



**ASCENDANT  
ACADEMY**

**Ascendant Academy  
General Catalog  
2022 - 2023**

## Ascendant Academy General Catalog

Published: January 2022; effective January 1, 2022 through June 30, 2023  
 President/CEO: Avé C. Sims, ND, FACHE • Chair of the Board: Arnold R. Schaffer, MS  
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### General Catalog Purpose and Accuracy

The *Ascendant Academy General Catalog* is published annually in PDF format. The Catalog, including all inserts, are available at the Ascendant Academy website. Every effort has been made to ensure the accuracy of the information presented in the Catalog. However, all courses, course descriptions, instructor designations, curricular degree requirements, and fees described herein are subject to change or deletion without notice. Consult this Catalog for the most current, officially approved courses and curricula.

The Catalog is not an offer to enter into a contract. It contains the academic and administrative policies and regulations that govern enrollment of students at Ascendant Academy. Students are responsible for knowing academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment.

Students with verifiable disabilities who require alternate formats of University publications and resources should contact the Office of Student Services at (323) 230-0438. The University will provide information in alternate text formats upon request in the timeliest manner possible. The *Ascendant Academy General Catalog* is also available on the Ascendant Academy website.

Any questions a student may have regarding this Catalog that have not been satisfactorily answered by the Institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834; 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. All prospective students are encouraged to review this Catalog prior to signing an Enrollment Agreement. Students are also encouraged to review the School Performance Fact Sheet, which must be provided to all students prior to signing an Enrollment Agreement. A student or any member of the public may file a complaint about this Institution with the Bureau for Private Postsecondary Education (BPPE) by calling toll-free telephone number (888) 370-7589 or by completing a complaint form, which can be obtained on the Bureau's Internet Web site, [www.bppe.ca.gov](http://www.bppe.ca.gov).

### Student Responsibilities to be Informed

It is the student's responsibility to be familiar with the information presented in this General Catalog and to abide by all policies and procedures related to the programs and activities he or she is pursuing. While Ascendant Academy academic counselors are available to assist students in planning their schedule, and professors and staff are available to help them with their studies, it remains the responsibility of the student to follow all the requirements and deadlines related to their program of study. Students need to satisfy the requirements of the General Catalog in effect at the time he or she is admitted to, and begins course work in, the degree program. If a student is not in attendance for at least two quarters per Academic Year, he or she must follow the General Catalog in effect when he or she returns. New catalogs take effect in the Fall quarter of the year published.

### Ascendant Academy General Catalog Rights

The General Catalog is the document of record. A student will maintain "catalog rights" by continuous attendance in Ascendant Academy to satisfy the degree or graduation requirements in effect if at the time the student began such attendance or at the time of graduation. Continuous attendance means no more than a two quarter absence within an Academic Year. Absence due to an approved educational leave shall not be considered an interruption in attendance, if the absence does not exceed two years. For purposes of implementing this policy, Ascendant Academy may authorize or require substitutions for discontinued courses; or require a student to complete the major requirements in effect at the time of the change.

### Language of Study

All courses at Ascendant Academy are taught in the English language. Ascendant Academy does not offer services to support persons who are limited in English proficiency or have English as a Second Language. All applicants whose native language is not English must demonstrate English language proficiency through successful completion of the ETS-TOEFL or IELTS. For more information, please see the section titled, "English Language Proficiency" in this General Catalog.

### Nondiscriminatory Admission

Ascendant Academy admits students regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, military or veteran status, or other characteristic protected by federal or state law.

### Approval to Operate as a Degree-Granting Institution

Ascendant Academy is a private, 501(c)(3) nonprofit, postsecondary institution that is approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means compliance with state standards as set forth in the California Education Code (CEC) and Title 5 of the California Code of Regulations (5 CCR). (CEC §94909(a)(2) and §94897(l)(1)(2))

### Notice to Prospective Degree Program Students

Ascendant Academy is provisionally approved by the Bureau for Private Postsecondary Education (BPPE) to offer degree programs. To continue to offer this degree program, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program

- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by September 2, 2023, and full accreditation by September 2, 2026.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

**As a prospective student you are encouraged to review this Catalog prior to signing an Enrollment Agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an Enrollment Agreement.**

## Accreditation

### Regional Accreditation

Ascendant Academy has applied for Eligibility from the WASC Senior College and University Commission (WSCUC). WSCUC has reviewed the application and determined that Ascendant Academy is eligible to proceed with an application for Initial Accreditation. A determination of Eligibility is not a formal status with WSCUC, nor does it ensure eventual accreditation; it is a preliminary finding that the institution is potentially accreditable and can proceed to be reviewed for Initial Accreditation with WSCUC. The first visit for achieving Initial Accreditation must take place within five years of being granted Eligibility. Questions about Eligibility may be directed to the institution or to WSCUC at [www.wascsenior.org](http://www.wascsenior.org) or 510.748.9001. WSCUC is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education.

### Program Accreditation

Ascendant Academy will seek initial program accreditation with Commission of Accreditation of Healthcare Management Education (CAHME) when it becomes eligible upon graduation of its first class in 2025. More information about Ascendant Academy accreditation is available at its web site, [www.AscendantAcademy.net](http://www.AscendantAcademy.net).

### Accreditation Limitations

Ascendant Academy is an unaccredited institution offering a degree. There are no licensing exams associated with the Master of Healthcare Administration degree program, therefore Eligibility does not relate to ability to sit for any such exams. A degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions within the State of California. Students enrolled in unaccredited institutions are not eligible for Federal Student Aid programs.

## Legal Formation and Absence of Petition for Bankruptcy

Ascendant Academy is a private, 501(c)(3) nonprofit, postsecondary institution of higher learning. Ascendant Academy has no pending petition for bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has it had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et. seq.). (CEC §94909(a)(12))

## Ascendant Academy Contact Information

### Administration / Mailing

Ascendant Academy  
1245 Wilshire Boulevard, Suite 310, North Tower  
Los Angeles, CA 90017  
(323) 230 – 0438  
[www.AscendantAcademy.net](http://www.AscendantAcademy.net)

### Classrooms

Ascendant Academy  
1225 Wilshire Boulevard, Moseley Salvatori Conference Center  
Los Angeles, CA 90017  
(323) 230 - 0438  
[www.AscendantAcademy.net](http://www.AscendantAcademy.net)

## University Senior Administration

Avé C. Sims, ND, FACHE, President/CEO  
Vacant, Executive Assistant to President/CEO and Board of Directors  
Vacant, Vice President of Academic Affairs/CAO  
Vacant, Vice President of Compliance, Diversity and Title IX  
Vacant, Vice President of Financial Services/CFO  
Vacant, Vice President of Human Resources and Training  
Vacant, Vice President of Marketing, Public Relations and Strategic Communications  
Vacant, Vice President of Government Relations/ General Counsel  
Vacant, Vice President of Student Affairs/Dean of Students  
Vacant, Vice President of Operations and Chief of Staff/COO  
Vacant, Vice President of University Advancement

## 2022-2023 Board of Directors

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Margaret R. Peterson, MSN, PhD  
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Avé C. Sims, ND, FACHE

## Academic Calendars

2022-2023	2023-2024
<b>Fall Quarter 2022</b>	<b>Fall Quarter 2023</b>
Quarter Begins.....September 24	Quarter Begins.....September 23
Instruction Begins.....September 24	Instruction Begins.....September 23
Indigenous People's Holiday.....October 10	Indigenous People's Holiday.....October 9
Veterans Day Holiday.....November 11	Veterans Day Holiday.....November 10
Thanksgiving Holiday.....November 24	Thanksgiving Holiday.....November 23
Instruction Ends.....December 10	Instruction Ends.....December 9
Quarter Ends.....December 10	Quarter Ends.....December 9
Winter Break.....December 11	Winter Break.....December 10
Christmas Holiday.....December 25	Christmas Holiday.....December 25
New Year's Day.....January 1	New Year's Day.....January 1
<b>Winter Quarter 2023</b>	<b>Winter Quarter 2024</b>
Quarter Begins.....January 1	Quarter Begins.....December 31
Instruction Begins.....January 7	Instruction Begins.....January 6
Dr. Martin Luther King, Jr. Holiday.....January 16	Dr. Martin Luther King, Jr. Holiday.....January 15
President's Day Holiday.....February 20	President's Day Holiday.....February 19
Instruction Ends.....March 11	Instruction Ends.....March 9
Quarter Ends.....March 11	Quarter Ends.....March 9
Spring Break.....March 12	Spring Break.....March 10
<b>Spring Quarter 2023</b>	<b>Spring Quarter 2024</b>
Quarter Begins.....March 25	Quarter Begins.....March 23
Instruction Begins.....March 25	Instruction Begins.....March 23
Memorial Day Holiday.....May 29	Memorial Day Holiday.....May 27
Instruction Ends.....June 10	Instruction Ends.....June 8
Quarter Ends.....June 10	Quarter Ends.....June 8
Summer Break.....June 11	Summer Break.....June 9
<b>Summer Quarter 2023</b>	<b>Summer Quarter 2024</b>
Quarter Begins.....July 2	Quarter Begins.....June 30
Independence Day Holiday.....July 4	Independence Day Holiday.....July 4
Instruction Begins.....July 8	Instruction Begins.....July 6
Instruction Ends.....September 9	Instruction Ends.....September 7
Quarter Ends.....September 9	Quarter Ends.....September 7
Fall Break.....September 10	Fall Break.....September 8

## Online Publications

This **General Catalog** is published annually in PDF format. See the **Admissions** page of the Ascendant Academy website for current detailed information about application requirements, transcript services, admissions schedule, tuition and fees, and pre-requisite education requirements. See the **Student Services** page of the Ascendant Academy website for registration, enrollment, deadlines, updated course descriptions, ExCEL workshops and other academic information. Courses offered each term can be viewed on the Schedule of Classes on the **Student Services** page of the Ascendant Academy website.

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## A Message from the President

This General Catalog describes the ideals that will specifically shape your Master of Healthcare Administration (MHA) academic experience at Ascendant Academy. We are proud to offer you a remarkable educational program in healthcare administration that will allow you to excel in your scholastic pursuits while also developing your personal and professional life.

Beyond the core curriculum, comprised of a set of eight foundational courses and four advanced courses, you will find that you can build a specialized course of study that suits your interests and aspirations through enrollment in administrative electives that are carefully designed to magnify the curriculum by being immersed in on-site healthcare settings with some of the region's leading executives supporting tremendous health and medical institutions.

At the same time, all of our courses have fewer than 25 students so you can get to know your professors and classmates. All Ascendant Academy professors are Professors of Practice who are highly regarded leaders in their fields. They are experienced health services administration professionals who bring their years of hands-on wisdom to the classroom. After all, the intention of earning a master's degree is to become a *master* in a particular area of expertise.

We intend that as you embark upon becoming a master of healthcare administration, a leader, an executive, an innovator, a servant of people who are working hard to be their healthiest selves, that you therefore learn from leaders. Your executive professors hail from a vast array of healthcare environments to support your intrigue in every area of administration from strategy to operations to entrepreneurial endeavors.

Similarly, your classmates will join you from a variety of backgrounds, skill sets, and ages as you will share a creative learning space with others who are brimming with new and innovative ideas having just graduated from an undergraduate program and those who may have a medical or clinical degree under their belt now seeking to shore up their capacity to lead and govern the business elements of their organizations. Regardless of their number of years of life or their number of years working in the healthcare industry or otherwise, you can be certain that every student is driven by an unwavering commitment to excellence and a determination to make a positive difference in the lives others both during their MHA program and for many years following as a proud alum.

My hope is that you fully engage with our caring, committed and compassionate family of leaders and learners. We are a vibrant and innovative community of forward-thinking achievers who imagine beyond traditional academic boundaries and share an exuberant sense of possibility for ourselves, our families and friends, communities, country and world.

You will soon be armed with an Ascendant-prepared master's level education fueled by case-based and on-site learning. The Ascendant Academy experience prepares graduates who are ready to lead...leaders who go on to excel all over the world. I'm excited about all you will achieve and I hope you are, too.

I invite you to explore Ascendant Academy beyond the contents of this General Catalog. Visit us on campus or on the Web.

I welcome you. I congratulate you. And, I celebrate you for living a life that only you can imagine.

*Dr. Avé*

Avé C. Sims, ND, FACHE  
President/CEO  
Foundress  
Ascendant Academy



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## A Message from the Board Chair

On behalf of the Board of Directors of Ascendant Academy, it is my distinct honor to represent and lead the trajectory of this burgeoning institution. I'm excited about the experience our students will share as they explore the many facets of the healthcare industry and mature into outstanding healthcare executives and world leaders.

Similar to the President and fellow Board members, I remain passionate about the well-being of others and the role that healthcare leaders play in addressing the needs of families and communities by way of health services delivery. It is a responsibility that must be taken seriously. As stewards of indispensable community resources and facilities, but most importantly, human lives, it cannot be overestimated how important your role will be for many years to come.



Healthcare, as is the case with many industries of late, is rapidly changing. Technological advances have catapulted our understanding of disease as well as our capacity to deliver care to millions more than we at one time thought possible. Breakthroughs in research and scientific discoveries have increased our life expectancies and given us hope for the future like never before. It is our vision at Ascendant Academy to meet those advances with equal capacity to deliver safe, high-quality, equitable care to everyone in need. We are equally challenged and driven in preparing executives to accomplish this in an era of significant uncertainty in public policies that govern the delivery of care, concerns of accessibility, and the financial costs of both offering or not offering these services to society.

Having been a healthcare executive for a few decades, I've seen the myriad changes and have helped lead the industry toward one of inclusion and equality. I have similarly felt compelled to serve and support Ascendant Academy in its efforts to prepare our next generation of leaders.

It is my intention that as a student, and later a graduate of Ascendant Academy, you too, will be called to serve...lending your talents and dutiful commitment to the betterment of others through innovation and sound solutions to complex challenges.

Alongside your compassion for people and passion for contributing something good to the world, know that our Master of Healthcare Administration program will well prepare you to journey forth into a professional career in health and human services. The Ascendant Academy curriculum has been carefully crafted to connect you to some of the industry's best and most experienced leaders. Each of them is excited to pass the baton to you to continue this great journey of service to our nation and world. From the many phases of American healthcare legislative evolution creating such integral programs as Medicare and Medicaid to the most recent passage of the Patient Protection and Affordable Care Act and Health Care and Education Reconciliation Act of 2010 amendment, it will be your responsibility to lead and deliver programs to improve the health and well-being of a vast and untold number of people.

Ascendant Academy will provide you with the comprehensive study of healthcare law, ethics, operations, information technology, process improvement, finance, operations, and strategy. This coursework provided by Professors of Practice teaching through real cases and scenarios is designed to develop you to effectuate viable solutions and be equipped to serve, lead, and grow any healthcare institution well into the future.

I am proud of why we have created Ascendant Academy for the healthcare industry. It is important for everyone to have good health and it is important for everyone to have a good education. Ascendant Academy is good for students, good for healthcare delivery, good for all facets of the healthcare industry, good for our communities, good for our economy, and good for you.

Alongside the enthusiastic participation of my colleagues, academic and non-academic staff, and healthcare industry leaders, Ascendant Academy will be a solid foundation for you to become the greatest advocate for health and life possible.

Everyone is needed. All are invited. You are welcome to join us and be a part of the solution in moving healthcare forward.

*Arnold*

Arnold R. Schaffer, MS  
Board Chair 2018 – Present  
Ascendant Academy

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## General Information

### About Ascendant Academy

Ascendant Academy was founded to provide a comprehensive suite of graduate courses in healthcare administration in California that will make the lives and careers of its students and alumni more fulfilled and rewarding. The Academy intends that its academic presence will subsequently redefine the healthcare industry and improve the lives of all who are touched by it. Ascendant Academy offers one of the most forward thinking Masters in Healthcare Administration (MHA) programs in California arming students with practical and relevant knowledge that can readily be applied in real work settings making our graduates highly desirable candidates for innovative healthcare organizations pioneering new paths in high quality, patient-centered healthcare delivery, products and services. Our community of industry executives and faculty values student presence; students are crucial to us fulfilling our mission of unleashing healthcare leaders and fostering healthier futures.

### History

Ascendant Academy erected from an observation of Dr. Avé C. Sims. In addition to having been a practicing physician and Chief Executive Officer of a successful healthcare administration and education consultancy, she was dedicated to her love of teaching.

After having taught courses ranging from biological and health sciences to healthcare administration for 15 years at colleges and universities offering undergraduate, graduate and doctoral degrees, she sought to create an alternate option.

She noticed many courses, regardless of whether or not they were science based, were intended to be taught offering students a majority portion understanding of theoretical ideas related to concepts of leadership, organizational behavior, medical ethics, and strategic management. Yet, what the marketplace demanded and what students needed most to integrate into new roles in the science, medical and healthcare industries, was a kindling understanding of theory appropriately ignited by application.

For years, she designed curriculum that allowed students to effectively put the elements of theoretical ideas into practice by offering an interactive, experiential learning environment whose assessments offered opportunities to engage in the real work practitioners in fields of science, medicine and healthcare administration find themselves engaging in each and every day.

Her commitment was to infuse her clinical training and experience into application-based assignments, activities and tasks that would expose students to real-world cases, scenarios and projects that they would soon encounter in their new roles as practitioners and administrators.

She believes that learning should be fun, intriguing, interesting, motivating, encouraging, and fulfilling. In fact, she felt most accomplished when students shared they enjoyed and looked forward to attending her classes and that time spent in the classroom would just fly by because they were so enthralled with the dynamics of the course.

Thus, with the partnership of three colleagues, Mr. Arnold R. Schaffer, Mr. William N. "Guy" McCloud and Mr. Francis Afram-Gyening, each esteemed executives in the healthcare industry who shared her same sentiment of the importance and value of students being armed with theoretical understanding as well as practical knowledge, skills, and abilities, Ascendant Academy was born in 2018 and welcomed its first class of students to matriculate in its Master of Healthcare Administration (MHA) program in the fall of 2022.

Dr. Avé C. Sims is not only the foundress (2018), but the first President and Chief Executive Officer of Ascendant Academy as of 2021.

