms will be reviewed. ABI and TBI evaluation criteria will be reviewed.

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

### **UT 720D — Master Scanning Lab Upper Extremity Venous Exam — 8 Clock Hours/ 0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity to evaluate Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, patient position, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

### **UT 820E — Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a “C” or better.*

This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen for the evaluation of Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome and Transjugular Portosystemic Shunt malfunction. Areas covered include normal and abnormal sonographic anatomy of the hepatoportal system, causes and levels of obstruction relating to hepatoportal obstruction, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

### **UT 820F — Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular sonography courses 1-4 and Vascular sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills that will provide the student success in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

The one-day basic ultrasound course provides the student with an overview of anatomy, pathology, and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial, and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, the definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

### **UT 820G — Master Scanning Lab Upper Extremity Mapping for Dialysis Access — 8 Clock Hours/0.5 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

This course teaches the fundamentals of upper extremity mapping for dialysis access. The material is presented to heighten the future sonographer's educational experience and prepare the student for the dialysis patient.

### **VU 300 — Cerebrovascular Sonography — 60 Clock Hours/6 Quarter Credit Hours**

*Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III VU courses.*

This course covers extracranial and intracranial sonography. The anatomy of the extracranial and intracranial systems will be covered as well as normal and abnormal findings. Protocols and scanning techniques required for diagnostic exams will be taught.

### **VU 300L — Cerebrovascular Sonography Lab— 60 Clock Hours/3 Quarter Credit Hours**

*Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III VU courses.*

Extracranial and intracranial Doppler will be the focus of this course, primarily carotid artery ultrasound and TCD exams. Students will learn to Doppler velocities and create ratios that determine normal vs abnormal flow. Students will learn carotid and TCD protocols as well as hands-on scanning techniques with the goal of being able to perform the complete exam in 45 minutes.

### **VU 301 — Abdominal Vascular Sonography — 84 Clock Hours/8 Quarter Credit Hours**

*Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III VU courses.*

Abdominal Vascular Sonography teaches abdominal vascular vessels and basic protocols that pertain to ultrasound examinations of the abdominal vascular system. This course establishes foundations for scanning techniques, protocols, and variations in a patient's body habitus. Students will gain an understanding of the role a sonographer plays in the diagnosis of diseases of the abdominal vascular system by understanding what is the criteria for "normal". Students will understand how to identify pathology in the abdominal vascular system as well. They will recognize spectral Doppler and color on normal and diseased waveforms of the abdominal vascular system.

### **VU 301L — Abdominal Vascular Sonography Lab — 84 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III VU courses.*

Abdominal Vascular Sonography Lab, VU 301L, is concurrent with Abdominal Vascular Sonography, VU 301. Students will practice the protocols and scanning techniques of the abdominal vascular system within the lab.

**VU 400 — Lower Extremity Venous System — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of veins of the lower extremities will be the main focus of this course. Scanning techniques and protocols will be taught as well as challenges in the clinical setting.

**VU 400L — Lower Extremity Venous System Lab — 36 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the lower extremity venous examination. The focus of this course is the lower extremity venous system protocol. Superficial venous vein mapping will also be included in this course. This will introduce and prepare students for studies for deep vein thrombosis and venous disease as well as superficial venous disease.

**VU 401 — Lower Extremity Arterial System — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the lower extremity arterial system will be the main focus of this course. Scanning techniques and protocols will be taught as well as challenges in the clinical setting.

**VU 401L — Lower Extremity Arterial System Lab — 36 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. Focus is on the lower extremity arterial system protocol. Indirect assessment of the arteries will also be introduced and taught with the lab's ABI machine. This will introduce and prepare students for studies for peripheral vascular disease.

**VU 402 — Upper Extremity Venous System — 36 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

Upper extremity venous vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

**VU 402L — Upper Extremity Venous System Lab — 36 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

Upper extremity venous protocols will be demonstrated, practiced and evaluated. Students will learn scanning techniques of required anatomy and what is required to prove normal vs abnormal.

### **VU 403 — Upper Extremity Arterial System — 28 Clock Hours/2.5 Quarter Credit Hours**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

Upper extremity arterial vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and Techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

### **VU 403L — Upper Extremity Arterial System Lab — 28 Clock Hours/1 Quarter Credit Hour**

*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV VU courses.*

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the upper arterial vascular examination. Students will be taught upper arterial extremity protocols. Indirect assessment of the arteries will also be introduced and taught with the lab's ABI machine. This will introduce and prepare students for peripheral vascular disease.

### **VU X01 — Clinical 1 — 400 Clock Hours/13 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

VU X01 is twelve weeks of Level 1 externship which is integrated within VU Module courses. Externship expectations will vary as to the externship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound extern. VU X01 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students in VU X01 to take the ARDMS SPI exam before graduation. There are virtual labs on Moodle to be used in case clinical site assignment is not available for reasons determined by the clinical site and the school. Virtual lab assignments may be given by the clinical coordinator for extra learning opportunities or make-up assignments.

### **VU X02 — Clinical 2 — 400 Clock Hours/13 Quarter Credit Hours**

*Prerequisite: Completion of courses in preceding modules a "C" or better.*

VU X02 is twelve weeks of Level 2 externship which is integrated within VU Module courses. Externship expectations will vary as to the externship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 2 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for the expectations of the ultrasound extern. VU X02 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students in VU X02 to take the ARDMS SPI exam before graduation. There are virtual labs on Moodle to be used in case clinical site assignment is not available for reasons determined by the clinical site and the school. Virtual lab assignments may be given by the clinical coordinator for extra learning opportunities or make-up assignments.

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### **BS in Diagnostic Medical Imaging (B.S. in DMI) Courses — Distance Education (Online) Program**

#### **DMI 530 — Computed Tomography Registry Review — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course reviews the computed tomography curriculum and prepares students for the ARRT® CT post-primary certification examination covering the ARRT® Exam content specifications Patient Care, Safety, Image Production, and Procedures. This course also includes CT Basics ASRT modules and satisfies the ARRT® 16-credit Structured Education Requirements for CT.

#### **DMI 570 — Principles of Mammography — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

This course is designed to educate radiographers in the art and science of mammography. Enrollees in the course must have a California Certified Radiologic Technologist (CRT) license OR be a student in a JRCERT accredited program. The course consists of 40 hours of lecture, which will assist in preparing for the California Mammography Certificate exam and the ARRT® Post-Primary Certification in Mammography.

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### **Bachelor of Science in Nursing (BSN) Courses – Blended Program**

#### **RN 100 — Fundamentals of Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 101. Failure in one paired course equals failure in both paired courses.*

This course introduces professional nursing. Content includes a brief history of nursing, including the roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized.

Verbal communication skills, informatics, evidence-based practice, safety, and the development of a patient-centered therapeutic nurse-client relationship are fostered. Students are taught the nursing process and nursing diagnosis to develop a nursing care plan.