### Teaching Philosophy

Ascendant Academy holds the belief that professors should also serve as advisors and mentors to assist students in making the best decisions possible for their educational paths. Professors of Practice possess the ability to speak to a variety of careers available to students and tailor course materials, lectures and assignments to prepare them for real-work opportunities upon graduation. It is crucial to intertwine concepts to meld students' understanding of theory and practice with how such ideas are interwoven in all areas of society such as our national economy and its reciprocal global relationship.

Ascendant Academy's educational mission is to:

- help students learn how to learn;
- ignite interest in learning while providing a strong foundation for lifelong learning in students' current areas of specialty and beyond; and
- create an interactive environment where ideas are useful and relatable to students' everyday lives.

A wide variety of strategies based on fundamental educational principles encompassing cognitive functioning, learning theory, diversity considerations, instructional planning, and assessment are employed.

*Cognitive functioning level(s) of the learner:* Routinely planned activities, such as brief writings, to assist professors in determining the cognitive levels of students to tailor instruction accordingly. Without this consideration, professors risk the possibility of students experiencing "hit or miss" learning.

*Learning theory:* Opportunities to apply significant contributions from various learning theories. Behavioral theory offers a wealth of principles that, when used appropriately, can benefit classroom learning and management at all levels. In concert with this, cognitive learning principles offer significant contributions from the state-of-the-art neurosciences, particularly in brain-based research



regarding memory systems and active processing of intellectual operations. A few highly successful approaches that are well received by students include: think-pair-share, classroom jigsaw activities, constructive controversies, and interactive lectures.

*Cultural Diversity, Group Culture and Learning Style:* Understanding both the learning style of individual learners and the cultural diversity of the class/group helps professors both design and tailor effective instruction by implementing appropriate global and/or concrete strategies. Although a variety of learning styles are likely represented by learners in any large class/group setting, curriculum is routinely designed using the research-based learning cycle; this cycle provides the framework for professors to encompass a repertoire of effective strategies, which can accommodate individual preferences, engage diverse learners, and help establish a respect for differing preferences and perspectives.

*Curriculum and Instructional Planning:* An essential consideration for professors pertains to overall curriculum and instructional planning. Ascendant Academy plans and implements lessons that clearly identify the lesson objective, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery. This helps professors teach with both clarity and focus.

*Assessment:* Employ numerous options to accurately assess understanding of course content among diverse groups of learners. Ascendant Academy has a firm foundation in assessment basics, from alternative types of assessment (rubrics, checklists, projects, portfolios, performance/diagnostic checks, presentations, journals, etc.) to traditional exams/test construction.

Most importantly, professors have a genuine passion for teaching and learning, especially in the realm of health and healthcare administration. Ascendant Academy Professors of Practice teach with enthusiasm and empathy, connecting with students. As a result, teaching with clarity and sincere enthusiasm effectively impacts learners, ultimately connecting students to their passions and lifelong love of learning.

## Mission

Ascendant Academy strives to impact the health and lives of all people by offering an incomparable, experiential master's degree-level education in healthcare administration so that its graduates possess the characteristics and qualities to successfully oversee the executive business functions and lead the most effective, progressive, equitable, efficient, high-quality medical and healthcare organizations worldwide.

We unleash healthcare leaders and foster healthier futures™.

## Our Vision

As a leading academic institution, we fulfill our mission by:

- educating adults, communities, organizations, and each other;
- sharing knowledge;
- preparing future generations;
- building strong leaders; and
- fostering innovation.

## Our Values

- We are teachers and learners leading transformation.
- We are stewards of the lives and resources entrusted in us.
- We serve ethically and truthfully.
- We achieve our best by nurturing the best in others.

## Our Goals (Objectives)

- We graduate students who are transformed by their education and who, in turn, will transform the world.
- We arm students with an unparalleled, case-based learning environment fueled by an esteemed faculty of Professors of Practice boasting decades of practical expertise in strategy, management and operations of myriad healthcare organizations.
- We immerse students in active, bustling work environments paired with current, relevant, high-level healthcare executives poised to mentor and teach from their years of how-to experience.
- We teach students how to think, not what to think, and evaluate their proficiency of learning outcomes and mastery of concepts through delivery of viable outcomes to scenario-driven work projects, programs, and assignments.
- We develop students' intellectual, analytical and critical thinking capabilities so that they may clearly demonstrate their acquisition of necessary and desired knowledge, skills and abilities required to excel in the positions of current and future leaders of the healthcare industry.
- By constantly striving toward and meeting these goals, we ultimately fulfill our mission of unleashing healthcare leaders and fostering healthier futures.

## Institutional Code of Ethics

### Definition of Ethics

Ethical behavior is often defined as "right" or "good" behavior as measured against commonly accepted rules of conduct for a society or for a profession. The ethical person is often described in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced. If, however, one is inconsistently fair or honest, one loses credibility and is perceived

to be unethical. The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of position.

### Importance of Ethics

The credibility of the University depends upon whether all affiliated persons are perceived as honest human beings. If integrity contributes to credibility, then ethical behavior is a singular pre-requisite to successful performance. Statements of ethical standards do not necessarily ensure ethical behavior. Yet public statements of intent surely create an expectation that everyone will indeed act with integrity in the public interest.

### Expectations for Ethical Behavior

The University community shall be committed to the principles of honesty and equity. They shall not seek to abridge for any purpose the freedoms of others. At the same time, they shall not willingly permit the interests of any members of the University community to override the best interests of the public served by the University.

Everyone shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall exhibit openness and reliability in what they say and do. They shall confront issues and people without prejudice. They shall demonstrate a commitment to excellence in education and uncompromising commitment to the principles of ethical behavior.

Similarly, Board members are expected to abide by ethical behavior and decision-making in their treatment of University employees, students, and members of the public.

### Ascendant Academy Community Responsibilities

As practitioners of ethical behavior, University community members have a responsibility:

- to provide and protect student access to the educational resources of the University;
- to protect human dignity and individual freedom, and assure that students are respected as individuals, as learners and as independent decision-makers;
- to protect students from disparagement, ridicule or capricious judgment;
- to keep foremost in mind at all times that the University exists to serve students;
- to foster a climate of trust and mutual support;
- to foster openness by encouraging and maintaining two-way communication;
- to encourage, support and abide by the written Board Policies and Administrative Procedures of the University; and to challenge unethical behavior in a timely manner.

### Diversity, Equity and Inclusion

Ascendant Academy is a place of belonging...an environment for every person to flourish in all areas of their lives. Students and alumni; faculty, employees and members of the Board of Directors; volunteers, interns, and all members of surrounding and distant communities far and wide are welcome to share ideas about enhancing the sense of belonging, join a group or committee to further the expanse of Ascendant Academy, and celebrate our differences while embracing our commonalities as everyone explores the breadth of our intellectual curiosities, the depth of our humanity, and the potential of our scholarship, research, work and practice. Every member of the Ascendant Academy community can expect:

- equal opportunities to contribute and learn,
- equitable openings for extraordinary experiences,
- ethical interactions to cultivate personal and professional growth,
- encouraging exchange of ideas spanning scholarly, cultural and social norms,
- empathy for the plight of all people, and
- exclusion of any notion of discrimination or harassment.

In short, we are always excited to have you with us.

### University Governance

Governance at Ascendant Academy reflects the unique characteristics of the institution, its Mission, Vision, Values and Goals, and its faculty members and students. The governance structure at Ascendant Academy is designed to ensure appropriate and broad representation of the value of the Professor of Practice and to ensure faculty oversight of the curriculum and academic standards, as well as to maintain consistent open communication among members of the Board, faculty, administration and students.

#### Board of Directors

The University is governed by the Ascendant Academy Board of Directors. The Board is comprised of a majority of independent directors and meets at least six times each year. The Chair of the Board of Directors presides at all meetings unless a designee has been duly appointed according to the standards of the Ascendant Academy Bylaws. A complete roster of the Board of Directors may be found in the *Ascendant Academy General Catalog* and on the Ascendant Academy website.

#### Administrative Staff

Ascendant Academy personnel working in administrative positions administer systems and procedures that ensure consistency and quality control and they are also responsible for all day-to-day operations. They maintain robust communication regarding the development, implementation, and revision of University policies, curriculum and matters relating to academic governance.

#### Executive Administration

The President/CEO is responsible for ensuring that the University achieves its Mission, Vision, Values and Goals (Objectives). The VP of Academic Affairs/CAO and the VP of Student Services/Dean of Students report to the President and are responsible for the

oversight of the delivery of academic program and student resources. The VP of Academic Affairs/CAO is responsible for establishing the academic and professorial qualifications for faculty approved to teach in the Master of Healthcare Administration (MHA) Program. In addition, other Vice Presidents, Directors, Managers and Associates monitor compliance, state regulations, curriculum requirements and other areas as assigned.

### **Collective Governance**

Collectively, members of the Board of Directors, Administrative Staff and Executive Administration provide service on various advisory and regulatory committees to ensure student learning by providing the highest quality programs, curriculum, instruction and legal compliance. The goal is to provide a broad range of information for programmatic assessment and to inform program and curriculum planning. Roles include researching educational issues, developing and reviewing new courses, and evaluating and making recommendations on the University's goals, program, curriculum and practices. Members' findings and recommendations are submitted to the President and are then analyzed and discussed to determine programmatic and course improvements.

### **Academic Council**

Academic oversight is provided by the Academic Council. The Council is a cross-functional group that meets to create, maintain and review academic policies and procedures; admissions, programs, curriculum, and faculty; discuss operational issues; and identify emerging academic issues that are consistent with the Mission of the University.

The policies and programs approved by Academic Council are submitted to the Board of Directors for approval. If the Board disapproves of a policy, that policy is sent back to the Academic Council for additional review. The Academic Council provides a platform for all University staff to review new programs and program versions, new policies, and changes to policies that have been approved by the Board of Directors. Determinations are based on input from the VP of Academic Affairs/CAO as well as representatives of the Offices of Business and Finance, Government Relations, Student Services, University Operations and University Advancement. The Academic Council provides input on the regulations required by the U.S. Department of Education, the Western Association of Schools and Colleges Senior College and University Commission, and various state and other governing and regulatory agencies.

### **Ascendant Academy Functional Programs**

To achieve the teaching philosophy and mission of Ascendant Academy, it offers a host of functional programs.

*General Education:* A program of General Education course work consisting of a Master's Degree program and other planned experiences that develop knowledge, skills and abilities necessary for the student to be an effective person, family member, worker, and citizen, thereby enhancing the quality of life the individual and for society at large.

*Counseling and Guidance:* A counseling and guidance program incorporating academic, career, and personal counseling to assist the student in the establishment of educational goals and in the selection and pursuit of a life work compatible with his or her interests, aptitudes, and abilities.

*Student Services:* A student services program assisting students in matters of admissions, financial aid, job placement, matriculation and other related student services activities.

*Community Services:* A program of not-for-credit classes offered to meet the needs of the community for vocational and recreational courses, community and cultural events, and civic functions, completely financed by fees charged those attending the classes.

*Joint Programs:* Joint programs with business, industry, labor, education, government, international and other institutions that are of mutual benefit to sponsoring institutions, enhance the educational opportunities of program participants, and advance the mission and functions of Ascendant Academy.

### **Limited English Proficiency**

Joint Programs are open to all students. Although the lack of proficiency in English is no barrier to enrollment in such programs, it is suggested that students deficient in English delay their enrollment until their language proficiency has improved. Ascendant Academy does not offer services to support persons who are limited in English proficiency or have English as a Second Language. All courses at Ascendant Academy are taught in the English language.

### **Instructional Program Classification for Master of Healthcare Administration (MHA) Program**

Ascendant Academy employs the Classification of Instructional Programs (CIP), the taxonomic coding scheme used for instructional programs in higher education in the United States, to instruct the university in collection and reporting of its MHA graduate degree and program completion data.

#### **MHA Program Instructional Program Classifications per Classification of Instructional Programs (CIP) System**

##### **51.2211 Health Services Administration**

- A program that focuses on the application of policy analysis, public administration, business management, and communications to the planning and management of health services delivery systems in the public and private sectors, and prepares individuals to function as health services administrators and managers. Includes instruction in health systems planning, public health organization and management, public health policy formulation and analysis, finance, business and operations management, economics of health care, organizational and health communications, marketing, human resources management, and public health law and regulations.

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### 51.0722 Health/Health Care Administration/Management

- A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.

### 51.0702 Hospital and Health Care Facilities Administration/Management

- A program that prepares individuals to apply managerial principles to the administration of hospitals, clinics, nursing homes, and other health care facilities. Includes instruction in facilities planning, building and operations management, business management, financial management and insurance, fund-raising and marketing, public relations, human resources management and labor relations, health care facilities operations, principles of health care delivery, and applicable law and regulations.

### Job Classifications for which the MHA Program Prepares Graduates

Ascendant Academy employs the Standard Occupational Classification (SOC) system, a federal statistical standard used by federal agencies to classify workers into occupational categories, for the purpose of collecting, calculating, or disseminating data on gainful employment of its graduates. The following outlines the job classifications the MHA program prepares its graduates for using the U.S. Department of Labor's SOC system. More information may be obtained by accessing the Bureau of Labor Statistics' website at [https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm).

### MHA Program Job Classifications per Standard Occupational Classification (SOC) System

#### 11-0000 Management Occupations

- **11-1000** Top Executives
  - **11-1010** Chief Executives
    - **11-1011** Chief Executives
      - Determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body. Plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.
      - **Job Title Examples:** Chief Executive Officer, Chief Financial Officer, Chief Operating Officer
  - **11-1020** General and Operations Managers
    - **11-1021** General and Operations Managers
      - Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
      - **Job Title Examples:** Operations Manager
    - **11-2000** Advertising, Marketing, Promotions, Public Relations, and Sales Managers
      - **11-2010** Advertising and Promotions Managers
        - **11-2011** Advertising and Promotions Managers
          - Plan, direct, or coordinate advertising policies and programs or produce collateral materials, such as posters, contests, coupons, or giveaways, to create extra interest in the purchase of a product or service for a department, an entire organization, or on an account basis.
          - **Job Title Examples:** Communications Director, Communications Manager, Marketing and Promotions Manager, Promotions Director, Promotions Manager
      - **11-2020** Marketing and Sales Managers
        - **11-2021** Marketing Managers
          - Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.
          - **Job Title Examples:** Marketing Administrator, Marketing Director
      - **11-2030** Public Relations and Fundraising Managers
        - **11-2032** Public Relations Manager
          - Plan, direct, or coordinate activities designed to create or maintain a favorable public image or raise issue awareness for their organization or client.
          - **Job Title Examples:** Public Affairs Director, Publicity Director
        - **11-2033** Fundraising Managers

- Plan, direct, or coordinate activities to solicit and maintain funds for special projects or nonprofit organizations.
  - **Job Title Examples:** Donor Relations Manager, Foundation Director, Funding Coordinator, Fundraising Director
- **11-3000 Operations Specialties Managers**
  - **11-3010 Administrative Services and Facilities Managers**
    - **11-3012 Administrative Services Managers**
    - Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail distribution, and other office support services. Medical records administrators are included in "Medical and Health Services Managers" (11-9111). Excludes "Facilities Managers" (11-3013) and "Purchasing Managers" (11-3061).
    - **Job Title Examples:** Records and Information Manager, Records Management Director, Chief Operations Officer
    - **11-3013 Facilities Managers**
    - Plan, direct, or coordinate operations and functionalities of facilities and buildings. May include surrounding grounds or multiple facilities of an organization's campus. Excludes "Administrative Services Managers" (11-3012), "Property, Real Estate, and Community Association Managers" (11-9141), "First-Line Supervisors of Building and Grounds Cleaning and Maintenance Workers" (37-1010), "First-Line Supervisors of Mechanics and Repairers" (49-1011), and "Maintenance and Repair Workers, General" (49-9071).
    - **Job Title Examples:** Facilities Services Director, Design and Construction Healthcare Manager, Construction Project Coordinator
  - **11-3020 Computer and Information Systems Managers**
    - **11-3021 Computer and Information Systems Managers**
    - Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming. Excludes "Computer Occupations" (15-1211 through 15-1299).
    - **Job Title Examples:** Chief Information Officer, Information Technology Systems Director, Management Information Systems Director
  - **11-3030 Financial Managers**
    - **11-3031 Financial Managers**
    - Plan, direct, or coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department of an establishment. Excludes "Financial Risk Specialists" (13-2054).
    - **Job Title Examples:** Chief Financial Officer, Financial Analyst
  - **11-3060 Purchasing Managers**
    - **11-3061 Purchasing Managers**
    - Plan, direct, or coordinate the activities of buyers, purchasing officers, and related workers involved in purchasing materials, products, and services. Includes wholesale or retail trade merchandising managers and procurement managers.
    - **Job Title Examples:** Contracting Manager, Procurement Manager, Purchasing Director
  - **11-3070 Transportation, Storage, and Distribution Managers**
    - **11-3071 Transportation, Storage, and Distribution Managers**
    - Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.
    - **Job Title Examples:** Supply Chain Manager
  - **11-3110 Compensation and Benefits Managers**
    - **11-3111 Compensation and Benefits Managers**
    - Plan, direct, or coordinate compensation and benefits activities of an organization. Job analysis and position description managers are included in "Human Resources Managers" (11-3121).
    - **Job Title Examples:** Compensation Director, Employee Benefits Director, Wage and Salary Administrator
  - **11-3120 Human Resources Managers**
    - **11-3121 Human Resources Managers**
    - Plan, direct, or coordinate human resources activities and staff of an organization. Excludes managers who primarily focus on compensation and benefits (11-3111) and training and development (11-3131).
    - **Job Title Examples:** Job Analysis Manager, Labor Relations Director, Personnel Manager, Position Description Manager, Vice President Human Resources
  - **11-3130 Training and Development Managers**