#### **RN 101 — Fundamentals of Nursing Clinical and Lab — 157.5 Clock Hours/3.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 100. Failure in one paired course equals failure in both paired courses.*

This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

**RN 102 — Health Assessment Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 103. Failure in one paired course equals failure in both paired courses.*

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed to identify normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

**RN 103 — Health Assessment Skills Lab — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 102. Failure in one paired course equals failure in both paired courses.*

This course focuses on using health assessment theory to develop the hands-on skills of inspection, palpation, percussion, and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

**RN 200 — Medical/Surgical I Theory — Introduction to Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 201. Failure in one paired course equals failure in both paired courses.*

This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders, as well as perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 201 — Medical/Surgical I Clinical — Introduction to Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 200. Failure in one paired course equals failure in both paired courses.*

This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 202 — Medical/Surgical II Theory — Intermediate Med/Surg — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 203. Failure in one paired course equals failure in both paired courses.*

This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 203 — Medical/Surgical II Clinical — Intermediate Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*



*Corequisite: This course is paired with RN 202. Failure in one paired course equals failure in both paired courses.*  
This course applies the theoretical content of patient-centered care of patients with medical-surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

**RN 300 — Maternal Newborn Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 301. Failure in one paired course equals failure in both paired courses.*  
The course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mother and newborn are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

**RN 301 — Maternal Newborn Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 300. Failure in one paired course equals failure in both paired courses.*  
This course is taught at a clinical site applying the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 302 — Care of Children Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 303. Failure in one paired course equals failure in both paired courses.*  
This course applies the theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 303 — Care of Children Clinical — 67.5 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 302. Failure in one paired course equals failure in both paired courses.*  
This course is taught at a clinical site, applying the theoretical content into practice with attention to patient-centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes are emphasized.

**RN 304 — Medical/Surgical III Theory — Advanced Med/Surg – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 305. Failure in one paired course equals failure in both paired courses.*  
This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective patient-centered care.

**RN 305 — Medical/Surgical III Clinical — Advanced Med/Surg — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 304. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 400 — Mental Health Theory — 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 401. Failure in one paired course equals failure in both paired courses.*

This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and use of effective and ineffective communication are addressed. The nurse's role in the prevention and early identification of psychiatric disorders of children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 — Mental Health Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 400. Failure in one paired course equals failure in both paired courses.*

This course is taught at clinical sites applying theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations such as homelessness, family violence, child abuse, HIV, and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 — Medical/Surgical IV Theory — Complex Med/Surg & Leadership — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 403. Failure in one paired course equals failure in both paired courses.*

This course incorporates previous medical-surgical nursing theory emphasizing the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical-surgical health disruptions. Focus on holistic care for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

**RN 403 — Medical/Surgical IV Clinical — Complex Med/Surg & Leadership — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 402. Failure in one paired course equals failure in both paired courses.*

This course is taught at a clinical site, integrating practical application of the advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

**RN 404 — Community Health Nursing Theory — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 405. Failure in one paired course equals failure in both paired courses.*

This online course discusses the foundation for community public health nursing care of patients, families, and communities. Sociocultural, political, and economic influences on a community's health and the health care system are explored, and current issues and trends affecting community public health.

**RN 405 — Community Health Nursing Clinical — 90 Clock Hours/2 Semester Credit Hours**

*Prerequisite: None*

*Corequisite: This course is paired with RN 404. Failure in one paired course equals failure in both paired courses.*

Applying nursing and epidemiological concepts to promoting health and preventing disease among patients, families, and communities will be performed through assigned project completion, aligned with the concurrent Community Health Nursing Theory class topics. Students will explore intervention strategies focusing on empowering clients with the necessary knowledge and skills to make informed and healthful choices.

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### **Bachelor of Science in Radiation Therapy (B.S. in RT) Courses – Full Distance Education Program**

#### **RTT 250 – Introduction to Radiation Therapy – 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: Completion of GE 020A, GE 020B, GE 222, and GE 240.*

This course will provide students with an overview of the Radiation Therapy major. Instruction will include a review of professional organizations, department structure, patient management, record keeping, and professional ethics. An overview of the role of the radiation therapist in the treatment of cancer, including a review of the therapist's scope of practice, developing modalities, and advanced career opportunities, takes place.

#### **RTT 300 – Sectional/Topographic Anatomy – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, and III.*

This course will examine external anatomic landmarks concerning internal anatomy, emphasizing the effects of positioning on external landmarks, internal anatomical critical structures, and methods of avoiding or lowering radiation doses to these structures. The sectional imaging course will introduce students to different modalities utilized in radiation therapy. Identification of anatomical structures will be reviewed, identifying the various medical imaging methods. Basic anatomical relationships will be compared using topographical and cross-sectional images.

#### **RTT 315 – Medical Imaging – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, and III.*

This course will be designed to establish a knowledge base in factors that govern and influence the production and recording of medical images for patient simulation, treatment planning, and treatment verification in Radiation Oncology. Concepts and processes involved in producing a radiograph will be covered. Other diagnostic imaging modalities such as CT, MRI, Ultrasound will be covered. General radiography, computerized tomography, magnetic resonance imaging, nuclear medicine, and sonography imaging modalities and equipment will be emphasized.

Imaging and processing content for radiation oncology describes the factors that affect the production and recording of radiographic images for patient simulation, treatment planning, and treatment verification, emphasizing radiation oncology imaging equipment and related devices. A review of radiation protection concepts will be provided.

#### **RTT 320 – Clinical Concepts I – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, and III.*

This course provides students with an overview of cancer and the specialty of radiation therapy. Historical and current aspects of cancer treatment and the basic principles and practice of treatment and simulation will be emphasized. Content will be designed to provide students with a knowledge base for assessing, comparing, contrasting, and recommending the type of radiation therapy equipment, procedure and technique, patient positioning, and immobilization for appropriate tumor localization and treatment delivery.

#### **RTT 330 – Ethics – 25 Clock Hours/1.5 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, and III.*

This course examines professionalism and bioethics, the process of making moral decisions, ethical issues, professional oaths and codes of ethics, and health care ethics and the law.

### **RTT 340 – Radiation Therapy Patient Care – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, and III.*

This course will focus on the foundational concepts and competencies in evaluating patients before, during, and after the delivery of radiation therapy. Psychosocial needs of patients, factors affecting treatment outcome, assessment, the evaluation will be discussed. The course also explores local, state, and national cancer care resources. This course examines the psychological and physical needs and factors affecting treatment outcomes. Routine and emergency care procedures will be discussed, and pertinent laboratory results and their effects in radiation therapy.

### **RTT 355 – Clinical Oncology – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, and V.*

This course focuses on examining oncologic pathology with an emphasis on malignant neoplasia. The course will be designed to focus on cancer and current treatment modalities, emphasizing radiation therapy and designed to examine and evaluate the management of neoplastic diseases. Cancers of the skin, brain, head and neck, thorax and gastrointestinal, genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic, and endocrine systems are emphasized. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae, and prognosis are discussed.

### **RTT 365 – Clinical Concepts II – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, and V.*

This course focuses on assessment, evaluation, and treatment plans for treatment-related side effects. The radiation therapist's responsibility in managing the neoplastic disease will be examined and linked to specific professional skills within their scope. The roles and responsibilities of the radiation therapist, the treatment prescription, the documentation of treatment parameters and delivery, emergency procedures, patient condition, and education needs will be presented, discussed, examined, and evaluated.

Content will be designed to provide a knowledge base for assessing, comparing, contrasting, and recommending the type of radiation therapy equipment, procedure and technique, patient positioning, and immobilization for appropriate tumor localization and treatment delivery. A thorough examination of site-specific techniques used in radiation therapy is covered.

### **RTT 400 – Clinical Radiation Therapy Physics I – 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, and V.*

This course will introduce students to the nature and description of the structure of matter and energy, interactions of photons and gamma radiation, instrumentation, and measurement of ionizing radiation, beam quality and dose, percent depth dose, tissue air ratios, treatment dose calculations.

### **RTT 410 – Clinical Radiation Therapy Physics II – 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.*

This course will emphasize the practical applications of electron and photon beams and the use of radioactive sources. Methods of calculating dose at any point in clinical set-ups are covered. Modern technology such as 3DCRT and IMRT are introduced. Imaging modalities in radiation oncology such as film and electronic digital portal (EDIP) imaging are presented. The concepts of radiation protection, shielding, and fundamentals of quality assurance programs from physics and clinical perspectives are presented.