- **11-3131** Training and Development Managers
    - Plan, direct, or coordinate the training and development activities and staff of an organization.
    - **Job Title Examples:** E-Learning Manager, Employee Development Director, Labor Training Manager
  - **11-9110** Medical and Health Services Managers
    - **11-9111** Medical and Health Services Managers
    - Plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.
    - **Job Title Examples:** Chief Strategy Officer, Clinic Director, Clinical Informatics Director, Health Information Services Manager, Hospital Administrator, Medical Records Administrator, Mental Health Program Manager
- 13-0000 Business and Financial Operations Occupations**
- **13-1040** Compliance Officers
    - **13-1041** Compliance Officers
    - Examine, evaluate, and investigate eligibility for or conformity with laws and regulations governing contract compliance of licenses and permits, and perform other compliance and enforcement inspection and analysis activities not classified elsewhere. Excludes "Financial Examiners" (13-2061), "Tax Examiners and Collectors, and Revenue Agents" (13-2081), "Occupational Health and Safety Specialists" (19-5011), "Occupational Health and Safety Technicians" (19-5012), "Transportation Security Screeners" (33-9093), "Agricultural Inspectors" (45-2011), "Construction and Building Inspectors" (47-4011), and "Transportation Inspectors" (53-6051)
    - **Job Title Examples:** Risk Management Director, Vice President Compliance, Equal Employment Opportunity Officer
  - **13-1070** Human Resources Workers
    - **13-1071** Human Resources Workers
    - Recruit, screen, interview, or place individuals within an organization. May perform other activities in multiple human resources areas. Excludes "Compensation, Benefits, and Job Analysis Specialists" (13-1141) and "Training and Development Specialists" (13-1151).
    - **Job Title Examples:** Human Resources Generalist, Personnel Recruiter, Staffing Coordinator, Credentialing Manager, Volunteer Coordinator
  - **13-1080** Logisticians and Project Management Specialists
    - **13-1082** Project Management Specialists
    - Analyze and coordinate the schedule, timeline, procurement, staffing, and budget of a product or service on a per project basis. Lead and guide the work of technical staff. May serve as a point of contact for the client or customer. Excludes "Management Occupations" (11-0000), "Logisticians" (13-1081), "Meeting, Convention, and Event Planners" (13-1121), and "Production, Planning, and Expediting Clerks" (43-5061).
    - **Job Title Examples:** Design Project Management Specialists, Strategy Project Management Specialists
  - **13-1110** Management Analysts
    - **13-1111** Management Analysts
    - Conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Includes program analysts and management consultants. Excludes "Computer Systems Analysts" (15-1211) and "Operations Research Analysts" (15-2031).
    - **Job Title Examples:** Business Management Analyst, Business Process Consultant, Industrial Analyst, Data Analyst
  - **13-1140** Compensation, Benefits, and Job Analysis Specialists
    - **13-1141** Compensation, Benefits, and Job Analysis Specialists
    - Conduct programs of compensation and benefits and job analysis for employer. May specialize in specific areas, such as position classification and pension programs.
    - **Job Title Examples:** Employee Benefits Specialist, Job Analyst
  - **13-1150** Training and Development Specialists
    - **13-1151** Training and Development Specialists
    - Design or conduct work-related training and development programs to improve individual skills or organizational performance. May analyze organizational training needs or evaluate training effectiveness. Excludes "Career/Technical Education Teachers, Postsecondary" (25-1194) and "Other Teachers and Instructors" (25-3000). Flight instructors are included with "Aircraft Pilots and Flight Engineers" (53-2010).
    - **Job Title Examples:** Electronic Medical Records Training Specialist, Systems Trainer
  - **13-1160** Market Research Analysts and Marketing Specialists
    - **13-1161** Market Research Analysts and Marketing Specialists
    - Research conditions in local, regional, national, or online markets. Gather information to determine potential sales of a product or service, or plan a marketing or advertising campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution. May employ search marketing tactics, analyze web metrics, and develop recommendations to increase search engine ranking and visibility to target markets. Excludes "Web and Digital Interface Designers" (15-1255), "Art Directors" (27-1011), "Graphic Designers" (27-1024), and "Public Relations Specialists" (27-3031).

- **Job Title Examples:** Market Research Specialist, Marketing Consultant

### Local Law Enforcement

Ascendant Academy shall enter into a written agreement with the local law enforcement agency. The agreement shall clarify operational responsibilities for investigations of Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault, occurring at each location operated by Ascendant Academy. The written agreement shall designate which law enforcement agency shall have operational responsibility for violent crimes and delineate the specific geographical boundaries of each agency's operational responsibility, including maps as necessary. The written agreements required by this policy shall be public records and shall be made available for inspection by members of the public upon request. Ascendant Academy encourages accurate and prompt reporting of all crimes to the Office of Campus Safety and/or the appropriate police agencies. The President/CEO shall establish procedures that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

### Office of Campus Safety

Ascendant Academy has an Office of Campus Safety for the protection of students, staff, visitors, and other persons on campus from bodily harm or deprivation of their property. The Office of Campus Safety is also responsible for the protection of their property as well as for the protection of Ascendant Academy's buildings and property. The Office of Campus Safety will respond to assist students, staff and visitors on campus in a variety of personal emergencies, i.e., Emergency notification (in compliance with the privacy act), lost and found property, officer escort, upon request etc. For further information regarding the services of the Office of Campus Safety, email the Office of Campus Safety at [CampusSafety@AscendantAcademy.net](mailto:CampusSafety@AscendantAcademy.net) or call (323) 230 – 0438.

### Campus Security Reports

Pursuant to the Clery Act, Ascendant Academy's Security Reports are published in each Schedule of Classes and on the web at [www.AscendantAcademy.net/studentservices](http://www.AscendantAcademy.net/studentservices). Students may obtain a paper copy of the Report upon request from the Office of Campus Safety.

### Physical Address Where Courses are Held

All courses at Ascendant Academy are held at:  
 Good Samaritan Hospital, Moseley-Salvatori Conference Center  
 1225 Wilshire Boulevard  
 Los Angeles, CA 90017  
 (323) 230 - 0438  
[www.AscendantAcademy.net](http://www.AscendantAcademy.net)

### Distance Education

Ascendant Academy only offers residential instruction and does not offer any educational programs that are not offered in real time (i.e., online, hybrid, blended, distance).

### Facilities and Equipment

Ascendant Academy is committed to academic excellence; thus its learning environment is equipped with appropriate amenities to that end. The University has sufficient facilities and necessary equipment to support the achievement of all educational objectives of the entirety of courses in its educational program.

While Ascendant Academy intends to arm its students and graduates with the knowledge, skills and abilities to serve as highly competent business leaders in the healthcare industry, it does not intend to engage in what would be considered formal job placement. Ascendant Academy has designed its program to lead current students and graduates to positions in the medical and healthcare professions, but is not preparing them for any specific vocation or trade that requires licensure, such as a nursing degree would lead a graduate to state licensure as a Registered Nurse. As eventual executives serving in business roles as hospital, clinic, and nonprofit facility executives, not clinical roles, the primary function of Ascendant Academy's internship, career services, veteran's resources, and academic advising efforts are to make certain students and graduates are scholastically competent to achieve such opportunities in business as hospital Chief Executive Officer.

Ascendant Academy provides access to computing resources to faculty, staff, members of the Board of Directors and other authorized community members, however it does not provide computer access to students in the form of a "computer lab" within any facility within its institution for the purpose of conducting searches for information and documentation or pursuing inquiries for assignments.

Ascendant Academy does not assign to students for rent or use outside of its facilities any computer or computing device for any period of time. In order to access the resources associated with the Virtual Ascendant Academy Library, students must own their own or have regular access to a personal computer and/or computing device such as a tablet that meets reasonable age standards and system requirements for operating systems on various PC and Mac hardware platforms housing software capable of accessing:

- the Internet and World Wide Web via any number of popular Web browsers such as Google Chrome, Mozilla Firefox and Apple Safari; and
- Microsoft Office (MS Word, MS PowerPoint, MS Excel, MS Access, MS Skype, MS OneDrive, MS Outlook) word processing software.

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It is the student's responsibility to maintain and afford any repairs to hardware or software of their computer or computing device and execute any and all system updates per requisite of the hardware and software of their computer or computing device. Ascendant Academy holds no liability to the efficacy or capability of any student's computer or computing device to connect to any University server or third-party software. Similarly, it is the student's responsibility to purchase or assure access to any required or optional educational materials which may include, but are not limited to, textbooks, supplies, implements, or other goods related to any educational experience required for participation in the MHA program.

In keeping with millennial technology, all equipment used for instruction or provided to the student during instruction is comparable in model type or features to equipment generally used in healthcare administration occupations at the time the instruction is offered. No equipment used for instruction or provided to a student is obsolete and is sufficient for instructional purposes to reasonably assure that a student acquires the necessary level of education, training, skill, and experience to obtain employment in the field of healthcare administration and to perform the tasks associated with the occupation to which the Master of Healthcare Administration degree program was represented to lead.

### **The Classroom Environment**

- Ergonomic chairs and tables that allow the layout to be changed to accommodate varied learning activities and styles which serve as desktops where students can spread out their school supplies, notebooks, tablets, mobile devices, and laptops to absorb course content presentations, activities and assignments.
- A multitude of power outlets for the technology-equipped learner to keep their devices at optimal performance throughout the duration of official course meetings as well as extracurricular study, and team projects.
- Dry-erase boards where professors can present a multitude of colorful ideas and students can work together on individual and team projects, assignments, equations and cases at the white board.
- Interfacing audio/visual equipment that wirelessly connects to computers for professors and students to project course content and related material.
- Easily accessible wi-fi that allows professors to connect their classrooms to the World Wide Web of scholastic information to magnify the learning capacity from almost anywhere in the world.
- Appropriate integral temperature regulation and ventilation systems to keep brain cells warm and students cool.
- Adjustable artificial lighting supplemented by natural daylight which provides the ideal ambient and task environment for students to easily utilize their personal devices.

### **The University Environment**

- Easy access between the administrative office space and classrooms of various size making it just as simple to meet with a Career Services Counselor as it is to attend class.
- While traditional scientific or clinical laboratories are not a part of the teaching or working environment of healthcare executives, open-concept "thought space" exists in the administrative office.
- Exterior spaces are amply-lit and surveilled by a 24-hour camera-mounted, Campus Security-responsive security system. All campus visitors, employees and students alike, may swiftly contact Campus Security or local law enforcement with any emergent concerns.
- In keeping with our commitment to diversity and support of all persons of varying ability, all environments meet Americans with Disabilities Act (ADA) of 1990 accessibility regulations.
- Any visitor to Ascendant Academy may, at any time, request information regarding maintenance of all required valid permits relating to the health and safety of the University's facilities and/or equipment including custodial schedules just as they shall be made available to the Bureau for Private Postsecondary Education (BPPE) at any time upon request.
- Ascendant Academy aptly develops in students the knowledge, skills and values that prepare them to be productive participants in the global community. It is with this perspective that Ascendant Academy is committed to creating a campus environment which fosters sustainability.



## Admission and Matriculation

### Academic Year

The Academic Year is divided into four (4) Quarters and four (4) Breaks:

- Fall Quarter (10 weeks, September-December)
- Winter Break (2-3 weeks, December/January)
- Winter Quarter (10 weeks, January-March)
- Spring Break (2-3 weeks, March)
- Spring Quarter (10 weeks, April-June)
- Summer Break (2-3 weeks, June)
- Summer Quarter (10 weeks, June-August)
- Fall Break (2-3 weeks, September)

Courses offered during these Quarters are similar in scope and maintain equivalent standards. Orientation and Immersion, Foundational Curriculum, Advanced Curriculum, and Administrative Electives are offered during Quarters. Domestic and Global Academic Excursions are offered during Breaks. The number of weeks of Quarters is consistently ten. The number of weeks of Breaks may be between two or three depending on the Calendar Year and accommodation of Federal holidays from year to year.

### Course Days and Times

Courses are taught from 8:00a.m. to 12:00p.m. and 1:00p.m. to 5:00p.m., Saturday and Sunday. Administrative Elective Courses are off-site and are coordinated per diem between the off-site healthcare organization community partner and the student per course syllabi and course outlines to meet standard Quarter clock- and credit- hour requisites. Domestic Academic Excursion and Global Academic Excursion courses require domestic and international travel with varied hours and days. Domestic Academic Excursion courses typically run seven to 10 days while Global Academic Excursion courses typically run 12 to 14 days.

### ExCEL Days and Times

Tutoring, academic advising, skills workshops, career counseling and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL) by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net)

## Registration Information

### Open Enrollment

The policy of Ascendant Academy is that unless specifically exempted by statute or regulation, every course, course selection, or class offered and maintained by Ascendant Academy and reported for State Aid shall be fully open to enrollment and participation by any person who has been admitted to Ascendant Academy and who meets the pre-requisites established according to the regulations contained in California Code of Regulations Title 5 sections 55000, 55003, 66700 and 70901 and California Education Code sections 70901, 70902, and 79020.

### Program Planning/Unit Limit

In cooperation with a counselor, students should carefully plan their academic program. Careful planning will facilitate progress through a curriculum with maximal learning and minimal difficulty.

Students may enroll for a maximum of nine (9) units for any quarter. Students may not petition for additional units for any quarter.

Of the nine (9) allowable units per quarter, only three (3) units may be a Foundational or Advanced course; the remaining six (6) may be comprised of:

- one (1) three- (3-) credit Administrative Elective and/or two (2) one point five- (1.5-) credit Domestic Academic Excursions based on availability and the Schedule of Classes for that quarter, OR
- one (1) three- (3-) credit Administrative Elective and/or one three- (3-) credit Global Academic Excursion based on availability and the Schedule of Classes for that quarter.

Degree and non-degree applicable units are noted on student records. A student who intends to transfer to another college or university should consult the catalog of that institution.

## Admissions Process

### Admissions Eligibility Requirements

To meet the basic eligibility requirements for admission, prospective applicants must have been conferred a bachelor's degree from an accredited institution recognized by the U.S. Department of Education.

### Application for Enrollment and Composite Application

The first step to becoming an Ascendant Academy student is to submit an Application for Enrollment. The Application for Enrollment is available online at the Ascendant Academy website, [www.AscendantAcademy.net](http://www.AscendantAcademy.net). Students are selected to matriculate into the MHA program upon review of submission of the Application for Enrollment including supporting pre-requisite documents and criteria (Composite Application) followed by approval, acceptance and admission to the program. As part of the Composite Application, applicants must submit:



- 1) an Application for Enrollment;
- 2) a personal statement;
- 3) a current resume;
- 4) two letters of recommendation (one academic and one professional);
- 5) scores from an English Language Proficiency test if they are from a country where English is not the official language;
- 6) all official undergraduate transcripts proving at least a 2.7 (B-) cumulative, undergraduate grade point average (GPA); and
- 7) a \$75 application fee.

Items 1) through 4) should be submitted as ONE, composite PDF file titled "First Name Last Name Application for Enrollment Fall 2022" via the "Apply Here" link on the Ascendant Academy website. Letters of recommendation must be typewritten on the author's academic or professional letterhead which must include a current telephone number and email address; all letters of recommendation will be verified for authenticity.

Items 5) through 6) must be mailed directly from the authorizing testing agency or academic institution.

Item 7) should be submitted via the "Pay Application Fee Here" link on the Ascendant Academy website.

### Approval

Once the Office of Enrollment Services has received all elements of the Composite Application in a timely fashion *before* or *by* the application deadline, the Office of Enrollment Services will notify the applicant of its status as being "approved" for consideration of "acceptance" into the program. Applicants will be notified that their Application for Enrollment was submitted complete by the deadline by electronic mail within seven (7) days of submission and receipt. The approved application will be forwarded to the Admissions Review Committee for unbiased, rubric evaluation. Once a decision has been reached by due process of the Committee's Bylaws, the Composite Application will either be "recommended" or "denied" admission to the program. Only Composite Applications received *before* or *by* the application deadline will be considered for review. Incomplete applications received by the deadline will not be considered for enrollment and will not be retained for future consideration. If incomplete, applicants must submit an entirely new Composite Application for evaluation for a future academic quarter.

### Acceptance

The Admissions Review Committee holds sole responsibility for recommendation or denial of acceptance into the MHA program. Upon final decision pursuant to due process of the Committee's Bylaws, the Committee shall notify the Office of Enrollment Services of its decision to recommend acceptance or deny acceptance of the applicant. If an applicant is recommended for acceptance, the Office of Enrollment Services shall notify the applicant by postal mail of their recommendation for acceptance along with details of how to accept the Committee's recommendation and proceed with the process of admission to the University. If an applicant is denied acceptance, the Office of Enrollment Services shall notify the applicant by electronic mail of their denial of acceptance along with a brief description of how the applicant may strengthen their application if they wish to apply again in the future.

### Admission to the Program

Upon receipt of notification by postal mail that an applicant has been recommended for acceptance to the University, they may proceed with the process of admission to either accept the Committee's recommendation or reject the Committee's recommendation by the stated deadline.

If an applicant accepts the committee's recommendation, they shall follow the detailed instructions in the notification letter to formally respond by postal mail that they wish to be admitted to the University and matriculate into the MHA program for the designated Quarter in the notification by the stated deadline. An applicant may also elect to matriculate during a later Quarter and may indicate that choice in their return correspondence. Upon receipt of the return correspondence indicating desire to be admitted to the University and matriculate into the MHA program, the Office of Enrollment Services shall send details of next steps to meet with an Enrollment Associate by electronic mail to prepare to attend HCA 500: Healthcare Administration: Orientation and Immersion and connect with the Office of Information Technology to establish an official student profile and the Office of Campus Safety to obtain a student ID. The applicant will also meet with a Financial Services Associate to discuss and develop the applicant's payment plan. An applicant shall be considered "admitted" to the MHA program only after they have received and signed the School Performance Fact Sheet, Notice to Prospective Degree Program Students, and Enrollment Agreement. Upon signature of the three documents, the applicant transitions from "applicant" status to "student" status and is officially welcomed to the Ascendant Academy family of learners.

If an applicant rejects the Committee's recommendation, they shall follow the detailed instructions in the notification letter to formally respond by postal mail that they do not wish to be admitted to the University nor matriculate into the MHA program. A rejection from an applicant informs the University that they decline admission to the University and that their Composite Application becomes null. Should the applicant wish to apply to Ascendant Academy at another time again in the future, they will need to submit an entirely new Composite Application for evaluation for a future academic quarter. Applicant rejected recommendations for admission may not be rescinded after the first day of the next or upcoming admitting quarter (whichever is first) nor will Composite Applications be retained for future consideration.

**Students are encouraged to review this General Catalog prior to signing an Enrollment Agreement. Students are also encouraged to review the School Performance Fact Sheet, which must be provided to them prior to signing an Enrollment Agreement.**

## Residency Classification

Ascendant Academy does not discern between California or non-California resident status for purpose of enrollment or tuition fee to enroll in courses for students residing in any of the contiguous 50 states of the Union. International Students with F1 or J1 nonimmigrant Visa status are classified as non-resident, however Ascendant Academy does not admit students who require F1 or J1 nonimmigrant Visa status for entry to study, conduct research or work in the United States.

Each person applying for admission or enrollment for the University is classified as a "resident" or "nonresident" for purposes of admission assessment.

**Resident** – a "resident" is a person who has resided within any of the contiguous 50 states of the United States for at least one (1) year immediately preceding the residence determination date.

**Nonresident** – a "nonresident" is one who has not resided in the United States for more than one (1) year prior to the residence determination date and who has not established legal residence or who is not eligible to establish University residence classification for admission purposes.

Students shall be classified at the time of each application for admission or registration as a resident or nonresident student.

The residence determination date shall be the day immediately preceding the first day of a quarter for which the student applies to attend.

Residence classification shall be made for each student at the time applications for admission are accepted or registration occurs and whenever a student has not been in attendance for more than one (1) quarter. A student previously classified as a nonresident may be reclassified as of any residence determination date.

## Admissions Requirements for Veterans

**Veterans are required to follow these procedures:**

- 1) File an application for VA Educational Benefits (VA Form 22-1990 or 22-5490) and an Application for Enrollment to Ascendant Academy.
- 2) Complete and submit Veterans enrollment forms for school records declaring major, transfer school, and schools previously attended. The appropriate form for over 60 units must be filed.
- 3) Request that transcripts from all colleges attended be sent directly to the Office of Enrollment Services. This applies even if attendance at a college was for a short time with no units completed, or if it was prior to entering the service.
- 4) Claims for dependents must be accompanied by a copy of the claimant's marriage license and/or birth certificates for each dependent child.
- 5) File VA Form 22-1995 (Request for Change of Program or Place of Training) if you are a transfer student.
- 6) Apply each quarter for continuous VA educational benefits.

## Veterans' Services and Programs

The program of Ascendant Academy is approved for the training of veterans and other eligible persons.

Provisions for Veterans under Public Law 358: To qualify for V.A. benefits a veteran must have served at least 181 days of active duty, and have received other than a dishonorable discharge. A veteran may receive educational benefits of 1 ½ months for each month or fraction of a month of creditable active duty. Reduction of this entitlement will be at the same rate as the training time for which they receive benefits: ½ month reduction for each month at the ½-time rate, and one-month reduction for each month of the full-time rate. All educational benefits must be used within 10 years from the date of separation; ½ month reduction for each month at the ½-time rate, ¾ month reduction for each month at the ¾-time rate, and one-month reduction for each month at the full-time rate.

## Program Planning for Veterans

Veterans are required to complete a Student Educational Plan and submit it to a Career Services Associate. The Office of Career Services will advise students in preparing their Student Educational Plan (known as the SEP). This plan consists of the educational plan, the classes students expect to take in order to achieve the educational goal, and the student services they expect to use in order to help complete the degree program.

The Veterans Administration will not pay for courses that do not fit in a veteran's selected program.

- 70 Unit Rule - Once a veteran has received an associate degree in any major, they are eligible for further training at a college only if they take courses required for upper division status at a transfer institution, or if they change their objective. These courses must be approved by the Veterans Administration.
- If a veteran desires units beyond the associate degree (60-69 units), approval is needed from a four-year college, and/or the college counseling department.

Adds and drops for Veterans must be reported to the Director, Career Services/Veteran's Resources in the Office of Enrollment Services as soon as possible. To fail to do so may result in an overpayment or underpayment. The Veterans Administration holds the veteran responsible for reimbursement of overpayments. Attendance Verification is required. Veterans must sign in with the Director, Career Services/Veteran's Resources between the 20th to 28th of each month or they will be discontinued from receiving benefits.

### Academic Probation for Veterans

In accordance with Title 38, Code of Federal Regulations, Part 21, 5253(d)(4), "The school enforces a policy relative to standards of conduct and progress required of the student." This means that for veterans and/or eligible dependents, if such a student fails to obtain a cumulative grade point average of 2.7 or better after two consecutive quarters, their VA educational benefits will be discontinued.

### AB 540 and 2000 Non-Resident Tuition

California Education Code 68120.5 payment exemption to qualified non-California resident students who attended and graduated from a California high school or the equivalent does not apply to Ascendant Academy students because Ascendant Academy does not discern between California or non-California resident status for purpose of enrollment or tuition fee to enroll in courses for students residing in any of the contiguous 50 states of the Union.

### International Students

Ascendant Academy is rooted in diversity and is represented by many cultures from around the world, however it does not admit students who require F1 or J1 nonimmigrant Visa status for entry to study, conduct research or work in the United States.

### English Language Proficiency

All courses at Ascendant Academy are taught in the English language. While some students may have been residing in the United States for a time, all applicants whose native language is not English must demonstrate English language proficiency through successful completion of the ETS-TOEFL or IELTS. Acceptable scores for admission to Ascendant Academy are as follows:

- Test of English as a Foreign Language (TOEFL) (ETS institution code is C792)
- International English Language Testing System (IELTS)

Depending on the test, minimum scores needed for admission are as follows:

- TOEFL PBT paper-based version: 600
- TOEFL iBT version: 100
- IELTS: 7

*NOTE: If you're required to take an English language proficiency test, make sure you do so well before the application deadline. These test scores, as with all application requirements, are due **by** the application deadline. Test scores must be dated less than 24 months prior to the start of the intended first quarter at Ascendant Academy.*

As with all students, regardless of native language, student services include orientation, counseling and instructional support services provided through the Experiential Center for Excellence and Leadership (ExCEL). The Assessment portion of Core Matriculation Services provides English, English as a Second Language (ESL), Reading, Reading Comprehension, Writing, and Mathematics assessments for recommendation of the development of the comprehensive Student Educational Plan (cSEP) as well as for advisory courses that may be of benefit to the student when taken in conjunction with or prior to specific degree program courses at no cost.

### Course Registration

Course registration refers to the adding and dropping of classes during the registration period. The open course registration period occurs through the end of the first day of the quarter. During the open course registration period, all eligible students are registered for courses with the guidance of an academic counselor based on passing requisites, sequence of courses and program plan to register for any combination of Foundational courses, Advanced courses, Administrative Electives, Domestic Academic Excursions, and Global Academic Excursions barring any financial, academic or progress probation restrictions. Registration is executed on behalf of students by Ascendant Academy personnel. Students continuing from the prior quarter will automatically receive registration notification from the Office of Enrollment Services. New and returning students are required to schedule an appointment with an academic counselor and registration is executed on behalf of students by Ascendant Academy personnel.

### Late Registration

On or after the first day of the quarter, a student may be registered for a class upon approval of outstanding decisions regarding successful passing of pre-requisite courses and barring any financial, academic, or progress probation restrictions per the Office of Academic Affairs, Office of Business and Finance, and/or Office of Student Services. The late registration process occurs during the first week of the quarter. Late registration is executed on behalf of students by Ascendant Academy personnel.

### Section Transfer

Students who have a change of work schedule or other extenuating circumstances may request a section transfer from one class to another class in the same course subject. Section registration change must be made by the University and may involve instructor-to-instructor transfer of grade records. The section transfer must occur by the section transfer deadline (see Schedule of Classes).

### Cancellation of Classes

Ascendant Academy reserves the right to cancel a class regardless of the number of enrolled students if an extraordinary event outside of the university's control such as war, strike, riot, crime, epidemic/pandemic, act of God (i.e., earthquake), or sudden legal changes prevents the university from fulfilling its course syllabus or obligations to enrolled students as outlined therein.

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## Withholding of Student Records

The Director of Admissions, Enrollment and Academic Advising shall withhold grades, transcripts, diplomas, and registration privileges from any student or former student who fails to pay a proper financial obligation to the University until and if the outstanding obligation is paid or otherwise settled. The student shall be given written notification and the opportunity to explain to the issuing office if the financial obligation is in error.

The definition of proper financial obligation shall include, but is not limited to: student fees; obligations incurred through the use of facilities, equipment, or materials; library fines; unreturned library books; materials remaining improperly in the possession of the student; and/or any other unpaid obligation a student or former student owes to the University. A proper financial obligation does not include any unpaid obligation to a student organization.

The Director of Admissions, Enrollment and Academic Advising, upon proper notification and justification by administrators in charge of student discipline, may withhold student records, registration, and/or counseling privileges for students who are under suspension, academic or progress probation, or are in violation of any disciplinary contract.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

Ascendant Academy, in compliance with Federal and State law, has established policies and procedures governing student records and the control of personally identifiable information. Ascendant Academy recognizes that student records are a confidential matter between the individual student and the University.

At the same time, Ascendant Academy has a responsibility to fulfill public information needs (e.g., announcement of scholarships and awards). To meet this responsibility, Ascendant Academy may release directory information unless the student states in writing that they do not want it released. The responsibility for carrying out these provisions is charged to the Custodian of Records, designated by the President. The Custodian of Records may be contacted via the Office of Enrollment Services. Copies of Federal and State laws and Ascendant Academy policies and procedures are maintained by the Custodian of Records and are available for inspection and inquiry.

## Student Records and Directory Information

All student records maintained by the various offices and departments of the University, other than those specifically exempt by law, are open to inspection by the student concerned. The accuracy and appropriateness of the records may be challenged in writing to the Custodian of Records. A student has the right to receive a copy of his or her record, at a cost not to exceed the cost of reproduction. (Requests for transcripts should be made at the Office of the Registrar.) No student records, other than directory information, will be released without the written consent of the student concerned except as authorized by law. A log of persons and organizations requesting or receiving student record information is maintained by the Custodian of Records. The log is open to inspection only to the student and the University official or his or her designee responsible for the maintenance of student records.

Directory information includes the student's name, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and commencement dates. Directory Information about any student currently attending the University may be released or withheld at the discretion of the Custodian of Records.

No directory information will be released regarding any student who has notified the Custodian of Records in writing that such information shall not be released. All inquiries regarding student records, directory information, and policies for records access, release, and challenge should be directed to the Custodian of Records via the Office of Enrollment Services. Students have the right to file a complaint with the United States Department of Education concerning alleged violations of Federal and State laws governing student records.

## Public Records, Records Retention, and Destruction

Members of the public may request to inspect or copy public records. A request by a member of the public may be delivered by mail or in person to the Custodian of Records or designee.

Any request shall identify with reasonable specificity the records that are sought. If additional information is needed, the Custodian of Records and/or the President or designee may request it be provided in writing.

Any request to inspect records shall be made sufficiently in advance of the date of inspection to allow staff members time to assemble the records and identify any records that may be exempt from disclosure.

Records that are exempt from disclosure under the Public Records Act or any other provision of law, including the federal Family Educational Rights and Privacy Act (FERPA) and state laws protecting the privacy of student records and the federal Health Insurance Portability and Accountability Act (HIPAA) and other laws protecting the privacy of health records, may not be inspected or copied by members of the public. Social security numbers must be redacted from records before they are disclosed to the public.

Within ten days, the Custodian of Records and/or the President or designee, will determine whether or not the records can be produced and will communicate the determination to the member of the public requesting the record(s).

As there are more than one hundred disclosure exemptions contained in California law, questions about whether a record is exempt from disclosure may be referred to the Office of Government Relations.

The most common exemptions pertaining to nonprofit colleges include:

- Student records. (Education Code, Section 76243)

- Preliminary drafts, notes, or interagency or intra-agency memoranda that are not retained by the public agency in the ordinary course of business, provided that the public interest in withholding the records clearly outweighs the public interest in disclosure. (Government Code, Section 6254(a))
- Records pertaining to pending litigation or to claims until the pending litigation or claim has been finally adjudicated or otherwise settled. (Government Code, 33 Section 6254(b))
- Personnel, medical, or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy. (Government Code, Section 6254(c))
- Test questions, scoring keys, and other examination data used to administer a licensing examination, examination for employment, or academic examination (except for standardized tests provided for by Education Code, Sections 99150 et seq.). (Government Code, Section 6254(g).)
- The contents of real estate appraisals or engineering or feasibility estimates and evaluations relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained. (Government Code, Section 6254(h)).
- Internet posting of home address or telephone numbers of locally elected officials. (Government Code, Section 6254.21)
- Home addresses, home telephone number, cellular phone number, and date of birth of employees of the Academy (other than to an agent or family member of the employee, to an officer of another school when necessary, to an employee organization, or to an agency or employee of a health benefit plan). (Government Code, Section 6254.3)
- Information security records, if disclosure of such records would reveal vulnerabilities to or otherwise increase the potential for an attack on the Academy's information technology system.
- Identification number, alphanumeric character, or other unique identifying code that the Academy uses to identify a vendor or contractor, or an affiliate of a vendor or contractor, unless the identification number, alphanumeric character, or other unique identifying code is used in a public bidding or an audit involving the public agency. (Government Code Section 6254.33)

Ascendant Academy adheres to the following in carrying out its records retention and destruction responsibilities:

- "Records" means all records, maps, books, papers, data processing output, and documents of the Academy required by Title 5 to be retained, including but not limited to records created originally by computer and "electronically stored information" ("ESI"), as that term is defined by the Federal Rules of Civil Procedure.
- The VP of Operations and Chief of Staff/COO shall supervise the classification and destruction of records, including ESI.
- Preservation of records, including ESI.
- Preservation of records, including ESI, that are relevant to actual or potential litigation pursuant to the Federal Rules of Civil Procedure.
- Compliance with the Federal Rules of Civil Procedure and shall produce relevant ESI in the form in which it is ordinarily maintained or readily usable.
- Submission on a periodic basis of a report to the Board of Directors regarding the classification and destruction of records, including ESI.
- Records shall be classified as required by Title 5 and other applicable statutes, state, and federal regulations.
- Records shall annually be reviewed to determine whether they should be classified as Class 1 – Permanent, Class 2 – Optional, or Class 3 – Disposable (as defined in Title 5).
- Class 3 –disposable records shall be maintained for the period required by applicable law or regulation, but in any event, shall be retained for at least three college years after the year in which they were originally created.
- Destruction shall be carried out by any method that assures the record is permanently destroyed, e.g. shredding, burning, and/or pulping.

## Students' Right to Privacy

Ascendant Academy maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

- Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Office of the Registrar.
- Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
- Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
- Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions. The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, dates of attendance, dates of admission, degree completion dates, enrollment status, grade level, photographs, honors and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Office of the Registrar.

Education records will also be released pursuant to a judicial order or a lawfully issued subpoena, but only after the students is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Office of the Registrar. Requests are valid throughout student's enrollment unless otherwise notified. All requests must be submitted via electronic mail to the Office of the Registrar at Registrar@AscendantAcademy.net.

## Website Privacy Statement and GDPR Privacy Notice

### Privacy Statement

Ascendant Academy has developed a Privacy Statement to demonstrate its firm commitment to privacy. It explains how the University gathers, uses, and protects information. The University does not sell contact information. While using the Ascendant Academy website, students may choose to submit personal information through email or online forms. The University will use this information to process requests. But, it will not intentionally sell, share, or distribute personal information to third parties, except as required by law or University policy.

### Statistical Logs Kept

The University uses reporting programs to collect data about visitor traffic to the Ascendant Academy site. Ascendant Academy does not attempt to personally identify visitors. Instead data is collected to analyze in aggregate to determine trends and improve University sites. Some examples of the types of data routinely collected are:

- Internet address of computer
- Browser type
- Referring web page
- Date, time & duration of visit

### Cookies Used to Preserve Data

Some University sites require the use of cookies (bits of data passed by a student's browser to the Ascendant Academy site). For instance, the IAscend.net portal uses cookies (active only during a student's session) to remember password and menu settings. Students are not required to use IAscend.net; this tool is provided for student convenience. If students prefer not to receive cookies, they can turn them off in their browser or set their browser to ask them before accepting new cookies.

### Security Programs Running

Ascendant Academy has put in place appropriate physical, electronic, and managerial procedures to safeguard and help prevent unauthorized access, to assist in maintaining data security, and to assist in correctly using the information collected online. Ascendant Academy does not intentionally release personal information gleaned from these programs to others, except as required by law.

### Security Precautions You Should Take

Although Ascendant Academy makes every effort to secure its networks, the University cannot guarantee privacy of online communications. Use discretion in providing information in the Learning Management System, chatrooms, or other open forums on the Web. If students use IAscend.net to access personal records on a public computer, they should be sure to "lock up" when they leave the site by exiting the site AND closing their browser. Otherwise, the next person to use the computer may see their information.

### Alternate Ways to Submit Information

Students have a choice about whether to provide personal information online. For other options, contact the site manager and learn how students can provide information by phone, mail, or in person.

### Other Sites Have Different Policies

The Ascendant Academy website contains links to other independently managed sites. Some may use information for purposes other than stated above; be sure to read their separate privacy statements. Such sites also contain links to sites outside the University; these sites may have their own privacy statement--or none at all. Ascendant Academy urges you to exercise caution when providing personal data to any site. Check their policies and contact them with any questions.

### Protecting Children's Privacy

Ascendant Academy encourages parents to explore its website with their children. If it is learned that a child under age 13 has provided personally identifiable information to an Ascendant Academy site, it will promptly be removed from our files. For more on children's privacy rights, read about the Children's Online Privacy Protection Act at the FTC's website.

### Changing Information

Here's how to review or change personal profile information (address, home phone, e-mail):

- On the Web – Log in to the Campus Information Services and click your address, phone, or email to edit.
- In Person – Visit the Ascendant Academy Main Campus
- By Phone – Call Campus Information Services at (323) 230-0438.