### **RTT 420 – Quality Management – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.*

This course offers a systematic look at quality assurance in radiation therapy. Examination of the evaluative measures and procedures, national guidelines, and overall principles are covered. Quality assurance and quality improvement, as

well as its tools and components, will be covered. Content is designed to focus on the components of quality improvement programs in radiation oncology. The course includes quality control and assurance checks for clinical aspects of patient care, medical records, treatment delivery and localization, and treatment planning equipment. Legal and regulatory implications for maintaining appropriate quality care will be covered.

#### **RTT 430 – Research in Radiation Therapy – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, and V.*

This course will address reading and researching radiation therapy. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed. Students will be assigned a research project to be conducted during the remainder of their time in the program. Research projects will be submitted in the Capstone course.

#### **RTT 440 – Dosimetry – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.*

This course will provide content designed to examine factors that influence and govern the clinical planning of patient treatments. This encompasses isodose distributions, influence modification, radiobiological considerations, dosimetric calculations, and clinical application of radiation. Topics will include the effects of treatment distance, beam weighting, beam modifiers, irregular fields, tissue inhomogeneities, and compensating filters. Electromagnetic and particulate beams, as well as advanced and emerging technologies, are covered. Evaluation of treatment plans emphasized.

#### **RTT 450 – Operational Issues – 30 Clock Hours/2 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.*

This class will focus on various radiation therapy operational and budgetary issues, hospital and governmental accreditation, types of insurance, coding, and reimbursements. Professional roles, responsibilities, and development will be emphasized. Synthesis of previous didactic and clinical information; an in-depth examination of current and future professional issues, technological advances, and ethics; a look at professional preparation, organizations, and continuing education are discussed.

#### **RTT 460 –Radiobiology – 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.*

This course discusses the principles and concepts, including radiation effects on cellular, organ, system, and levels within the entire body. Emphasis is on the theories and principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy.

#### **RTT 470 – Radiation Therapy Clinical Externship I – 570 Clock Hours/12.5 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, and IV.*

Content is designed to provide sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. This course's objectives and competencies focus on patient-centered care, teamwork principles, introduction to and safety procedures for treatment and simulation equipment, and introductory level treatment procedures. Students will complete a simulation and treatment rotation during this course.

#### **RTT 471 – Seminar in Radiation Therapy I – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semesters I, II, III, and IV.*

This course is designed to support learning in Radiation Therapy Clinical Internship I. Students will meet to discuss clinical progress procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

**RTT 475 – Radiation Therapy Clinical Externship II – 570 Clock Hours/12.5 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, and VI.*

Continuation of clinical externship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Students will conduct assisted and technical treatment and simulation procedures. Students will complete nursing, simulation, and treatment rotation during this course.

**RTT 476 – Seminar in Radiation Therapy II – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semesters I, II, III, IV, V, and VI.*

This course is designed to support learning in Radiation Therapy Clinical Internship II. Students will meet to discuss clinical progress procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

**RTT 485 – Radiation Therapy Clinical Externship III – 480 Clock Hours/10.5 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.*

Continuation of clinical externship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Students will conduct technical and competent to perform treatment and simulation procedures. Students will complete a simulation and treatment rotation during this course.

**RTT 486 – Seminar in Radiation Therapy III – 15 Clock Hours/1 Semester Credit Hour**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.*

This course is designed to support learning in Radiation Therapy Clinical Internship IV. Students will meet to discuss clinical progress procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

**RTT 490 – Radiation Therapy Capstone – 60 Clock Hours/4 Semester Credit Hours**

*Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.*

This course examines historical and current issues in the profession. This class will be designed to review the professional components of radiation therapy and the expectations of being part of a functional department. This course will address preparation for employment from resume writing to interview techniques and the professional scope of practice. Preparation for entry into the profession and completion of the capstone project will be accomplished.

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**Master of Science in Nursing (BSN to MSN) Courses – Full Distance Education Program****MSN 506 — Theoretical Foundations of Advanced Nursing Practice — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course provides the learners with the nursing theoretical foundations. Learners examine the relationship of nursing theories to the development of nursing science. The course focuses on the relationships of theories, research, and nursing practice with current scientific advances.

**MSN 508 — Future of Nursing and Healthcare Policy — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course provides the students with opportunities to research, develop, and discuss policies affecting advanced nursing and healthcare systems. Advocating for effective policies affecting nursing and its stakeholders is another vital component of this course.

**MSN 510 — Advanced Research Methodologies and Analysis-Evidence Based Practice — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

The learners receive knowledge regarding integral components of evidence-based practice with research to foster scholarship and holistic as well as person-centered care in diverse healthcare environments. Content interconnected to problem identification, research methodologies, critique of findings and literature, and application to evidence-based practice is presented. The development of an evidence-based project that focuses on quality improvement or safety will provide students with an opportunity to practice learned principles.

**MSN 512 — Financial Resource Management — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course introduces students to financial management concepts in healthcare. Emphasis is placed on resource allocation on healthcare organizations. Students will study the theory and practice of financial management relevant to healthcare delivery organizations. The following elements will be discussed to enhance understanding of key concepts inclusive of accounting practices, and financial & policy issues, financial control techniques, financial decision making, reading and analyzing financial statements.

**MSN 514 — Leadership and Management in Nursing and Healthcare — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course presents the management functions and leadership roles of professional and contemporary nursing within an organizational structure. The management operations (staffing, planning, organizing, coordinating, and controlling) prepare the structure for the course. The imperative focus is given to theories of organization, behavior, and management. Methods of inquiry, including nursing process, problem-solving models, and decision-making, are emphasized as tools for analyzing intricate leadership and management complications common to nursing leaders and managers. Emphasis is also provided on collaborative relationships, accountability for quality assurance in the provision of nursing care and multidisciplinary communication. Complex ethical issues in management are discussed as well as legal authority for nursing practice, the impact of legislative and political processes.

**MSN 516 — Advanced Healthcare Technology & Informatics — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course presents the functions, role, scope, and standards of practice of the informatics nurse to the learner. Students will analyze, explore, implement, and evaluate diverse aspects of nursing-informatics practice as a specialization. Topics include the utilization and implementation of technology for virtual care delivery and monitoring as well as focus on complementary roles of the master's-prepared informatics nurse specialist, and other information-technology professionals.

**MSN 600 — Advanced Health Assessment, Pathophysiology, Pharmacology — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course content builds upon undergraduate nursing education and practice experience concentrating and further developing nursing knowledge and skills related to health assessment, pharmacology, and pathophysiology across the

lifespan. The vital focal point is on advanced and contemporary knowledge and skills in both direct- and indirect-care roles needed by nurse educators.

**MSN 602 — Curriculum Development — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

The main focus of this course highlights the processes of curriculum development. Students will research traditional as well as innovative approaches to program development, implemented to various educational environments. Curriculum and instruction are examined within a theoretical framework.

**MSN 604 — Teaching and Learning Process and Strategies — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

The main focus of this course is to highlight the various methods of teaching strategies and appraisal of the approaches utilized to provide an effective learning environment. The teaching strategies evaluated are reviewed and applied in the role of a nurse educator and nursing education practice. This course will help in the role of an educator by acquiring skills that can offer a more versatile approach in teaching strategies. Throughout the course, learners will compare and contrast methods on how to enhance lessons, materialism and instruments for evaluation. The course will provide the students with instruction on how to implement research findings, comparative teaching strategies, the relationships between teaching strategies and learning/teaching styles.