The University, and those who work, teach, and learn at Ascendant Academy, value the privacy of the health information students provide. The Office of Information Technology manages how the personal information shared with us as a student/patient interacting with the Center for Well-being is handled. The website also provides information explaining the rights students have regarding that information and how to exercise those rights. Ascendant Academy provides notices to make students aware of these practices and to comply with the law, including the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

University policies are subject to change. Students are encouraged to check back for updates from time to time. For additional questions about this Privacy Statement, please contact:

Director, IT, Web Development and Operations  
1245 Wilshire Boulevard, Suite 310  
Los Angeles, CA 90017  
(323) 230-0438  
IT@AscendantAcademy.net

### GDPR Privacy Notice Purpose

Ascendant Academy is committed to respecting and protecting the privacy rights of persons in the European Economic Area (EEA), comprised of the European Union (EU) and the countries of Iceland, Norway, and Lichtenstein, pursuant to the EU General Data Protection Regulation (GDPR). This GDPR Privacy Notice describes the University's commitment to the privacy of persons in the EEA, and supplements the University's Privacy Statement for certain persons in the EEA.

### Application of the GDPR Privacy Notice

The GDPR Privacy Notice applies to you if:

- You are a "Person" or "Data Subject"—meaning a natural person, not a corporation, partnership, or other legal entity—who is physically present in the EEA;
- It is with respect to your "Personal Information"—meaning any information relating to an identified or identifiable person—that is provided while you are physically present in the EEA;
- Such Personal Information is not earlier or later provided to the University while you are outside the EEA; and
- Such Personal Information is provided to the University:
  - During the course of the University offering you goods or services;
  - While the University is monitoring your behavior or health;
  - While you are associated with any of the University's programs;
  - While you are participating in clinical research programs; or
  - While you are receiving health treatment.

### Personal Information Processed by the University

Ascendant Academy processes Personal Information, meaning it collects, records, organizes, structures, stores, adapts, alters, retrieves, consults, uses, discloses by transmission, disseminates, makes available, aligns, combines, restricts, erases, or destroys Personal Information.

#### A. General Categories

Depending on the specific purpose for processing Personal Information, the University may process the following general categories of Personal Information:

- Names
- Addresses
- Telephone numbers
- Email addresses
- Identification numbers including but not limited to social security numbers and driver license numbers
- University identification numbers
- Personal identification numbers
- Usernames
- Passwords
- Demographic information, including residential information
- Education history
- Entrance exam scores
- Background check information, including criminal records
- Personal references
- Emergency contact information
- Financial information and family financial information including credit and debit-card numbers, tax information, financial aid information, and insurance and benefits information
- Transaction history
- Business information
- Passport and visa information
- Work history
- Donation history
- Insurance information
- Military service



- IP addresses
- Location information
- Device information
- Metadata
- Education records including but not limited to coursework, correspondence, evaluations, disciplinary complaints, and other records, and files maintained by the University as part of the educational process
- Any requests for accommodations or leave
- Medical history and treatment information
- Family medical history information
- Disability information
- Biometric and genetic information
- Photographs
- Purchasing activity to secure food, lodging, and other services for you

#### B. Special Categories

In order to fulfill certain purposes for which the University processes personal data based on legal bases for processing, the University may need to request special categories of Personal Information—information revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership; genetic data; biometric data for the purpose of uniquely identifying a natural person; data concerning health or treatment; or data concerning a natural person's sex life or sexual orientation.

Before the University processes special-category Personal Information or your criminal-conviction Personal Information, if any, the University will ask for affirmative consent unless the University has another legal basis for the processing, in which case the University will inform students of that basis. In this Notice, these special categories are referred to as Sensitive Personal Information.

A complete copy of the Privacy Statement/GDPR Privacy Notice may be accessed via the Ascendant Academy website at [www.AscendantAcademy.net](http://www.AscendantAcademy.net).

The University may update the GDPR Privacy Notice from time to time. Any changes will become effective upon posting of the revised GDPR Privacy Notice.

## Student Records, Challenging Content and Access Log

### Challenging Content

Any student may file a written request with the Director of Admissions, Enrollment and Academic Advising to correct or remove information recorded in his or her student records that the student alleges to be: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competence; or (4) not based on the personal observation of a named person with the time and place of the observation noted.

Within thirty (30) days of receipt of the request, the Director of Admissions, Enrollment and Academic Advising shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the University. Should the employee no longer be employed, the Director of Admissions, Enrollment and Academic Advising will meet with the student. The Director of Admissions, Enrollment and Academic Advising shall then sustain or deny the allegations.

If the Director of Admissions, Enrollment and Academic Advising sustains any or all of the allegations, he or she shall order the correction or removal and destruction of the information. If the Director of Admissions, Enrollment and Academic Advising denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within thirty (30) days of the refusal, may appeal the decision in writing to the President/CEO or designee. If the President/CEO or designee denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within thirty (30) days of the refusal, may appeal the decision in writing to the Board of Directors.

Within thirty (30) days of receipt of an appeal, the Board of Directors shall, in closed session with the student and the employee who recorded the information in question, determine whether to sustain or deny the allegations. If the Board of Directors sustains any or all of the allegations, it shall order the President/CEO or designee, to immediately correct or remove and destroy the information. The decision of the Board of Directors shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

Whenever there is included in any student record information concerning any disciplinary action, the student shall be allowed to include in such record a written statement or response concerning the disciplinary action.

Whenever there is included in any student record information concerning any disciplinary action in connection with any alleged sexual assault or physical abuse, or threat of sexual assault, or any conduct that threatens the health and safety of the alleged victim, the alleged victim of that sexual assault or physical abuse shall be informed within three (3) days of the results of the disciplinary action and the results of any appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.

**Access Log**

A log or record shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the record and their legitimate interests. The listing need not include any of the following:

- Students seeking access to their own records;
- Parties to whom directory information is released;
- Parties for whom written consent has been executed by the student;
- University employees designated as University officials having a legitimate educational interest, as defined in Administrative Procedure 5.8 titled Student Records, Directory Information and Privacy.

The log or record shall be open to inspection only by the student and the Director of Admissions, Enrollment and Academic Advising, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.

**Academic Transcripts**

An official academic transcript is a record of all courses a student has completed and the grades they have earned along with their degrees and academic honors. An official academic transcript may be requested in person at the Office of the Registrar. Email Registrar@AscendantAcademy.net. The transcript will include all coursework completed at Ascendant Academy.

Upon written request, a copy of students' academic records (transcripts) shall be forwarded by United States postal mail to the student or their designated address(es). Students and former students shall be entitled to two (2) free copies of their transcripts or two (2) free verifications of enrollment. Additional copies shall be made available to students, or to designated address(es) identified by students, at a cost of \$5.00 each. Students may request special processing to expedite their request for an additional fee of \$10.00 per request. The same fees apply for both in person and online requests. Requests for transcripts or verifications must be submitted to the Office of Enrollment Services' Office of the Registrar. Transcripts from another institution are not available for copying.

A student's transcript may be withheld if there are any unpaid fees or charges due to the University. The transcript may be withheld until such obligations of the student to the University are discharged.

**Submission of Academic Transcripts**

Ascendant Academy requires official academic records, transcripts, or mark sheets from all colleges, universities, graduate, or professional schools attended. Even if grades and credits from one institution appear on a student's home institution's transcript, the transcript form the school where the credits originated is still required.

If a student is currently in a degree program, they are required to submit an official "in progress" transcript. If they are admitted to Ascendant Academy, they will need to send an official transcript confirming the completion of the degree or letter stating formal withdrawal from the program prior to enrolling in classes at Ascendant Academy.

If a student has received a degree from a college or university in the United States or English-speaking Canada, the institution may submit official transcripts directly to Ascendant Academy via postal mail to:

Ascendant Academy  
ATTN: Transcripts  
1245 Wilshire Boulevard, Suite 310  
Los Angeles, CA 90017

**Study Abroad Transcripts**

Ascendant Academy will not accept any foreign or French Canadian transcripts. How a student completed a Study Abroad program will determine how their academic history is reported. Study Abroad courses, credits, or transcripts must appear as part of a student's home institution's transcript.

**Transcripts for Transfer into Ascendant Academy**

The Ascendant Academy MHA Program may accept transfers from students enrolled in other graduate programs or at accredited institutions recognized by Ascendant Academy.

Regardless of institution, students wanting to transfer must formally apply to the MHA Program and will be treated as new student applicants. Prospective transfer students are required to follow all of the MHA Program's application requirements and deadlines.

There is no option to test out of or become exempt from required courses by evaluation of previously completed coursework via transcript from other institutions, by previous attendance at seminars or workshops, or by consideration of number of years, quality, or content of professional experience in healthcare administration or otherwise. Similarly, there is no petition to receive course credit for college or university work completed from a foreign country.

**NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT ASCENDANT ACADEMY**

The transferability of credits students earn at Ascendant Academy is at the complete discretion of an institution to which students may seek to transfer. Acceptance of the degree students earn in the Master of Healthcare Administration program is also at the complete discretion of the institution to which students may seek to transfer. If the credits or degree that students earn at this

institution are not accepted at the institution to which students seek to transfer, students may be required to repeat some or all of their coursework at that institution. For this reason students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which students may seek to transfer after attending Ascendant Academy to determine if their credits or degree will transfer.

### Evaluation of Foreign and International Transcripts

If a student had schooling in a country other than the United States, they must have their academic record evaluated to certify that coursework completed (and academic degrees earned) are the equivalent to that offered in the U.S. at a regionally accredited institution. A full course-by-course evaluation must be completed by an approved evaluation agency. The evaluation summary provided directly by the agency will serve as the official transcript, and indicate the number of units and/or degree(s) they have earned. It is not necessary for students to provide an original copy of their academic record. Ascendant Academy recommends the use of a credential evaluation from World Education Services, Inc. (WES). Regardless of citizenship, language or home country, if a student attended a post-secondary institution (associate, bachelor, master, doctoral) outside of the United States, they must have their academic records evaluated by the World Education Services, Inc. (WES).

*NOTE: If students are required to submit academic records evaluated by WES, they must request the documents to be sent to Ascendant Academy well before the application deadline. All academic records, as with all application requirements, are due by the application deadline.*

Students may contact WES at:

Bowling Green Station  
PO Box 5087  
New York, NY 10274 USA  
(212) 966 – 6311

### Student Fees

Note: the fees listed below were accurate at the time this Catalog went to print, and are subject to change at any time without notice by the Ascendant Academy Board of Directors.

#### Application for Enrollment

The fee to apply to Ascendant Academy is \$75. This fee is non-refundable.

#### Book (Instructional Materials) Fee

Book (Instructional Materials) fees reflect the Manufacturer's Suggested Retail Price totals compiled in December 2021 and are subject to change without notice. At the time this Catalog went to print, book (instructional materials) fees were \$300 per Orientation and Immersion, Foundational, and Advanced Course. Book (Instructional Materials) fees are non-refundable.

Students may be required to purchase instructional materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the classroom setting and shall not be solely or exclusively available from the University.

There are strict limitations on charging a "required instructional materials" fee. Such materials include, but are not limited to textbooks, tools, equipment, clothing, and those materials which are necessary for a student's career/technical training and employment.

Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.

When instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two (2) years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Instructors shall take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

#### Course Repeat Fee

Students may repeat a course for the following reasons:

- alleviate substandard academic work;
- a disability-related accommodation;
- active or reserve U.S. military service;
- requirement for a student to meet a legally mandated training requirement as a condition of continued volunteer or paid employment;
- Employment or licensing requirement;
- Significant lapse of time; or
- Extenuating or extraordinary circumstance

The Course Repeat Fee is \$1,250.00. No portion of the fee is refundable.

**Diploma Replacement Fee**

Any student who wishes to order a replacement diploma will be required to pay a fee of \$30.00. This fee is non-refundable.

**Health/Well-Being Fee**

All students are required to pay a fee of \$25 per quarter for the use of the Center for Well-being. The Center offers various programs such as health and wellness workshops, fitness classes, counseling and Ascendant Academy's A.S.C.E.N.D. In Life™ seminars. This fee is non-refundable.

**Late Payment Fee**

Students may be required to pay a late payment fee in the amount of \$50 in addition to the amount owed for any financial obligation to the University not met in a timely fashion. This fee is non-refundable.

**Official Transcript Fee**

No charge shall be made for furnishing up to two transcripts of students' records or for two verifications of various records. Similarly, there shall be no charge for searching for or retrieving any student record. Any student or former student requesting a copy of a student record/transcript beyond the first two shall be required to pay a fee of \$5 per record ordered. This fee is non-refundable.

**Expedited Transcript Processing Fee**

If the student or former student wishes for the transcript record request to be expedited, an additional Expedited Transcript Processing Fee of \$10 will be assessed for a total of \$15 per expedited record ordered. This fee is non-refundable.

**Returned Check Fee**

If any check written for payment to Ascendant Academy for any reason is returned, the writer of the check shall be charged a fee of \$50. This fee is non-refundable.

**Registration Fee**

All students are required to pay a course registration fee of \$10 per credit unit. For example, to register for a three-credit course, the cost is \$30. All registration fees are non-refundable.

**Student Government Association (SGA) Fee**

The Ascendant Academy Student Government Association (SGA) is the officially designated student organization that represents students' needs and concerns. Membership is optional. The SGA fee is \$20 per quarter if students wish to join the Association. This fee is refundable.

**Student Tuition Recovery Fund Fee**

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

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

It is important that students keep copies of their Enrollment Agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

- 1) The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and the student 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) Students were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- 3) Students were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4) The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- 5) The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 6) Students have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- 7) Students sought legal counsel that resulted in the cancellation of one or more of their student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

If applicable, the optional, non-refundable STRF fee is \$143. {\$2.50 for every \$1,000 rounded to the nearest \$1,000}

## Fee Refund Policies

### Full-Term Course Fees

Students will not receive a refund of the registration fee if they drop a course by the course refund deadline. The exception is if the course is canceled or rescheduled by the University necessitating the student drop the course. If the University cancels or reschedules a course necessitating that the student drop the course after the refund deadline, a student may apply the fee previously paid toward the cost of the registration fee of a course in the same or future quarter. After the refund deadline there are no refunds of any fees even when an added course has fewer units than a course that was dropped. For example, a student who enrolls in three units, then after the refund deadline drops those three units and adds another three units, will not be charged an additional fee. A student who enrolls in three units, then after the refund deadline drops the three units and adds two units, will not be charged for the two units but will not receive a refund for the difference between three and two units. For dates pertaining to refunds, see the current Schedule of Classes.

### Student's Right to Cancel

Students have the right to cancel their Enrollment Agreement for the MHA program, without any penalty or obligations receiving a 100 percent refund, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, students also have the right to stop school at any time; and students have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current payment period in the program through the last day of attendance.

- Cancellation may occur up to the seventh calendar day after enrollment.
- Cancellation may occur when a student provides a written notice of cancellation at the following address: 1245 Wilshire Boulevard, Suite 310, Los Angeles, CA 90017. This can be done 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, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled, the University shall refund the student any money s/he paid, less a registration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

### Withdrawal from the Program

Students may withdraw from the University at any time after the cancellation period (described above) and receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current payment period in their program through the last day of attendance. The refund will be less a registration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

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

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Institution.
- The student has failed to attend class for three (3) consecutive weeks.
- The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal. For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn at the end of three (3) consecutive weeks. If the student has completed more than 60 percent of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid

balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

#### **Collection and Refund of Fees**

- The University shall collect fees raised by an act of the legislature and made effective on or after the date a student has enrolled in an upcoming or current term.
- The University shall refund fees collected in error.
- The University shall refund fees that are refundable because of a reduction in the educational program of the University.
- The University shall refund fees that are refundable because of the student's reduction in units or withdrawal from an educational program, in compliance with Title 5 Section 58508.
- The University shall refund fees that are refundable because of changes in law or regulation authorizing and establishing enrollment fees.
- The University shall provide notice to students of availability of exemptions from certain mandatory, authorized and permissive fees.

#### **Full-Time Definition**

A study program of three (3) quarter units or more is considered a full-time study program for Fall, Winter, Spring and Summer Quarters.

#### **Concurrent Course Enrollment**

Concurrent enrollment in more than one section of the same course during a quarter is not permitted. Violation of this regulation will result in loss of credit. Enrolling in classes scheduled or conducted during overlapping times is not permitted.

#### **Pre-requisites and Co-Requisites**

Students without pre-requisites may not enroll in courses requiring them and they may be dropped from a course by the Professor or VP of Student Affairs/Dean of Students if it is determined the pre-requisite has not been met.

It is the student's responsibility to know and to meet any and all course pre-requisites and co-requisites. These requirements are indicated in the individual course description sections of this General Catalog or the accompanying General Catalog update. Students who are currently enrolled in the pre-requisite course will be allowed to conditionally enroll in the next sequence-level course. Failure to successfully pass the pre-requisite course with a "B-" or better may result in exclusion from the sequential course.

#### **Pre-Requisites, Co-Requisites, Advisories and Satisfactory Grade**

A pre-requisite is a condition of enrollment that at student is required to meet in order to demonstrate readiness for enrolling in a course or educational program.

A co-requisite is a course that a student is required to take simultaneously in order to enroll in another course.

An advisory is a course that a student is advised, but not required to take in conjunction with or prior to a course or program.

A satisfactory grade at Ascendant Academy is one with the symbol "A", "B" or "P".

#### **Procedures for Challenging Pre-/Co-Requisites**

Ascendant Academy has established pre-requisites, co-requisites, and other limitations on enrollment through action of its Curriculum Committee. Pre-requisites may only be waived as a result of a formal challenge procedure and for specified reasons.

Ascendant Academy has established an administrative procedure by which any student who provides satisfactory evidence may seek entry into a class according to the University's challenge process. Students challenging pre-requisites or co-requisites will be required to file proof of meeting these course requirements along with an appropriate "Challenge Form".

Students may challenge pre-requisites on the following grounds:

- The pre-requisite or co-requisite has not been established in accordance with the University's process for establishing pre-requisites and co-requisites.
- The pre-requisite or co-requisite is in violation of a provision of Title 5 regulations.
- The pre-requisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge or ability to succeed in the course or program despite not meeting the pre-requisite or co-requisite.
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the pre-requisite or co-requisite course has not been made reasonably available.

There is no option to test out of or become exempt from required courses by evaluation of previously completed coursework via transcript from other institutions, by previous attendance at seminars or workshops, or by consideration of number of years, quality,

or content of professional experience in healthcare administration or otherwise. Similarly, there is no petition to receive course credit for college or university work completed from a foreign country.

### Limitations on Enrollment

The purpose of establishing enrollment priorities is to support students endeavoring to reach their educational goals at Ascendant Academy by providing priority enrollment to groups of students with special needs and/or who are in continuing student status, as long as satisfactory progress is made. Priority shall be set in compliance with California's *Student Success Act of 2012*, Title 5 §58108 *Registration and Enrollment Procedures*, and other applicable laws and regulations. Enrollment in courses and programs may be limited to students meeting properly established prerequisites and co-requisites. (See Board Policy and Administrative Procedure 4.22 titled Prerequisites and Co-requisites). The types of limitation on enrollment specified below may only be established through the curriculum review process. Additional requirements must also be met in order to establish these particular limitations on enrollment.

### Priority Enrollment Criteria and Conditions

- A. Subject to approved appeals and exemptions, the following became effective with enrollment for the Fall 2022 Term:
1. New students not otherwise exempt, including those in any state-provided priority enrollment groups, must complete assessment, orientation, and counseling with at least an abbreviated Student Education Plan (aSEP), in order to receive priority enrollment.
  2. Beginning with Fall 2022 Term enrollment, students who have identified a course of study, been assessed to determine appropriate course placement, completed an orientation program provided by the University, and participated in counseling, advising, or another education planning service including at least an abbreviated Student Education Plan (aSEP), are required to complete a comprehensive Student Education Plan (cSEP) after completing twelve (12) units of degree-applicable credit course work, or prior to the end of the third (3rd) quarter of enrollment, resources permitting.
  3. Continuing students, including those in any state-provided priority enrollment groups, except eligible current and former foster youth, are subject to loss of the enrollment priority for which they would ordinarily be eligible if they are on progress probation for two (2) consecutive quarters.
  4. Continuing students, including those in any state-provided priority enrollment groups, except eligible current and former foster youth, are subject to loss of the enrollment priority for which they would ordinarily be eligible if they are on academic probation for two (2) consecutive quarters.
  5. Continuing students, including those in any state-provided priority enrollment groups, except eligible current and former foster youth, are subject to loss of the enrollment priority for which they would ordinarily be eligible if they have earned degree-applicable, non-basic skills and non-ESL units.
- B. Subject to the above, continuing student enrollment appointments shall be set on the basis of units earned and cumulative grade point average at Ascendant Academy.
- C. Students subject to enrollment priority exclusion shall have a negative service indicator, appearing as a Hold in Student Center in *AcademyWeb*, placed on their enrollment account. The effect shall be to place the student's access to enroll at the end of the enrollment cycle in the period known as Open Enrollment.
- D. Students excluded from enrollment priority shall be notified of options they may have, and/or are advised to exercise. See also the section of this procedure titled Appeals and Exemptions.

### Additional Criteria for Enrollment Priority of Certain Students

- A. Students who are otherwise specified by statute.
- B. Students whose instructional program requires time off-campus or blocks of time associated with scheduled classes for such activities as practice, meetings, counseling, and off-campus time, which limit the choice of class periods.

### Student Groups with Priorities

- A. **Tier 1** Enrollment appointments for students in Tier 1 groups shall be set tier-wide based on units earned and cumulative grade point average, consistent with applicable regulations.

**Armed Forces Personnel and Recent Veterans:** students who are any member or former member of the Armed Forces of the United States, who is a resident of California, for any academic term, within four (4) years of leaving active duty. (Education Code, Section 66025.8)

**Foster Youth:** students formally deemed eligible current or former foster youth, or homeless youth, who are up to and including years of age. (Education Code, Section 66025.9)

**DSSS:** students who by their specific disabilities are enrolled in Differently-abled Student Support Services. (Education Code, Section 66025.91)

**CalWORKs:** students formally enrolled in the CalWORKs Program. (Education Code, Section 66025.92)

- B. **Tier 2** Enrollment appointments for students in Tier 2 groups shall be set tier-wide based on units earned and cumulative grade point average, consistent with applicable regulations.

**Mandatory Enrollment Requirement Students:** students in compliance with program requirements who must maintain full-time status, with completion time requirements, in order to remain in Ascendant Academy programs and/or who are in grant-funded programs with enrollment priority requirements.

**Matriculated Students:** students who, prior to their first quarter of enrollment, completed the Admission, Assessment, Orientation, and Advisement components of Matriculation.

**Trial, Grant-funded, or Other Special Groups for Student Success:** students in groups identified for enhanced and/or expedited student success measures where trial, grant-funded, and/or other special, short-term measures are employed.

- C. **Tier 3** Enrollment appointments for students in Tier 3 groups shall be set in the order of the groups as listed and based on units earned and cumulative grade point average within those groups, consistent with applicable regulations.

**Continuing Students:** students who were enrolled in the previous academic year.

**Returning Students:** students who have completed at least one (1) unit of credit at Ascendant Academy and are returning after a break of no more than one (1) quarter.

**Additional Enrollment Limitations (including, but not limited to):**

- Blocks of Courses or Sections: Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the Curriculum Committee, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the University must include in the course outline of record a list of each degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.
- students meeting pre-requisites;
- health and safety considerations;
- first come-first served basis;
- registration procedure;
- students on academic probation or subject to dismissal;
- faculty workload;
- availability of qualified instructors;
- funding limitations;
- regional planning;
- legal requirements;
- facility limitations; and
- accreditation, regulatory, and policy requirements.

**Priorities When Enrollment Must be Limited**

- A. first come, first served, or other non-evaluative selection techniques, provided all prerequisite and/or course requisites have been met;
- B. in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified;
- C. limiting enrollment to any selection procedure expressly authorized by statute; and
- D. limiting enrollment in one (1) or more sections to students enrolled in one (1) or more other courses, provided that a reasonable percentage of all sections of the course do not have such restrictions.

**Additional Conditions May Be Applicable to Order of Enrollment**

Course sections funded other than by state apportionment, such as contract education, grant-funded programs, and certain fee-based sections (as permitted by law).

**Appeals and Exemptions**

It is the intent of these procedures to support and promote student success, including program completion, through access to needed courses. Petitions for appeals of, or exemption from, the implementation of these procedures are subject to consideration by the Curriculum Committee or its designee.

- A. Students may appeal the loss of enrollment priority due to extenuating circumstances or where a student with a disability applied for, but did not receive reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
- B. Students who have demonstrated significant academic improvement may appeal the loss of priority enrollment status. Significant academic improvement is defined as achieving no less than the minimum grade point average and progress standard established in Title 5 §55031 within a term. The minimum academic standard is a 2.7 grade point average, once the student has attempted four (4) quarter units; the minimum progress standard is greater than 50% of all units enrolled in being other than "W", "I", "NP", or "NC", once the student has enrolled in a total of at least four (4) semester units.
- C. Students may request reinstatement of enrollment priority if an institutional mistake was made.

**Procedures for Challenging Limitations on Enrollment**

A student may challenge an enrollment limitation on any of the following grounds:

- The enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- Ascendant Academy is not following its policy on enrollment limitations, or
- Basis upon which Ascendant Academy has established an enrollment limitation does not exist.



The student shall bear the burden of showing that grounds exist for the challenge. Challenges shall be addressed in five (5) working days and if the challenge is upheld, the enrollment limitation shall be waived. Upon completion of the challenge, the University shall advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Title 5. Completion of this challenge procedure shall be deemed to satisfy the requirement of Title 5 that Ascendant Academy and the student attempted to informally resolve the complaint.

Challenges are submitted to the Director of Admissions, Enrollment and Academic Advising for official consideration. Any enrollment or matriculation regulation believed to have been applied in a discriminatory manner is subject to investigation, adjudication, and referral by the Vice President of Compliance, Diversity and Title IX.

### **Auditing Classes**

No applicant for enrollment or student may audit courses. Only students enrolled in the Master of Healthcare Administration degree may enroll in a course. No fees shall be assigned for auditing courses by state law or other regulation. No student may audit a course with the intention to change his or her enrollment to earn credit for the course. Course enrollment shall be given only to students enrolled in the course for credit for the satisfactory completion of the degree of Master of Healthcare Administration.

### **Adding and Dropping Classes**

#### **Course Registration**

Course registration refers to the adding and dropping of classes during the registration period. The open course registration period occurs through the end of the first day of the quarter. During the open course registration period, all eligible students are registered for courses with the guidance of an academic counselor based on passing requisites, sequence of courses and program plan to register for any combination of Foundational courses, Advanced courses, Administrative Electives, Domestic Academic Excursions, and Global Academic Excursions barring any financial, academic or progress probation restrictions.

Registration is executed on behalf of students by Ascendant Academy personnel. Students continuing from the prior quarter will automatically receive registration notification from the Office of Enrollment Services. New and returning students are required to schedule an appointment with an academic counselor and registration is executed on behalf of students by Ascendant Academy personnel.

All procedures may change from time to time and may be superseded by current state and federal laws and regulations.

#### **Late Registration**

On or after the first day of the quarter, a student may be registered for a class upon approval of outstanding decisions regarding successful passing of prerequisite courses and barring any financial, academic, or progress probation restrictions per the Office of Academic Affairs, Office of Business and Finance, and/or Office of Student Services. The late registration process occurs during the first week of the quarter. Late registration is executed on behalf of students by Ascendant Academy personnel.

#### **Section Transfer**

Students who have a change of work schedule or other extenuating circumstances may request a section transfer from one class to another class in the same course subject. Section registration change must be made by the University and may involve instructor-to-instructor transfer of grade records. The section transfer must occur by the section transfer deadline (see Schedule of Classes).

#### **Cancellation of Classes**

Ascendant Academy reserves the right to cancel a class regardless of the number of enrolled students if an extraordinary event outside of the university's control such as war, strike, riot, crime, epidemic/pandemic, act of God (i.e., earthquake), or sudden legal changes prevents the university from fulfilling its course syllabus or obligations to enrolled students as outlined therein.

#### **Veteran Requirements**

Adds and drops for Veterans must be reported to the Director, Career Services/Veteran's Resources in the Office of Enrollment Services as soon as possible. To fail to do so may result in an overpayment or underpayment. The Veterans Administration holds the veteran responsible for reimbursement of overpayments. Attendance Verification is required. Veterans must sign in with the Director, Career Services/Veteran's Resources between the 20th to 28th of each month or they will be discontinued from receiving benefits.

#### **Academic Probation for Veterans**

In accordance with Title 38, Code of Federal Regulations, Part 21, 5253(d)(4), "The school enforces a policy relative to standards of conduct and progress required of the student." This means that for veterans and/or eligible dependents, if such a student fails to obtain a cumulative grade point average of 2.7 or better after two consecutive quarters, their VA educational benefits will be discontinued.

#### **Adding and Dropping Courses**

A student may add and drop courses between certain dates as published in the Schedule of Classes each quarter (during the enrollment appointment period, during the open enrollment period, and prior to the add deadline). Prerequisites and/or co-requisites will be checked at the time of official enrollment into a course.

### Registration Appointments

Registration is executed on behalf of students by Ascendant Academy personnel. Students continuing from the prior quarter will automatically receive registration notification from the Office of Enrollment Services. New and returning students are required to schedule an appointment with an academic counselor and registration is executed on behalf of students by Ascendant Academy personnel.

### Adding Closed Classes/Placement on Wait List

- A student may attempt an add as listed above. If the class is closed, he/she may opt to be placed on the wait list, if available.
- The student must have met any prerequisite and/or co-requisite.
- Only the instructor may authorize an add to a closed class. The instructor is responsible for adding any students to a closed class, electronically.
- The student may not attend the closed class on the first day of the class in order to be considered for enrollment in the class unless the instructor has given prior approval to do so.

### Petitions

After student add and instructor add deadlines have expired, classes may only be added by formal request from the student to the Vice President of Student Services/Dean of Students, Vice President of Academic Affairs/CAO or designee.

- The student must secure a "Late Add Petition" from the Office of Enrollment Services. The Late Add Petition must be completed before securing the signatures indicated below.
- The student must secure the following signatures:
  - Instructor signature
  - Vice President signature

Completed and signed Late Add Petitions must be submitted to the Director of Admissions, Enrollment and Academic Advising.

### Course Repetition Exceptions

Students who have previously attempted a course twice are subject to course enrollment denial due to excessive course repetition regulations.

Students who were enrolled twice in a course and received the following grades or symbols "D", "F", "NP", "FW", or "W" in any combination and who wish to re-enroll in the same course are required to petition the Curriculum Committee for approval or denial of an additional enrollment.

### Wait List

All classes have limited capacity wait lists. Students are limited to four (4) units of wait list assignment. Prerequisites and co-requisites must be met and all holds and/or time conflicts must be cleared. All applicable fees must be paid at the time of placement on the wait list.

### Course Withdrawals

- Students who withdraw or drop classes during the first two weeks or 20% of the term, whichever is less, will receive no notation on their academic record.
- Withdrawals, or drops, are authorized through the last day of the second (2<sup>nd</sup>) week of instruction or 20% of the term, whichever is less.

Instructors shall clear their rolls of "no-show" students no later than the second (2<sup>nd</sup>) class meeting for all students. "No-shows" are defined as students who did not attend the very first (1<sup>st</sup>) day of class.

Instructors shall clear rosters of "inactive students" no later than the second (2<sup>nd</sup>) week of classes or 20% of the term, whichever is less.

"Inactive students" include:

- Students identified as no-shows
- Students who officially withdraw
- Students who are no longer attending classes and are therefore dropped by the instructor
- Students who are no longer attending distance education classes, as determined by regular and substantive interaction between student and faculty, and are therefore dropped by the instructor.

### Withdrawals after 60% of the Term or Sixth (6<sup>th</sup>) Week

The Board of Directors authorizes withdrawal from cours(es) due to documented circumstances beyond the control of the student after the last day of the sixth (6<sup>th</sup>) week (or 60% of the term, whichever is less) and delegates such authority to the President/CEO or designee to administer. Such documentation does not guarantee refund of any fees.

### Limitations on "W" Symbols

Students are permitted to withdraw and receive a "W" in a course no more than two (2) times. Subject to petition approval by the Curriculum Committee, students may be permitted to enroll in a course after receiving two (2) "W" symbols if the total number of possible "W" symbols received for the course could not exceed four (4). Students who have received three (3) "W"s in a course are ineligible to enroll in that course again.

In the case of multiple withdrawals, the University offers interventions. Students are notified when they fall either into progress probation or progress dismissal status. Students in progress probation or progress dismissal status are invited to meet with a counselor, attend an ExCEL Workshop or engage in one-on-one tutoring, and the maximum units permitted is limited based on grade point average and course completion rate.

### **Dropping Classes and Withdrawing from the University**

Students are asked to consult with a counselor when considering withdrawing from the University. Individual classes may be dropped by meeting with an academic counselor. Students who cease attending class(es) officially or unofficially are subject to the following regulations:

- Dropping officially from a class or withdrawing from the University by the end of 20% of the quarter will prevent classes from appearing on the student's permanent transcript record.
- Dropping a class after 20% of the term is completed will result in a "W" being recorded by the Office of Enrollment Services.
- IT IS THE STUDENT'S RESPONSIBILITY TO DROP BEFORE THE DEADLINE DATES. Excessive "W" grades may lead to academic progress dismissal.
- Students are not permitted to drop a class or withdraw from the University after 60% of the quarter. Grades shall be recorded by the Professor based on the grade-point average of the student during the period of attendance. Students may receive a failing grade in any course when they stop attending class and do not officially drop the class.
- Students seeking withdrawal from a class after the "W" deadline for extenuating circumstances must submit a petition to the Office of Enrollment Services clearly stating the circumstances and providing documentation of such circumstances. Petition forms are available in the Office of Enrollment Services after the "W" deadline. Petitions will not be accepted without documentation. The VP of Student Affairs/Dean of Students will review petitions. The following criteria will be applied:
  - Verified cases of accidents, illness, or other circumstances beyond the control of the student, such as death of an immediate family member, natural disaster, and/or other reasonable obstacles that prevented a student from complying with college procedures for dropping a class.
  - Students wishing to appeal the final petition decision should be referred to the Student Rights and Grievance Policy and Procedure, particularly the Student Grade Grievance Procedure outlined therein.
- IT IS THE STUDENT'S RESPONSIBILITY TO DROP CLASSES S/HE NO LONGER WISHES TO ATTEND. FAILURE TO DROP A CLASS MAY RESULT IN FEE CHARGES, AND/OR HAVING GRADES OF "W" OR "F" LISTED ON OFFICIAL TRANSCRIPTS.
- "W" records count as attempted enrollment. A student may repeat the same course only once for purposes of improving a substandard grade ("D", "F", "FW", or "NP"), except when permitted a second repetition (third enrollment) via petition to the Curriculum Committee or as otherwise permitted by Title 5.
- 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.

## Experiential Center for Excellence and Leadership (ExCEL)

The Experiential Center for Excellence & Leadership (ExCEL) provides opportunities for students to develop skills that promote success in Foundational and Advanced Curriculum courses as well as in their concurrent, professional and personal lives. Offerings are intended to subsidize a myriad of both necessary and desired market-driven skills. Tutoring, academic advising, skills workshops, resume and job interview support, career counseling and immersion placement can all be discovered at ExCEL.

Once admitted to the University, ExCEL supports the transition of new students into the University by providing services that:

- promote academic achievement and successful completion of the degree,
- support pursuit of any career technical education certificates or programs, and
- prepare students for career advancement.