**MSN 605 — Nursing Practicum A - Clinical Nurse Educator — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course will provide learners with opportunities to apply concepts and expand skills in curriculum development, classroom and clinical teaching, and assessment methods in an educator role within the learner's area of specialization. The student may select from various opportunities in clinical settings with staff nurses, patients, nurse educators in clinical as well as academic settings. Students will acquire experience networking with administrators, faculty, and support service personnel in the institution(s) of their choice. The student will complete 45 hours (3 credits) of practicum in an educator role. This course is intended to meet the ABHES requirement for a culminating assessment.

**MSN 606 — Assessment and Evaluation of Learning — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course assesses as well as examines the theory, logic, and practice of educational measurement. Comparisons are made between evaluation concepts and assessments, frameworks, and models. These will also be analyzed for relevancy and applicability in the quality assurance processes of curriculum development. Practical application of measurement theory to the construction and utilization of educational evaluation instruments is supported.

**MSN 607 — Nursing Practicum B - Academic Nurse Educator — 45 Clock Hours/3 Semester Credit Hours**

*Prerequisite: Completion of BSN Degree and Active RN License*

This course will provide learners with opportunities to apply concepts and expand skills in curriculum development, classroom and clinical teaching, and assessment methods in an educator role within the learner's area of specialization. The student may select from various opportunities in clinical settings with staff nurses, patients, nurse educators in clinical as well as academic settings. Students will acquire experience networking with administrators, faculty, and support service personnel in the institution(s) of their choice. The student will complete 45 hours (3 credits) of practicum in an educator role. This course is intended to meet the ABHES requirement for a culminating assessment.



**Medical Assistant (MA) Courses — Blended Program**

**MA 100 — Front Office Records Management — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the creation and maintenance of a patient medical record. Training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including the management of patient appointments and the oversight of a medical records system, is reviewed.

Students will study terminology associated with HIPAA, computerization, and appointment and records management. Professional telephone communication skills are simulated. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 101 — Front Office Finances — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to the management of all aspects of medical office finances. Practice includes diagnostic and procedural coding for insurance billing. Students will track claims reimbursement, process patient statements, and review fee collection processes.

Students will study terminology associated with financial management. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 102 — Front Office Medical Professionals — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course teaches students the fundamentals of medical front office management, common management styles, and associated terminology. Professional communication skills that frame a patient-friendly experience are practiced in written communications to patients, vendors, and insurance companies.

The oversight of reception and treatment areas, patient and employee safety, supplies inventory and ordering, and employee training and office emergency preparedness are included. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 107 — Anatomy and Physiology for Medical Assistants I – 19 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants I begins with an introduction to Anatomy and Physiology foundation including Levels of Organization, Organ Systems, Cell Structure, and Tissues and Membranes. Additionally, the Integumentary, Skeletal, and Muscular Body Systems will be taught. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

### **MA 108 — Anatomy and Physiology for Medical Assistants II – 19 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants II is a study of the Nervous, Endocrine, and Circulatory Systems, as well as The Senses. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

### **MA 109 — Anatomy and Physiology for Medical Assistants II – 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants III is a study of the Respiratory, Digestive, Urinary, and Reproductive Systems. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

### **Section has been removed from the catalog**

### **MA 110A — Human Anatomy and Physiology for MA 1 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

### **Section has been removed from the catalog**

### **MA 110B — Human Anatomy and Physiology for MA 2 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

### **Section has been removed from the catalog**

### **MA 110C — Human Anatomy and Physiology for MA 3 – 25.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the third of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

### **Section has been removed from the catalog**

### **MA 115 — The Electronic Health Record — 44 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the health record as private and protected information defined in the Health Information Portability and Accountability Act of 1996 (HIPAA). Students will learn to navigate through an Electronic Health Record Management system. They will be exposed to various patient and business management features, including time management matrix, record creation, documentation, maintenance, appointment follow-up, services rendered, insurance billing, and reimbursement tracking.

### **MA 120A — Medical Terminology A — 15 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: None*

This course introduces Medical Terminology foundations, including Word Roots, Suffixes, and Prefixes. As learning progresses, students learn terms associated with each Body System. Throughout the course, Adaptive Learning exercises that drive student memorization and Quizzes and Examinations reinforce understanding.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 5 hours.

### **MA 120B — Medical Terminology B — 15 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of MA 120A with a "C" or higher.*

This course builds upon principles learned in Medical Terminology A, including Word Roots, Suffixes, and Prefixes. Students learn terms associated with each Body System. Medical Record Case Studies are evaluated, and terminology associated with Medical Specialties is practiced. Adaptive Learning exercises support and drive student memorization. Module Quizzes and Examinations reinforce understanding.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 5 hours.

### **MA 200 — Back Office Clinical Foundations — 80 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization and autoclave technique. They learn aseptic medical practice as required by OSHA for exposure control, and medical waste disposal. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

### **MA 201 — Back Office Clinical Skills – 80 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical skills associated with a physical examination. Medical Ethics are explored, including guarding private information and protecting Patient Rights. Pharmacologic terminology and abbreviations are practiced. Math skills to correctly calculate dosages and convert grams and ounces for medicine administration are practiced.

Students practice and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

### **MA 202 — Back Office Clinical Laboratory — 82.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to Microbiology and Blood Chemistry. Students practice asepsis and the disposal of biohazard waste. Students practice laboratory procedures, including urinalysis, phlebotomy, and hematology. Students will review the purpose and categories of laboratory tests, including the collecting, labeling, transporting, and handling specimens.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**Section has been removed from the catalog**

**MA 220 — Career Development — 97.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course contains five (5) sections, each pacing with the student along their program path and addresses formative knowledge and skills. Sections include New Student Success, Introduction to Healthcare and the Medical Assistant Role, Certified Medical Assistant and Certified EKG Technician Examination Preparation, and conclude with an Externship Preparation area for monitoring the completion of Background Check, Vaccinations, and Drug Screen Clearance, Resume creation, and Interview Skills Practice.

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**Medical Assistant with Phlebotomy Program (MAPHL) Courses — Blended Program**

**MA 100 — Front Office Records Management — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the creation and maintenance of a patient medical record. Training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including the management of patient appointments and the oversight of a medical records system, is reviewed.

Students will study terminology associated with HIPAA, computerization, and appointment and records management. Professional telephone communication skills are simulated. Students practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 101 — Front Office Finances — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to the management of all aspects of medical office finances. Practice includes diagnostic and procedural coding for insurance billing. Students will track claims reimbursement, process patient statements, and review fee collection processes.

Students will study terminology associated with financial management. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 102 — Front Office Medical Professionals — 82.5 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: None*

This course teaches students the fundamentals of medical front office management, common management styles, and associated terminology. Professional communication skills that frame a patient-friendly experience are practiced in written communications to patients, vendors, and insurance companies.

The oversight of reception and treatment areas, patient and employee safety, supplies inventory and ordering, and employee training and office emergency preparedness are included. Students will practice EKGs and prepare to take the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

**MA 107 — Anatomy and Physiology for Medical Assistants I – 19 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants I begins with an introduction to Anatomy and Physiology foundation including Levels of Organization, Organ Systems, Cell Structure, and Tissues and Membranes. Additionally, the Integumentary, Skeletal, and Muscular Body Systems will be taught. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

**MA 108 — Anatomy and Physiology for Medical Assistants II – 19 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants II is a study of the Nervous, Endocrine, and Circulatory Systems, as well as The Senses. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

**MA 109 — Anatomy and Physiology for Medical Assistants II – 18 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

Anatomy and Physiology for Medical Assistants III is a study of the Respiratory, Digestive, Urinary, and Reproductive Systems. The study of each Body System includes Structure, Function, Pathology, as well as associated diagnostic procedures.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

**Section has been removed from the catalog**

**MA 110A — Human Anatomy and Physiology for MA 1 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the first of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

**Section has been removed from the catalog**

**MA 110B — Human Anatomy and Physiology for MA 2 – 26.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the second of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C, topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

**Section has been removed from the catalog**

**MA 110C — Human Anatomy and Physiology for MA 3 – 25.5 Clock Hours/1.5 Quarter Credit Hours**

*Prerequisite: None*

This course is the third of three (3) courses to cover the human organ systems' structure and function. In these courses, the basics of structures and functions of the human body will be discussed. Between MA 110A, MA 110B, and MA 110C,

topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease.