### Core Matriculation Services

All new students are required to complete Core Matriculation Services (Assessment, Orientation, and Counseling) with an Enrollment Counselor in order to complete registration. An abbreviated Student Educational Plan (aSEP) is provided during the in-person Core Matriculation Service meeting. The aSEP outlines Assessment results, educational goals, the registration process, and important dates and deadlines. After registration and sometime during the first quarter, a comprehensive Student Educational Plan (cSEP) must be completed outlining a plan for the student's entire academic journey.

#### Assessment

The Assessment portion of Core Matriculation Services provides English, English as a Second Language (ESL), Reading, Reading Comprehension, Writing, and Mathematics assessments for recommendation of the development of the comprehensive Student Educational Plan (cSEP) as well as for advisory courses that may be of benefit to the student when taken in conjunction with or prior to specific degree program courses at no cost. For example, based on a student's Assessment result in mathematics, s/he may be advised to register for a Business Algebra course through ExCEL or at another institution such as a community college prior to registering for HCA 511: Healthcare Economics: Forecasting and Financial Statements. Assessment is also available for continuing students who are eligible to re-assess and returning students who need to retake the placement test.

#### Orientation

Orientation introduces students to the University policies, procedures, resources, support services and college programs which are available to help them make better, more informed educational and career choices.

#### Counseling

Counseling provides academic advisement and assistance in course selection, development of a comprehensive Student Educational Plan (cSEP), career planning, and referral to appropriate student services such as the Center for Well-being.

## ExCEL Programs

### Administrative Electives

Administrative Electives are an integral part of the MHA program which heightens the Foundational and Advanced Curriculum. These courses allow students to integrate the theoretical and didactic concepts shared in the classroom with experience in the field. The Administrative Elective is Ascendant Academy's robust effort toward immersion placement: collaboration toward individualized development via formal connection to, placement in or support in application to a field study, mentorship, fellowship, internship, preceptorship, apprenticeship or residency program. Via ExCEL, students are guided toward a multitude of available Administrative Elective courses to gain greater proficiencies from others and entities who hold substantive levels of expertise.

### Academic Advising

Intended to ensure a smooth experience in the MHA program at Ascendant Academy from as early as acceptance and matriculation through graduation, academic advising provides opportunities for one-on-one interaction meant to support Foundational to Advanced Curriculum transitions. Academic advising assists students with the how, why and when to avail themselves to tutoring, skills workshops, career counseling, and ideal match to well-fitting Administrative Electives. Academic advising offers a collaborative relationship between advisors, students, faculty, the internal Academy community, as well as Administrative Elective affiliates and supports students' successful navigation of the Academy's academic offerings, policies, and procedures plotting a path to success.

### Career Counseling

Ascendant Academy's mission is to unleash healthcare leaders and foster healthier futures.™ Thus, it actively engages in preparing graduates who will make an impact in their communities and in the lives of others. From career assessments to career development advice, career counseling allows current students and alumni to connect to their future careers. Students learn and enhance the skills needed to succeed in the workplace and in life. Career counseling supports students' efforts to:

- clarify their innate strengths, natural aptitudes, and passions,
- build self-awareness and self-esteem,
- develop comfortable, networking habits,
- match their personal values to potential employers' codes of ethics,

- practice decision-making and leadership behaviors, and
- establish lifelong career management skills including goal-setting

While Ascendant Academy intends to arm its students and graduates with the knowledge, skills and abilities to serve as highly competent business leaders in the healthcare industry, it does not intend to engage in what would be considered formal job placement. Ascendant Academy has designed its program to lead current students and graduates to positions in the medical and healthcare professions, but is not preparing them for any specific vocation or trade that requires licensure, such as a nursing degree would lead a graduate to state licensure as a Registered Nurse. As eventual executives serving in business roles as hospital, clinic, and nonprofit facility executives, not clinical roles, the primary function of Ascendant Academy's internship, career services, veteran's resources, and academic advising efforts are to make certain students and graduates are scholastically competent to achieve such opportunities in business as hospital Chief Executive Officer.

#### **Professional Development**

Professional development is an integral part of students becoming aware of and embracing the impact of their future contributions to a larger society as well as their roles in cultural, economic, social, and political environments. Professional development focuses on internal and external engagements of the Academy that help students advance throughout the MHA program onward to a fulfilling and lucrative career. From workshops to self-assessments to support in writing an effective resume, Ascendant Academy students and graduates are well-positioned for any interview with potential employers.

#### **Skills Workshops**

Through ExCEL students can increase their marketability by taking any number of skills workshops designed to promote success in Foundational and Advanced Curriculum courses as well as in their concurrent, professional and personal lives. Offerings are intended to subsidize a myriad of both necessary and desired market-driven skills related to the healthcare industry ranging from quality and performance improvement topics such as PDSA Cycle and Lean to facilities and project management requiring Gantt planning.

#### **Financial Planning**

Students are encouraged to take part in financial planning workshops offered through ExCEL. Financial Aid Counselors comprehensively assess each student's unique financial situation to find the most suitable options for them to achieve their graduate education dreams without finding themselves in a nightmare of debt after graduation.

#### **Differently-Abled Student Support Services (DSSS)**

Ascendant Academy is committed to supporting all members of its community who may have physical, communication, or learning challenges. The University offers support with learning strategies and study skills workshops via ExCEL.

#### **Follow-Up**

An Early Alert program is available to monitor students' comprehensive Student Educational Plan (cSEP) progress at regular intervals or after each of the first two academic years. Follow-up efforts intend to:

- ensure students adhere to their cSEP;
- declare specific educational goals from quarter to quarter;
- attend classes regularly and complete assigned coursework;
- maintain satisfactory progress to prevent academic probation; and
- sustain familiarity with the General Catalog and Schedule of Classes to know and observe all policies and procedures of the MHA program.

The Early Alert program will also monitor academic probation students after each quarter providing one-on-one counseling.

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## Financial Aid

### What is Financial Aid?

Financial Aid is money made available by federal and state governments and by private sources in the form of grants, scholarships, loans, and employment. This assistance makes it possible for students to continue their education beyond high school, even if they and/or their family cannot meet the full cost of the postsecondary school they choose to attend. The funds are intended to assist students with the cost of education, which include: tuition, fees, books, supplies, food, housing, transportation, and personal expenses.

### Eligibility for Financial Aid

To be considered for financial aid, students must generally meet the following minimum requirements:

- Be enrolled as a regular student in an eligible program which includes an associate degree or higher or transfer program
- Cannot also be enrolled in elementary or secondary school
- Have a high school diploma or equivalent notwithstanding the reinstated Ability to Benefit (ATB) provision of the Higher Education Act (HEA) of 1965
- Maintain Satisfactory Academic Progress (SAP)
- Meet Enrollment Status Requirements
- Have resolved any drug conviction issue
- Be a U.S. citizen or eligible non-citizen
- Have resolved any default on a Federal Student Aid (FSA) loan or overpayment
- Have a valid social security number
- Males ages 18-25 must register with the Selective Service System or meet exemption requirements
- Resolve any conflicting information
- Submit all required documentation that may be requested by the Office of Financial Services Planning of the school
- There are also program-specific eligibility requirements that may be required

Ascendant Academy has applied for Eligibility from the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC) and is an unaccredited institution offering a degree. Students enrolled in unaccredited institutions are not eligible for Federal Student Aid programs.

### Financial Aid at Ascendant Academy

While financial aid is often seen as the only way a student can undertake a postsecondary degree and aid programs have become the norm for most people, Ascendant Academy holds an alternate perspective about how its master's degree can be financed.

Student loan debt can become a tremendous burden on young people just starting out working to establish their lives and careers. The burden impacts graduates' credit reports and FICO® scores, which in turn can affect background checks for jobs, access to capital for loans to start their own businesses, or loans to purchase a home or car, ultimately seeming opposite the originally desired outcome of earning a graduate degree. Higher education is supposed to expand opportunities and offer graduates myriad ways to positively contribute to society while solidifying long-term, personal, financial stability.

Our lean operating style and unique curriculum design serves to keep our graduates out of debt and in to great positions where they can earn a great living. Our adult students only take one class at a time which ensures time to sufficiently engage in on-site immersion experiences with partnering healthcare organizations and comprehensive attention to all facets of coursework including reading, research, group activities and individual assignments while also proving suitable for substantive work schedules and tending to family and personal responsibilities. Taking one class at a time also means that students can finance all or part of their education-related costs out-of-pocket or through less traditional methods of personal financing versus reliance on federal, state or private loans.

In all cases, the Financial Aid Counselors at Ascendant Academy comprehensively assess each student's unique financial situation to find the most suitable options for them to achieve their graduate education dreams without finding themselves in a nightmare of debt after graduation. Students are encouraged to:

- live very modestly, taking advantage of healthy, shared home environments where cost of living is kept low.
- work full-time so that they may be the primary financiers of their education.
- take part in financial planning workshops offered via Ascendant Academy's Experiential Center for Excellence and Leadership (ExCEL).
- apply for as many grants and scholarships as possible.
- Utilize Employment Tuition Reimbursement funds that may recoup some or all of their tuition expenses.

And, most importantly, students are adamantly discouraged from taking on private loan debt for any other reason than to subsidize any left-over education-related amounts beyond their personal capacity.

**Yet and still, once Ascendant Academy achieves initial accreditation with the Western Association of Schools and Colleges (WASC) WASC Senior College and University Commission (WSCUC), it will become eligible to participate in the United States Department of Education Federal Student Aid program which administers federally funded Title IV Federal Student Aid in the form of Federal Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Federal Direct Subsidized and Unsubsidized Loans to assist students with the cost of education including tuition, fees, books, supplies, food, housing, transportation, and personal expenses.**

Upon being deemed a Title IV school, Ascendant Academy may process Federal Student Aid supporting the disbursement of student loans, grants, and federal work-study program earnings. Until such time that Ascendant Academy achieves initial accreditation with WSCUC, it remains ineligible to process Federal Student Aid. Ascendant Academy expects to be eligible to process Federal Student Aid between 2024 and 2026. Upon eligibility, the methods of participation in the Federal Student Aid program are outlined below.

## Ascendant Academy MHA Program Design, Credit Status and Financial Aid

Federal Student Aid and Financial Aid Awards are based on student availability and financial need, but aid is only available based on enrollment (Enrollment Status Requirements). The number of units a student is enrolled in per quarter impacts eligibility for aid regardless of a student's need. The course load dictates the amount of financial aid students may receive for various aid programs.

Final enrollment for a quarter is measured at Census (the last day of the add/drop period of the quarter). Prior to Census, Financial Aid Awards are revised for students enrolled in less than full-time status to match eligibility based on the actual number of units in which students are officially enrolled. The student's enrollment award is then locked at Census.

### Requirements for Graduate Students – Master's Degree Students Taking 500 Level Courses

Number of Units (Quarter Term)	Graduate Enrollment Status	Impact on Award Eligibility
12 units	Full-time	Full loan award eligibility – 100%
6 units	Half-time	Full loan award eligibility – 100%
Less than 4 units	Less than half-time	No loan award eligibility – 0%

The Ascendant Academy MHA program has been meticulously designed so that students are challenged by an extremely rigorous curriculum which requires that they complete assigned readings, perform significant research, submit substantive individual and team assignments, engage with off-site administrative electives and associated project tasks, and be prepared to interact with their fellow classmates and professors in high-level discussions about their course content and materials in order to achieve minimum satisfactory grades. This level of learning is quite challenging; possibly overwhelming for adult students with significant personal and professional responsibilities. Thus, the program has been designed for students to take no more than one Foundational or Advanced course per quarter.

Not all quarters are the same. Graduation requirements mandate that students must also take at least one Administrative Elective course per Academic Year (four quarters), and that they must take at least one Domestic Academic Excursion course and at least one Global Academic Excursion course within the entire three-year program. Students may take more Academic Elective, Domestic Academic and Global Academic Excursion courses as their interests guide them toward doing so while keeping in mind that taking additional courses increases the overall cost of the program. In addition, all students who wish to take more courses than those required for graduation may only make those decisions in coordination with their Academic and Financial Counselors to determine that satisfactory progress can still be made and that doing so will not significantly affect their finances or well-being. Such decisions must be made as part of the student's comprehensive Student Educational Plan (cSEP) through the Experiential Center for Leadership and Excellence (ExCEL).

### Course Types and Units

Course Type	Number of Units
Orientation and Immersion Course (HCA 500)	1 unit
Foundational Course (HCA 501-508)	3 units
Advanced Course (HCA 509-512)	3 units
Administrative Elective Course (HCA 513-519)	3 units
Domestic Academic Excursion Course (DAE 520)	1.5 units
Global Academic Excursion Course (DAE 521)	3 units

Students at Ascendant Academy will only be eligible for Federal Student Aid during quarters when they are deemed at least half-time enrollment status by taking six (6) units or more in the following scenarios:

- Enrollment in a Foundational Course and an Administrative Elective Course (3 units + 3 units)
- Enrollment in an Advanced Course and an Administrative Elective Course (3 units + 3 units)
- Enrollment in a Foundational Course and a Global Academic Excursion Course (3 units + 3 units)
- Enrollment in an Advanced Course and a Global Academic Excursion Course (3 units + 3 units)

Unless students take more than the required number of units to graduate, there will only be four (4) times (quarters) when they will be eligible for Federal Student Aid.

Students are not able to take more than four (4) units in their first quarter of the program; they may only take the one- (1-) unit HCA 500: Healthcare Administration Orientation and Immersion and three- (3-) unit HCA 501: Healthcare Administration: Industry and Practice. Four (4) unit enrollment leaves the first quarter of the program ineligible for all students to qualify for Federal Student Aid.

### The Ascendant-Prepared Graduate Model

The Ascendant Academy MHA program curriculum is quite unique. The trend for most graduate programs is to take many courses more quickly to graduate faster. Our philosophy is to take less courses less quickly to graduate slower. Why? Because it is often less burdensome for students to pay out-of-pocket for one course at a time than two. It is often too difficult to fully master the

course content and material and sufficiently engage in a robust, case-based syllabus when stretched too thin with too many courses. The Ascendant Academy curriculum keeps costs manageable, learning and retention at an all-time high, and life pretty well balanced. It is much better for students to “pay as they go” than assume loans that they will later feel like they will be paying “forever”. The value of the Professors of Practice, the case-based lesson plans, and the on-site, immersive Administrative Electives is unsurpassed and well worth living minimally for a few years if it means an outcome of maximal education for minimal debt.

The alternative of serving as the primary financier of their education means students are empowered upon graduation to achieve what their education is supposed to provide...freedom to succeed not frustration from debt. Modest lifestyles and full-time employment while in the MHA program, sound financial planning, the addition of scholarships and grants plus possible Employment Tuition Reimbursement adds up to a perfect formula for the Ascendant-prepared graduate equaling competent, capable and calm executives ready to innovate and successfully lead healthcare organizations for decades to come.

#### **Loan Funding, Obligation, and Default**

Students may be eligible for the full amount of loan funds for the quarter as long as the student is enrolled in a minimum of six (6) units. **If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.**

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

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

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

Students must be enrolled in six (6) units to work on campus as part of the work-study program – part of the Title IV Federal Student Aid program.

## **Financial Aid Application Process and Programs When Ascendant Academy Becomes Eligible**

### **Application Process**

#### **Step 1 – Apply**

- Submit a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).
- Ascendant Academy Federal School Code will be available when eligible to process federal student aid.
- The FAFSA Application for the upcoming academic year is processed based on the family income and tax information from two years prior (“prior prior”). For example, for the Fall 2022 – Summer 2023 academic year, the Application requires income and tax information from 2020.
- If not a U.S. citizen or eligible non-citizen and qualify for AB 540 / AB 2000 / SB 68 status, submit a California Dream Act Application at [www.caldreamact.org](http://www.caldreamact.org) to apply for state aid.

#### **Step 2 – Submit Forms**

- View To Do List from the Office of Financial Services Planning or read missing information letter, which lists required documents to complete student file.
- Download required forms from [www.AscendantAcademy.net/financialaid](http://www.AscendantAcademy.net/financialaid) (will be available when eligible to process federal student aid).
- Submit the required forms to the Office of Financial Services Planning in person, by mail, or e-mail.

#### **Step 3 – View Awards**

- View award notification and review awards from the Office of Financial Services Planning.
- Accept or decline any awards; students may accept or decline some or all of an award.
- Meet Satisfactory Academic Progress (SAP) standards to receive awards.

#### **Step 4 – Funds/Refund Disbursement**

- The Office of Financial Services Planning will disburse grants, scholarships, and/or loans.
- All financial aid funds are applied to the student cost of education bill. If there are remaining funds, those funds will be disbursed via Ascendant Academy’s Refund Election system.
- Students will be entered into the Refund Election system.
- If a refund is warranted, students receive a refund selection kit and select refund choice online at [www.refundselection.com](http://www.refundselection.com) using their personal access code.
- Students receive notification from the Office of Financial Services Planning regarding refund status.
- Students elect a refund disbursement mode.

#### **Important Dates**

- October 1 – FAFSA Application becomes available for upcoming award year. Submit financial aid application online at [www.fafsa.gov](http://www.fafsa.gov).
- March through April – View To Do’s from Office of Financial Services Planning. Submit all required documentation to the Office of Financial Services Planning.



- July – Office of Financial Services Planning sends award notification to students.

## Financial Aid Programs

### Federal Programs

- **Federal Direct PLUS Loan** is a loan that a graduate or professional student or parent of dependent undergraduate student can use to help pay for college or career school. PLUS loans can help pay for education expenses not covered by other financial aid. The U. S. Department of Education makes Direct PLUS Loans to eligible parents and graduate or professional students through schools participating in the Direct Loan Program. A Direct PLUS Loan is commonly referred to as a parent PLUS loan when made to a parent, and as a grad PLUS loan when made to a graduate or professional student. With the U. S. Department of Education as the lender, to qualify, students must not have an adverse credit history (or meet additional requirements) since a credit check will be conducted and the maximum PLUS loan amount students can receive is the cost of attendance (determined by the school) minus any other financial aid received.
- **Federal Work-Study (FWS)** is a program with limited funding which provides employment to help pay for part of a student's educational costs. This program is based on financial need and, if awarded, is part of a student's award package. Students on FWS may work approximately 15 hours per week on or off campus. Students must submit a separate FWS application in addition to the FAFSA to apply for FWS.
- **William D. Ford Federal Direct Subsidized and Unsubsidized Loans** must be repaid. Students must complete a FAFSA first. Once a student receives a financial aid award notification, the student may apply for a student loan. The amount of loans ranges from \$3,500 to \$10,500 per academic year. Loan amounts will be determined at the time the Office of Financial Services Planning certifies a loan application. The student's annual borrowing limit may also vary based upon the amount of unmet need after other federal assistance is considered; and the applicant's aggregate student loan debt; and the applicant's previous delinquent or defaulted loan history.