**Section has been removed from the catalog**

**MA 115 — The Electronic Health Record — 44 Clock Hours/2 Quarter Credit Hours**

*Prerequisite: None*

This course introduces the health record as private and protected information defined in the Health Information Portability and Accountability Act of 1996 (HIPAA). Students will learn to navigate through an Electronic Health Record Management system. They will be exposed to various patient and business management features, including time management matrix, record creation, documentation, maintenance, appointment follow-up, services rendered, insurance billing, and reimbursement tracking.

**MA 120A — Medical Terminology A — 15 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: None*

This course introduces Medical Terminology foundations, including Word Roots, Suffixes, and Prefixes. As learning progresses, students learn terms associated with each Body System. Throughout the course, Adaptive Learning exercises that drive student memorization and Quizzes and Examinations reinforce understanding.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 5 hours.

**MA 120B — Medical Terminology B — 15 Clock Hours/1 Quarter Credit Hours**

*Prerequisite: Completion of MA 120A with a "C" or higher.*

This course builds upon principles learned in Medical Terminology A, including Word Roots, Suffixes, and Prefixes. Students learn terms associated with each Body System. Medical Record Case Studies are evaluated, and terminology associated with Medical Specialties is practiced. Adaptive Learning exercises support and drive student memorization. Module Quizzes and Examinations reinforce understanding.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 5 hours.

**MA 200 — Back Office Clinical Foundations — 80 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization and autoclave technique. They learn aseptic medical practice as required by OSHA for exposure control, and medical waste disposal. Aseptic practice is reinforced through needle safety technique, the administration of medication, and drawing blood from a vein during phlebotomy.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

**MA 201 — Back Office Clinical Skills – 80 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to clinical skills associated with a physical examination. Medical Ethics are explored, including guarding private information and protecting Patient Rights. Pharmacologic terminology and abbreviations are practiced. Math skills to correctly calculate dosages and convert grams and ounces for medicine administration are practiced.

Students practice and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

### **MA 202 — Back Office Clinical Laboratory — 82.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course introduces students to Microbiology and Blood Chemistry. Students practice asepsis and the disposal of biohazard waste. Students practice laboratory procedures, including urinalysis, phlebotomy, and hematology. Students will review the purpose and categories of laboratory tests, including the collecting, labeling, transporting, and handling specimens.

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

### **Section has been removed from the catalog**

### **MA 220 — Career Development — 97.5 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: None*

This course contains five (5) sections, each pacing with the student along their program path and addresses formative knowledge and skills. Sections include New Student Success, Introduction to Healthcare and the Medical Assistant Role, Certified Medical Assistant and Certified EKG Technician Examination Preparation, and conclude with an Externship Preparation area for monitoring the completion of Background Check, Vaccinations, and Drug Screen Clearance, Resume creation, and Interview Skills Practice.

### **PHL 100 — Phlebotomy Didactic — 40 Clock Hours/3.5 Quarter Credit Hours**

*Prerequisite: None*

This course consists of 40 hours of classroom instruction which introduces students to the anatomy and medical terminology about the circulatory system, specimen collection, risk factors, complications, and quality assurance in specimen collection.

Laboratory portions of the course provide hands-on venipuncture training, with procedures verified through a skills check-off system. The 40-hour externship includes a minimum of 50 successful venipunctures and ten (10) skin punctures. Upon completion, students sit for a national exam; Certified Phlebotomy Technician (CPT, NHA).

Students are required to complete hours outside of class hours. The minimum estimated time for Outside School Preparation Hours is 20 hours.

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### **Vocational Nurse (VN) Courses – Blended Program**

### **EMB 001 – Essential Medical Bioscience – 80 Clock Hours**

*Prerequisite: This course is required for admission into the Vocational Nurse and Psychiatric Technician Programs.*

This course considers the basics of general and human biology. Students examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry while incorporating some basic medical terminology into the course material and reviewing basic math skills preparing for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

### **VN 100 – Fundamental of Nursing – 96 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a “C” or higher. Concurrent enrollment is required with all Module I VN courses.*

This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability, and cultural sensitivity are presented and analyzed, emphasizing the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship.

The core of the course emphasizes the Licensed Vocational Nurse’s and Psychiatric Technician’s role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

### **VN 110 – Anatomy and Physiology – 56 Clock Hours/5.5 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a “C” or higher. Concurrent enrollment is required with all Module I VN courses.*

This course covers the structure and function of the human body from the single cell through all body systems, and the interrelatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte, and acid/base balance are included.

### **VN 120 – Clinical Nutrition – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a “C” or higher. Concurrent enrollment is required with all Module I VN courses.*

This course considers the basics of Human Nutrition in Health and Disease. This course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and outpatient settings.

This course’s main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient’s nutritional status, and participate in Medical Nutritional Interventions and Therapy. These include Therapeutic Diets, Mechanically-Altered Diets, Enteral and Parenteral Nutrition Support, Pre- and Post-operative Nutrition therapy, and many others.

### **VN 130 – Clinical Lab I – 120 Clock Hours/6 Quarter Credit Hours**

*Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with a “C” or higher. Concurrent enrollment is required with all Module I VN courses.*

This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills, which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights, and medical asepsis. This is followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers.

Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advanced nursing skills cover



managing non-parenteral medications and safe medication administration. Students will be ready to apply their nursing skills in real-life clinical settings upon completing this course.

### **VN 200 – Medical/Surgical Nursing I – 88 Clock Hours/8.5 Quarter Credit Hours**

*Prerequisite: Completion of VN 100, VN 110, VN 120, VN 130 with a “C” or higher. Concurrent enrollment is required with all Module II VN courses.*

The first course of the medical/surgical nursing series, through a study of theory relative to the adult client, covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect, and nursing implications of commonly used drugs, and diet modifications are explored.

The role of the practical nurse in caring for aging patients, both in the home and medical settings, is explored. Clinical experience and client-centered conferences are used to reinforce classroom theory. This course introduces students to the foundation of medical-surgical nursing such as caring for clients with altered fluid, electrolyte, and acid-base balance, caring for clients in pain, experiencing shock, trauma, and critical illness.

The caring for clients with inflammation, infection, altered immunity, loss, grief, and end-of-life care are also covered. Disrupted respiratory, cardiovascular, hematologic, and lymphatic functions are discussed emphasizing nursing and continuing care. Specific consideration is given to caring for clients with cancer and oncological care.

### **VN 210 – Pharmacology I – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of Anatomy & Physiology for Healthcare Professionals at Gurnick Academy of Medical Arts, or an equivalent Anatomy & Physiology course taken at community colleges or universities, approved by Gurnick Academy’s academic director.*

This course is the first of two required courses in Pharmacology discussing drug regulations, drug classification, categorization, and methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed.

Students will also be introduced and acquire knowledge in medications affecting the cardiovascular system and drugs affecting fluid, acid-base, and electrolyte balance. Drugs impacting other organ systems will be briefly introduced but discussed later in the Advanced Pharmacology course.

### **VN 220 – Clinical II – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: Completion of VN 100, VN 110, VN 120, VN 130 with a “C” or higher. Concurrent enrollment is required with all Module II VN courses.*

This course consists of twelve weeks of externship, integrated with Medical-Surgical Nursing I. Externship schedules will vary as to the term for each student, which allows students to relate theory to practice in a supervised situation. The student’s ability to provide safe and effective nursing care to selected clients is evidenced by meeting specific behavioral objectives in each clinical area.

The student’s progress is documented on the student’s Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily Medical-Surgical Nursing, with some students assigned to specialty areas.

**VN 300 – Medical/Surgical Nursing II – 96 Clock Hours/9.5 Quarter Credit Hours**

*Prerequisite: Completion of VN 200, VN 210, VN 220 with a “C” or higher. Concurrent enrollment is required with all Module III VN courses.*

This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis, treatment, and medical and surgical conditions. This course examines disrupted endocrine, urinary, reproductive, neurologic, musculoskeletal, and integumentary functions.

**VN 310 – Pharmacology II – 48 Clock Hours/4.5 Quarter Credit Hours**

*Prerequisite: Completion of VN 200, VN 210, VN 220 with a “C” or higher. Concurrent enrollment is required with all Module III VN courses.*

This course is the second of two required courses in Pharmacology discussing medications affecting the pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain-management drugs, and drugs impacting the central nervous system will be covered in detail.

**VN 320 – Clinical III – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: Completion of VN 200, VN 210, VN 220 with a “C” or higher. Concurrent enrollment is required with all Module III VN courses.*

This course allows students to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student’s ability to provide safe and effective nursing care is evidenced by meeting specific behavioral objectives in each clinical area. The student’s progress is documented on the Counseling/Probation form. Clinical areas for this quarter will be medical, surgical, and other specialty focuses.

**VN 400 – Obstetrical Nursing – 44 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of VN 300, VN 310, VN 320 with a “C” or higher. Concurrent enrollment is required with all Module IV VN courses.*

This course emphasizes the total care of the obstetrical client, including the therapeutic uses and effects of drugs during pregnancy, labor and delivery, the immediate postpartum period, and nutrition-related to pregnancy and lactation. Care of the newborn is included. The role of the family and the importance of bonding are stressed. Clinical experience and client-centered conferences reinforce classroom theory.

**VN 410 – Pediatric Nursing – 44 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of VN 300, VN 310, VN 320 with a “B” or higher. Concurrent enrollment is required with all Module IV VN courses.*

This course introduces pediatric nursing through theory. The focus is on meeting the basic human needs of the pediatric client and their family, utilizing critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, and the nursing process. Professionalism and caring are emphasized.

The practical nurse’s role related to the concepts of growth and development, health promotion, and illness prevention is discussed and demonstrated. Didactic focus is on the most common illnesses and conditions that the nurse is likely to encounter while working with children and their families in the acute care setting.

**VN 420 – Psychiatric Nursing – 32 Clock Hours/3 Quarter Credit Hours**

*Prerequisite: Completion of VN 300, VN 310, VN 320 with a “C” or higher. Concurrent enrollment is required with all Module IV VN courses.*

This course offers an overview of the practical nurse's role in preventing and treating mental illness, nursing management of the neurotic and psychotic client, the client with organic brain syndrome, and the suicide client. Clinical experience consists primarily through observation.

#### **VN 430 – Clinical IV – 278 Clock Hours/9 Quarter Credit Hours**

*Prerequisite: Completion of VN 300, VN 310, VN 320 with a "C" or higher. Concurrent enrollment is required with all Module IV VN courses.*

This portion of the curriculum allows the student to relate theory to clinical practice in a supervised situation in maternity, pediatric, and psychiatric rotations. The student's ability to provide safe and effective nursing care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

#### **VN 440 – Preparation for NCLEX – 40 Clock Hours/4 Quarter Credit Hours**

*Prerequisite: Completion of VN 300, VN 310, VN 320 with a "C" or higher. Concurrent enrollment is required with all Module IV VN courses.*

This course covers the application of critical thinking and test-taking strategies in preparing nursing students for licensure success. The course is based on the most current NCLEX Test Plan, addressing patient safety, provision of effective care healthcare environment, healthcare promotion and maintenance, and physiological and psychosocial integrity.

Content includes the nursing process, fundamentals of care in nursing, communication with psychiatric clients, and nursing care of the children, women of childbearing age, the elderly, medical-surgical clients, and more.

## **POLICIES SPECIFIC TO NEVADA STUDENTS**

### **Page 280**

#### **Programs Specific Licensure, Certification & Registry Disclaimer**

##### **Associate of Science in MRI Program (A.S. in MRI)**

Graduates of the Associate of Science in MRI Program can sit for ARRT® (MR) exam.

## **ACCOUNT FOR STUDENT INDEMNIFICATION**

Under NRS 394.553, the Nevada Commission on Postsecondary Education has established an account for student indemnification which may be used to indemnify a student or enrollee who has suffered damage as a result of an institutions:

- Discontinuance of operation of a postsecondary educational institution licensed in this state; or
- Violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.

In addition to the expenditures made for indemnification, the money in the Account may be used to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state.

## STUDENT GRIEVANCE AND APPEALS

### Page 283

Students enrolled in licensed, private postsecondary educational institution, have the right to register a legitimate complaint with the Commission on Postsecondary Education.

Prior to filing a complaint, you must attempt to resolve the issue with school officials according to the policies of the school which you are attending. If you are unable to reach a solution, you may contact the Commission and they will attempt to resolve the issue.

If a resolution cannot be reached, you will be required to complete a formal complaint form; Formal complaints are investigated by staff and a decision by the administrator of the Commission. If either party does not agree with that decision, an appeal to the full Commission may be requested:

NRS 394.520 allows for the following:

1. A full refund can be ordered if it is determined that the school substantially failed to furnish the education agreed to in the enrollment contract;
2. One-half of all monies paid can be ordered if it is determined that the school substantially furnished the education stated in the enrollment contract but the conditions were substandard to the point the student could not be expected to complete the training.

More information, including complaints forms, can be found at [www.cpe.nv.gov](http://www.cpe.nv.gov). Or contact:

Commission on Postsecondary Education  
1860 East Sahara Avenue  
Las Vegas, NV 89104  
702-486-7330 (Ph)  
702-486-7340 (Fax)

## US AND NEVADA CONSTITUTION

Under NRS 394.150, the Nevada Commission on Postsecondary Education requires that all private schools, colleges and universities located within the state of Nevada, except those operated exclusively for employees of the Department of Defense of the Federal Government and their families, provide instruction in the essentials of the Constitution of the United States and the Constitution of the State of Nevada, including the origin and history of the Constitutions and the study of and devotion to American institutions and ideals. Students who reside in Nevada must receive instruction on the US and Nevada Constitution and pass an examination during orientation.

## COURSE DESCRIPTIONS

### Page 284

#### Orientation – Distance Education (Online)

#### **SNO 001 — US and Nevada Constitution — Pass/No Pass**

*Prerequisite: None*

Revised by: Gurnick Academy of Medical Arts Process Department  
Effective Dates: January 1, 2022 to December 31, 2022  
Date of Revision: November 18, 2022

The instruction on the United States Constitution and the Nevada State Constitution provides the student with essentials of the two Constitutions which gives the learner an overview, elements, similarities, and unique aspects of each.

## ACADEMIC CALENDAR 2022

### HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS\*

January 1, 2022 (observed Dec. 30 <sup>th</sup> )	New Year's Day	October 10, 2022	Columbus Day
January 17, 2022	Dr. Martin Luther King Jr. Day	November 11, 2022	Veterans Day
February 21, 2022	President's Day	November 24 – November 25, 2021	Thanksgiving Break
May 30, 2022	Memorial Day	December 24, 2022 (observed Dec. 23 <sup>rd</sup> )	Christmas Eve
June 19, 2022 (observed Jun. 20 <sup>th</sup> )	Juneteenth Day	December 25, 2022 (observed Dec. 26 <sup>th</sup> )	Christmas Day Observance
July 4, 2022	Independence Day Observance	December 31, 2021 (observed Dec. 30 <sup>th</sup> )	New Year's Eve
September 5, 2022	Labor Day		

\*Online courses are not subjected to the above Holiday schedule. Please refer to the course schedule once enrolled.

### 2022 START DATES PER CAMPUS AND PER PROGRAM

	San Mateo	Concord	Modesto	Fresno	Sacramento	Van Nuys
<b>ADN</b>				AP: Jan 31, 2022 Gen: Jan 10, 2022 May 2, 2022 Sep 6, 2022		
<b>A.O.S in RT</b>						Mar 28, 2022 Sep 26, 2022
<b>A.O.S. in UT</b>	Jan 3, 2022 Jul 5, 2022			Jan 3, 2022 Jul 5, 2022	Jan 3, 2022 Jul 5, 2022	
<b>A.S. in MRI</b>	Jan 3, 2022 Jul 5, 2022 Online: Mar 28, 2022 Jul 5, 2022 Sep 26, 2022		Mar 28, 2022 Sep 26, 2022		Jan 3, 2022 Jul 5, 2022	
<b>A.S. in PTA</b>	Jan 3, 2022 Jul 5, 2022					
<b>A.S. in RT</b>		Jul 5, 2022			Jul 5, 2022	
<b>A.S. in VMT</b>						
<b>A.S. in VN</b>				Jan 101, 2022 May 2, 2022 Sep 6, 2022		
<b>B.S. in DMI</b>		Jan 10, 2022 May 2, 2022 Sep 6, 2022				
<b>B.S. in RT</b>						

<b>BSN</b>		Jan 10, 2022 May 2, 2022 Sep 6, 2022				
<b>BSN (LVN to BSN Pathway)</b>		Jan 24, 2022				
<b>BSN (RN to BSN Pathway)</b>		Jan 10, 2022 May 2, 2022 Sep 6, 2022				
<b>DA</b>			Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022			
<b>MA</b>	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022	Jan 3, 2022 Jan 31, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022
<b>MAPHL</b>	Jan 3, 2022 Feb 28, 2022 Mar 28, 2022 Apr 25, 2022 May 23, 2022 Jul 5, 2022 Aug 1, 2022 Aug 29, 2022 Sept 26, 2022 Oct 24, 2022 Nov 21, 2022					
<b>MSN (BSN to MSN)</b>		Oct 24, 2022				
<b>PT</b>		Jan 3, 2022				
<b>VN</b>	Jan 3, 2022 Jul 5, 2022	Jan 3, 2022 Mar 28, 2022 Jul 5, 2022 Sep 26, 2022	Jan 3, 2022 Mar 28, 2022 Jul 5, 2022 Sep 26, 2022	Jan 3, 2022 Mar 28, 2022 Jul 5, 2022 Sep 26, 2022	Jan 3, 2022	

<b>XTMAS</b>		Mar 28, 2022 Sept 26, 2022			Mar 28, 2022 Sept 26, 2022	Jan 3, 2022 Mar 28, 2022 Jul 5, 2022 Sept 26, 2022
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Start date is determined as the first day attendance is taken. Programs with General Education courses sequenced at the beginning of the program will open and be available for access one week prior to the start date.

## 2022 BREAKS PER CAMPUS AND PER PROGRAM

Campus	Programs	Dates
San Mateo	A.S. in MRI, A.O.S. in UT, A.O.S. in VUT, VN	June 20, 2022 – July 3, 2022 December 19, 2022 – January 1, 2023
	A.S. in PTA	Please reference the Student Handbook
	A.S. in VMT	December 19, 2022 – January 8, 2023
	MA, MAPHL	June 18, 2022- July 4, 2022 December 17, 2022 – January 2, 2023
Concord	A.S. in NM	June 27, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022
	A.S. in RT	March 28, 2022 – April 3, 2022 June 27, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023
	BSDMI	April 25, 2022 – May 1, 2022 August 15, 2022 – September 4, 2022 December 19, 2022 – January 9, 2023
	BSN, BSN (RN to BSN Pathway)	April 25, 2022 – May 1, 2022 August 15, 2022 – September 4, 2022 December 19, 2022 – January 1, 2023 (Core) December 19, 2022 – January 9, 2023 (Gen Ed)
	BSN (LVN to BSN Pathway)	August 22, 2022 – September 4, 2022
	XTMAS	June 20, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023
	MA	June 18, 2022- July 4, 2022 December 17, 2022 – January 2, 2023



	PT, VN	June 20, 2022 – July 3, 2022 December 19, 2022 – January 1, 2023
Modesto	DA, MA	June 18, 2022- July 4, 2022 December 17, 2022 – January 2, 2023
	A.S. in MRI, VN	June 20, 2022 – July 3, 2022 December 19, 2022 – January 1, 2023
Fresno	ADN	April 25, 2022 – May 1, 2022 August 15, 2022 – September 4, 2022 December 19, 2022 – January 1, 2023 (Core) December 19, 2022 – January 9, 2023 (Gen Ed)
	ADN (LVN to BSN Pathway)	May 16, 2022 – May 22, 2022
	A.O.S. in UT, VN	June 20, 2022 – July 3, 2022 December 19, 2022 – January 1, 2023
	A.S. in VN	April 25, 2022 – May 1, 2022 August 15, 2022 – September 4, 2022 December 19, 2022 – January 9, 2023
	MA	June 18, 2022- July 4, 2022 December 17, 2022 – January 2, 2023
Sacramento	A.S. in MRI, A.O.S. in UT, VN	June 20, 2022 – July 3, 2022 December 19, 2022 – January 1, 2023
	A.S. in RT	March 28, 2022 – April 3, 2022 June 27, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023
	XTMAS	June 20, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023
Van Nuys	A.O.S. in RT	July 4, 2022 – July 10, 2022 December 19, 2022 – January 1, 2023
	XTMAS	March 25, 2022 – April 3, 2022 June 27, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023
	MA	June 20, 2022 – July 3, 2022 September 26, 2022 – October 2, 2022 December 19, 2022 – January 1, 2023

## CURRENT FEES AND TUITION

The table below reflects upcoming future starts only. There are no additional fees for online courses.

Program	Registration Fee <sup>1</sup>	Student Tuition Recovery Fund <sup>1</sup>	Textbooks	Tuition Fee	Total Program Cost <sup>3</sup>
ADN GEN	\$100.00	\$235.00	\$625.00	\$93,535.00	\$94,495.00 <sup>5</sup>
ADN AP (LVN to ADN)	\$100.00	Transition \$22.50	Transition \$100.00	Transition \$9,000.00	\$54,510.00
		Core \$112.50	Core \$175.00	Core \$45,000.00	

A.O.S. in RT	\$100.00	\$147.50	\$400.00	\$58,460.00	\$59,107.50
A.O.S. in UT	\$100.00	\$150.00	\$375.00	\$59,650.00	\$60,275.00
A.O.S. in VUT	\$100.00	\$117.50	\$350.00	\$46,384.00	\$49,951.50
A.S. in MRI (San Mateo /Sacramento/Modesto)	\$100.00	\$125.00	\$450.00	\$49,036.00	\$49,711.00
A.S. in MRI* (Online Fresno)	\$100.00	\$125.00	\$450.00	\$49,036.00	\$49,711.00
A.S. in MRI* (Online Los Angeles, Palm Springs)	\$100.00	\$100.00	\$450.00	\$39,606.00	\$40,256.00
A.S. in MRI* (Online AZ, FL, NV)	\$100.00	\$0.00	\$450.00	\$39,606.00	\$40,156.00
A.S. in NM	\$100.00	\$147.50	\$550.00	\$58,212.00	\$59,009.50
A.S. in PTA	\$100.00	\$100.00	\$375.00	\$39,237.00	\$39,832.00
A.S. in RT	\$100.00	\$172.50	\$600.00	\$68,402.00	\$69,274.50
A.S. in VMT	\$100.00	\$70.00	\$750.00	\$28,822.50	\$29,747.50
A.S. in VN	\$100.00	\$42.50	\$200.00	\$17,160.00	\$17,502.50
BSDMI	\$100.00	\$52.50	\$300.00	\$20,400.00	\$20,852.50
BSN GEN	\$100.00	\$347.50	\$850.00	\$138,350.00	\$139,647.50 <sup>5</sup>
BSN AP (LVN to BSN)	\$100.00	Transition \$4.50	Transition \$233.50	Transition \$9,000.00	\$100,708.50 <sup>5</sup>
		Core \$45.50	Core \$375.00	Core \$90,950.00	
BSN (RN to BSN)	\$100.00	\$27.50	\$225.00 <sup>4</sup>	\$10,368.00	\$10,720.50
B.S. in RT	\$100.00	\$197.50	\$625.00	\$77,738.00	\$78,710.50 <sup>6</sup>
DA	\$100.00	\$37.50	\$75.00	\$14,680.00	\$14,892.50
MA	\$100.00	\$35.00	\$150.00	\$14,195.00	\$14,480.00
MAPHL	\$100.00	\$35.00	\$150.00	\$14,195.00	\$14,480.00
MSN (BSN to MSN)	\$100.00	\$37.50	\$375.00	\$14,400.00	\$14,912.50
PT	\$100.00	EMB \$5.00	EMB n/a	EMB \$1,900.00	\$34,542.50

		\$82.50	\$325.00	\$32,130.00	
VN (Sacramento) January 2023	\$100.00	EMB \$5.00	EMB n/a	EMB \$1,900.00	\$37,007.50
		Core \$87.50	Core \$375.00	Core \$34,540.00	
VN (San Mateo, Concord, Modesto, Fresno) March/July 2023	\$100.00	EMB \$5.00	EMB n/a	EMB \$1,900.00	\$38,582.50
		Core \$92.50	Core \$375.00	Core \$36,110.00	
XTMAS	\$100.00	\$65.00	\$325.00	\$25,881.30	\$26,371.30

CPR BLS Course	N/A	\$0.00	N/A	\$60.00	\$60.00
IV Blood Withdraw Course (Gurnick Students/ Graduates) <sup>2</sup>	\$100.00	\$0.00	N/A	\$333.00	\$433.00
IV Blood Withdrawal Course (Non-Gurnick Students/Graduates) <sup>2</sup>	\$100.00	\$0.00	N/A	\$396.00	\$496.00

ING – Medical/Surgical	N/A	\$8.00	\$75.00	\$16,000.00	\$16,083.00
ING – Maternal/Newborn	N/A	\$3.50	\$25.00	\$7,200.00	\$7,228.50
ING – Care of Children	N/A	\$3.50	\$25.00	\$7,200.00	\$7,228.50
ING – Mental Health	N/A	\$3.00	\$25.00	\$6,400.00	\$6,428.00

Essential Medical Bioscience	\$100	\$5.00	N/A	\$1,900.00	\$2,005.00
Nursing Transition (ADN-AP/ING)	\$100	\$4.50	\$233.50	\$9,000.00	\$9338.00

Nursing Transition (BSN-AP)	\$100	\$4.50	\$233.50	\$9,000.00	\$9338.00
Venipuncture	N/A	\$0.00	N/A	\$240.00	\$240.00

<sup>1</sup> Non-Refundable – Effective February 8, 2021, \$0.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges. Effective April 1, 2022, \$2.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

<sup>2</sup> Continuing Education Courses and International Courses are not accredited.

<sup>3</sup> Please note that Total Program Cost excludes Transportation, Room & Board and Personal Expenses.

<sup>4</sup> Several books must be obtained by students on their own and the cost of these books is not included in Textbooks. Please refer to the RN to BSN Program Textbook Distribution Disclosure for details.

<sup>5</sup> Cost Per Credit (CPC):

Program	Gen. Ed.	CORE
A.S. in Nursing – Generic Pathway	\$520.00	\$1,625.00
B.S. in Nursing – Generic Pathway	\$520.00	\$1,605.00
B.S. in Nursing – LVN- BSN Advanced Placement	\$520.00	\$1,785.00
B.S. in Radiation Therapy	\$520.00	\$634.50

<sup>6</sup> Cost Per Credit (CPC):

Program	Gen. Ed. & Intro	CORE
B.S. in Radiation Therapy	\$520.00	\$634.50

\*Program is offered through the San Mateo Campus and is delivered as online didactic with on ground clinicals.

### Other fees, as applicable:

Please note that for some programs the following fees may be paid by Gurnick Academy.

If an exam fee is paid by Gurnick Academy, only the initial attempt is included, re-tests and consecutive attempts are not included.

Additional Gurnick Scrubs Fee	\$30.00
Additional Gurnick Sweater Fee	\$50.00
ATI Exit Exam II fee (VN, RN)	\$65.00
ATI TEAS – ATI Proctored	\$115.00
ATI TEAS – Concord Proctored	\$75.00
Background Check Fee	\$33.00 - \$75.00 depending on the provider and type
BRN Application Processing Fee	\$300.00
BVNPT Application Processing Fee	\$220.00
Campus Parking Permit Fee	\$50.00
CCMA (NHA) Exam Fee	\$160.00
CCMA (NHA) Prep Package	\$83.00
CET (NHA) Exam Fee	\$125.00
CET (NHA) Prep Package	\$75.00
Clinical Site Parking Fee	Varies
CPR	\$55.00-\$80.00 depending on provider
Diploma Replacement Fee	\$15.00
Dosimeter Replacement Fee	\$100.00
Drug Testing Fee	\$65.00-\$110.00
Ethics and Integrity in Academics Fee	\$500.00

Fingerprinting Fee	\$71.00
Graduation Ceremony Fee	\$20.00-\$50.00
Interim Permit Fee (VN)	\$20.00
HESI II or III exam Fee (RN)	\$61.00-\$69.00
HESI II or III exam Fee (VN)	\$64.00
Library Fee for Unreturned Materials	\$1.00/each day that is late
Licensing Boards (ARRT, ARDMS, ARRT, BRN, BVNPT, CAPTE, LXT, PHN, etc.) Fees	\$200.00 - \$500.00 depending on the exam and license
Magnetic Keycard Replacement Fee	\$25.00
Microscope Usage Fee	Up to \$250.00.
Passport Photo Fee	\$10.00
Returned Check Fee	\$15.00
Replacement ID Card Fee	\$5.00
Replacement Parking Pass Fee	\$25.00
TOEFL	\$185.00-\$245.00 varies according to location
Transcript Fee	\$15.00
Health Requirements Fees- For MMR immunizations and titers, Varicella immunizations and titers, Hepatitis B vaccinations and titers, TB tests (multiple throughout the program), Tdap immunization, COVID-19 vaccination, CPR certification (every 2 years during program and as long as they are health care providers): All determined by the provider of their choice	

Please note: All make-up hours are subject to additional tuition fees that are based on the prorated hourly charges of the program.