Loan funds will not be distributed until the student has signed the loan agreement/ Master Promissory Note (MPN) and completed single-session, entrance counseling as required for all first-time federal loan borrowers; loans will not be disbursed until the requirement has been met per the William D. Ford Federal Direct Loan Program. Students must maintain at least half-time enrollment status to receive a loan. Once a student receives loan funds, the student must maintain reasonable progress toward a certificate, degree, or transfer program. Exit counseling is required when students graduate, leave school, or drop below half-time enrollment. Entrance and exit counseling are conducted via the federal student loan website [www.studentloans.gov](http://www.studentloans.gov).

#### Federal Direct Subsidized Loans

A low interest loan for students that demonstrate financial need. Students are not charged interest as long as they are enrolled at least half-time. The amount that a student may borrow is based upon unmet need and the student's progress in an academic program. Also, loan amounts are constrained by federally mandated annual and aggregate limits. In general, a student's eligibility for subsidized loans is limited to 150% of student's published program length.

#### Federal Direct Unsubsidized Loans

A low interest loan for which a student isn't required to demonstrate financial need. Students are responsible for the interest charges while they are in school. Interest begins to accrue when the first disbursement is made, the amount that a student may borrow is based upon unmet costs and the student's progress in an academic program. Also, loan amounts are constrained by federally mandated annual and aggregate limits.

In reviewing a request for any loan, the Office of Financial Services Planning may use "professional judgment" to deny a student a loan on a case-by-case basis. If denied a loan, a student will receive a letter from the Office of Financial Services Planning indicating the reason(s) for the loan denial.

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

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

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

### Lifetime Eligibility Award Limits

There are limits on the number of years or the amount of funding a student can receive during their academic careers. All associate, bachelor, master and doctoral loans are considered in Federal Student Aid eligibility. There are limits on the amount in subsidized and unsubsidized loans that students may be eligible to receive each academic year (annual loan limits) and the total amounts that may be borrowed for undergraduate and graduate study (aggregate loan limits). The actual loan received each academic year may be less than the annual loan limit. The limits vary depending on the year in school and whether the student is a dependent or an independent student.

Students who are considered a dependent student whose parents are ineligible for a Federal Direct PLUS Loan may be able to receive additional Federal Direct Unsubsidized Loan funds.

The following chart shows the annual and aggregate limits for subsidized and unsubsidized loans.

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500 – No more than \$3,500 of this amount may be in subsidized loans.	\$9,500 – No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500 – No more than \$4,500 of this amount may be in subsidized loans.	\$10,500 – No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500 – No more than \$5,500 of this amount may be in subsidized loans.	\$12,500 – No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable. (all graduate and professional students are considered independent)	\$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	\$31,000 – No more than \$23,000 of this amount may be in subsidized loans.	\$57,000 for undergraduates – No more than \$23,000 of this amount may be in subsidized loans.  \$138,500 for graduate or professional students – No more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

The aggregate loan limits include any Subsidized Federal Stafford Loans or Unsubsidized Federal Stafford Loans students may have previously received under the Federal Family Education Loan (FFEL) Program. As a result of legislation that took effect July 1, 2010, no further loans are being made under FFEL Program.

Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The \$65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study.

If the total loan amount students receive over the course of their education reaches the aggregate loan limit, they are not eligible to receive additional loans. However, if they repay some of their loans to bring their outstanding loan debt below the aggregate loan limit, they could then borrow again, up to the amount of their remaining eligibility under the aggregate loan limit.

Graduate and professional students enrolled in certain health profession programs may receive additional Direct Unsubsidized Loan amounts each Academic Year beyond those shown above. For these students, there is also a higher aggregate limit on Direct Unsubsidized Loans. If they are enrolled in a health profession program, they should talk to a counselor at the Office of Financial Services Planning for information about annual and aggregate limits.

### Federal Loan Time Limits

Students who are first-time borrowers on or after July 1, 2013 are subject to a limit on the maximum period of time (measured in academic years) that they can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. If this limit applies, they may not receive Direct Subsidized Loans for more than 150 percent of the published length of their program. This is called their "maximum eligibility period." The maximum eligibility period is generally based on the published length of the current educational program. The Ascendant Academy MHA graduate degree program length is three (3) Academic Years.

For example, if you are enrolled in a four-year bachelor's degree program, the maximum period for which you can receive Direct Subsidized Loans is six (6) years (150 percent of 4 years = 6 years). Enrolling in the three-year master's degree program at Ascendant Academy means the maximum period for which you can receive Direct Subsidized Loans is four and a half years (150 percent of 3 years = 4.5 years).

Because the maximum eligibility period is based on the length of the current program of study, the maximum eligibility period can change if students change to a program that has a different program length. Also, if students receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans they received for the earlier program will generally count toward the new maximum eligibility period.

### Scholarships

Scholarships do not have to be repaid. The Office of Financial Services Planning may steward a number of scholarships that may or may not require financial need. Applications may be available in the Office of Financial Services Planning.

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### Concurrent Enrollment

Students are only eligible to receive financial aid at one college and/or university each enrollment period, with the exception of scholarships. Students attending more than one college and/or university at the same time should check with each institution regarding its rules about scholarship eligibility. If a student receives financial aid from more than one college or university during the same enrollment period, they may be ineligible to receive funds and may be required to pay back the money to at least one of the institutions, and may be assigned to the Department of Education for collections.

### Disbursements

Financial Aid disbursements are calculated based on a student's Expected Family Contribution (EFC), financial aid need, the availability of funds, and the number of units in which the student is enrolled each quarter. For students enrolled in courses which are less than eighteen (18) weeks in length during the fall or spring quarter(s), units will be counted toward the total units for the entire quarter.

Financial Aid disbursements will first be applied to cover any mandatory charges on the student's account and the remaining balance will be refunded to the student via electronic disbursement.

Students who are on Warning, Probation, or Termination status may experience a financial aid disbursement delay in their next quarter until all grades are posted and Satisfactory Academic Progress is evaluated.

Waitlist courses are not and will not be considered as officially enrolled units. There is a limit on repeated coursework for purposes of determining the enrollment status. If a student passes a course, one repetition may be included in his/her enrollment status. However, any subsequent repetition may not be included in the enrollment status. Students awarded financial aid will be sent a refund selection kit. They will go to [www.refundselection.com](http://www.refundselection.com) to choose their refund choice. Students can have an electronic deposit go to their own bank account or choose a BankMobile Vibe account. Students are sent an e-mail notification when their refund is processed and disbursed.

### Withdrawals, Incompletes, and Repeated Courses in the Pace of Progress

Incompletes, no pass courses, courses noted as excluded, repeated courses, and withdrawals are counted as attempted units in calculating the pace of progress. Courses noted as excluded on the transcripts are not counted for purposes of the cumulative GPA. Grades removed through academic renewal are still counted for pace of progress and GPA requirements.

#### Course Withdrawals

- Students who withdraw or drop classes during the first two weeks or 20% of the term, whichever is less, will receive no notation on their academic record.
- Withdrawals, or drops, are authorized through the last day of the second (2<sup>nd</sup>) week of instruction or 20% of the term, whichever is less.

Instructors shall clear their rolls of "no-show" students no later than the second (2<sup>nd</sup>) class meeting for all students. "No-shows" are defined as students who did not attend the very first (1<sup>st</sup>) day of class.

Instructors shall clear rosters of "inactive students" no later than the second (2<sup>nd</sup>) week of classes or 20% of the term, whichever is less.

"Inactive students" include:

- Students identified as no-shows
- Students who officially withdraw
- Students who are no longer attending classes and are therefore dropped by the instructor
- Students who are no longer attending distance education classes, as determined by regular and substantive interaction between student and faculty, and are therefore dropped by the instructor.

#### Withdrawals after 60% of the Term or Sixth (6<sup>th</sup>) Week

The Board of Directors authorizes withdrawal from cours(es) due to documented circumstances beyond the control of the student after the last day of the sixth (6<sup>th</sup>) week (or 60% of the term, whichever is less) and delegates such authority to the President/CEO or designee to administer. Such documentation does not guarantee refund of any fees.

#### Limitations on "W" Symbols

Students are permitted to withdraw and receive a "W" in a course no more than two (2) times. Subject to petition approval by the Curriculum Committee, students may be permitted to enroll in a course after receiving two (2) "W" symbols if the total number of possible "W" symbols received for the course could not exceed four (4). Students who have received three (3) "W"s in a course are ineligible to enroll in that course again.

In the case of multiple withdrawals, the University offers interventions. Students are notified when they fall either into progress probation or progress dismissal status. Students in progress probation or progress dismissal status are invited to meet with a counselor, attend an ExCEL Workshop or engage in one-on-one tutoring, and the maximum units permitted is limited based on grade point average and course completion rate.

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### Dropping Classes and Withdrawing from the University

Students are asked to consult with a counselor when considering withdrawing from the University. Individual classes may be dropped by meeting with an academic counselor. Students who cease attending class(es) officially or unofficially are subject to the following regulations:

- Dropping officially from a class or withdrawing from the University by the end of 20% of the quarter will prevent classes from appearing on the student's permanent transcript record.
- Dropping a class after 20% of the term is completed will result in a "W" being recorded by the Office of Enrollment Services.
- IT IS THE STUDENT'S RESPONSIBILITY TO DROP BEFORE THE DEADLINE DATES. Excessive "W" grades may lead to academic progress dismissal.
- Students are not permitted to drop a class or withdraw from the University after 60% of the quarter. Grades shall be recorded by the Professor based on the grade-point average of the student during the period of attendance. Students may receive a failing grade in any course when they stop attending class and do not officially drop the class.
- Students seeking withdrawal from a class after the "W" deadline for extenuating circumstances must submit a petition to the Office of Enrollment Services clearly stating the circumstances and providing documentation of such circumstances. Petition forms are available in the Office of Enrollment Services after the "W" deadline. Petitions will not be accepted without documentation. The VP of Student Affairs/Dean of Students will review petitions. The following criteria will be applied:
  - Verified cases of accidents, illness, or other circumstances beyond the control of the student, such as death of an immediate family member, natural disaster, and/or other reasonable obstacles that prevented a student from complying with college procedures for dropping a class.
  - Students wishing to appeal the final petition decision should be referred to the Student Rights and Grievance Policy and Procedure, particularly the Student Grade Grievance Procedure outlined therein.
- IT IS THE STUDENT'S RESPONSIBILITY TO DROP CLASSES S/HE NO LONGER WISHES TO ATTEND. FAILURE TO DROP A CLASS MAY RESULT IN FEE CHARGES, AND/OR HAVING GRADES OF "W" OR "F" LISTED ON OFFICIAL TRANSCRIPTS.
- "W" records count as attempted enrollment. A student may repeat the same course only once for purposes of improving a substandard grade ("D", "F", "FW", or "NP"), except when permitted a second repetition (third enrollment) via petition to the Curriculum Committee or as otherwise permitted by Title 5.
- 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.

### Return of Title IV Funds

Students who withdraw from all courses or fail to receive at least one passing grade within the quarter, will be required to repay all or some of the following:

- Federal financial aid including Pell Grant, Supplemental Education Opportunity Grant (SEOG), and/or Loans.
- All registration fees for each of the classes in which the student was enrolled.

Students who fail to attend the first class meeting, or are reported as a "no show" by the instructor(s), will be required to repay all financial aid received. Students will also be responsible for repaying the entire amount of the registration fees for all of the units in which the student was enrolled. Students' academic records will be placed on "hold" status until repayment is made. In the event students are required to repay financial aid funds, the Office of Financial Services Planning will notify the student in writing of the amount they owe. Failure to pay will result in being referred to collections.

### Satisfactory Academic Progress (SAP) Standards

To be eligible for financial aid, students must make satisfactory academic progress toward their educational goals. The Office of Financial Services Planning monitors progress using both qualitative and quantitative standards at the end of each quarter. Summer and Winter Quarters are included in the evaluation of SAP Standards. It is the student's responsibility to make sure that they meet these standards. Below is an explanation of each standard:

- **Grade Point Average (GPA) Requirement (Qualitative)**  
Students are required to maintain at least a 2.7 cumulative GPA. The GPA standard is used at all times in the determination of financial aid eligibility, even if students do not receive financial aid.
- **Unit Completion Requirement – Pace of Progress (Quantitative)**  
Students are required to complete 70% of the units in which they have attempted. The cumulative units completed will be divided by the cumulative units attempted to calculate the pace of progress. All units are considered in this calculation. Units for which a grade of W, I, NP, NC, and/or F was received are considered as units attempted, but not completed. Military withdrawals (MW) will not be counted.
- **Maximum Time Frame Requirement (Quantitative)**  
Students must complete their educational program within a maximum time frame of 150% of the published program's required units. For example, associate in arts degree and transfer programs generally require 60 units. Therefore, 150% of the required units for those programs would be 90 units.
- **Students will be required to meet with a counselor and create an educational plan based on their unique professional and personal circumstances in relation to the educational program.**

If at any point in time it is determined that the student cannot complete his/her educational program within the 150% time frame, the student will be immediately disqualified from financial aid. It is the student's responsibility to read and understand the Financial Aid Satisfactory Academic Progress (SAP) Standards.

- **Warning**  
Students will be placed on warning status after a quarter if they have not met the unit completion requirement and/or the 2.7 GPA requirement. If placed on financial aid warning status, students may remain eligible for financial aid. Students will receive a notification of their status from the Office of Financial Services Planning and how to avoid disqualification.
- **Disqualification**  
Students will be placed on disqualification status after remaining a quarter on warning status if they still have not met the unit completion requirement and/or the 2.7 GPA requirement. If placed on disqualification status, students will no longer be eligible to receive financial aid.
- **Reestablishing Eligibility**  
Students may reestablish their eligibility by meeting the 2.7 cumulative Grade Point Average (GPA) requirement (Qualitative) and 67% Unit Completion requirement – Pace of Progress (Quantitative) standards.

### **SAP Appeals Process**

If students are disqualified due to GPA, Unit Completion, and/or Maximum Time Frame, they have the option to appeal their status. The appeal should include the following:

- A statement explaining in detail their situation and reason(s) for not meeting the SAP standards with supporting documentation.
- A statement explaining what has changed in their situation and how they plan to improve their progress to meet the SAP standards.
- Proof of completion of 2 GetSAP counseling sessions: 1.) Impact of SAP and 2.) SAP Appeal Process. Sessions can be completed with a Financial Aid Counselor. If they completed the sessions in the prior year, they do not need to complete them again.

Students must submit their appeal to the Office of Financial Services Planning by the appropriate deadline for the quarter they are appealing.

All appeals will be reviewed by the VP of Student Affairs/Dean of Students or designee and approved for probation, referred for an academic plan, or denied based on the student's individual circumstances.

If the appeal is approved, student will be placed on probation status for the quarter.

If a student will not be able to meet the SAP standards at the end of the subsequent quarter, the appeal may be denied. All decisions are final and there is no higher appeal.

If there are grade changes for a prior quarter, notify the Office of Financial Services Planning by submitting a written statement along with their transcripts to document the change. The Office of Financial Services Planning will review and make a correction to their SAP status if approved.

The Office of Financial Services Planning will notify students regarding their eligibility for financial aid.

The Office of Financial Services Planning's Policies and Procedures Manual contains the most recent information regarding financial aid. The document is reviewed and updated periodically. The Financial Aid website, the current Ascendant Academy Catalog, and Schedule of Classes also include key financial aid information including resources, services, processes, and procedures.

### **Misrepresentation**

Misrepresentation is defined as any false, erroneous or misleading statement that the University, a representative of the University, or a service provider with which the University has contracted to provide educational programs, marketing, advertising, recruiting or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This policy does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

These procedures may change from time to time and may be superseded by current state and federal laws and regulations.

### **Determining Financial Need**

The type of financial aid and amount received will be determined by the Ascendant Academy Office of Financial Services Planning. Financial aid awards are based on demonstrated financial need which is the difference between allowable educational expenses and the expected family contribution (EFC) and/or the student's resources. Resources may include, but are not limited to

employment earnings, veteran benefits, Social Security benefits, TANF/CalWORKs benefits, JTPA benefits, and CARE benefits. Expected family contribution and resources are then measured against the institutional student Cost of Attendance to determine financial need.

### 2022-2023 Cost of Education: Living at Home

	12 Months
Fees	\$505
Books & Supplies	\$1,300
Room & Board	\$8,000
Transportation	\$1,600
Personal Expenses	\$4,300
<b>TOTAL</b>	<b>\$15,705</b>

### 2022-2023 Cost of Education: Living Away from Home

	12 Months
Fees	\$505
Books & Supplies	\$1,300
Room & Board	\$18,000
Transportation	\$1,900
Personal Expenses	\$4,300
<b>TOTAL</b>	<b>\$26,005</b>

Dependent/Child Care is provided to students requiring child care up to a maximum of \$1,000. A student with a spouse attending the same school may only receive one child care allowance per family.

## Housing

Ascendant Academy does not offer housing, housing services, nor does it have dormitory facilities under its control. The University has no responsibility to find or assist students in finding housing before, during, or after enrollment, matriculation, or graduation to/from the University.

Rental housing ranges greatly within cities and municipalities within Los Angeles county as well as all other nine counties within the University's service area. The range of housing type includes a span of renting a single room with shared amenities (e.g., bathroom, kitchen) in a house or apartment to renting a single-family home. The costs can range from as low as \$650 per month to \$1600 for appropriate student housing for the aforementioned type span.

## Fraud

Any student who attempts to obtain financial aid by fraud will be suspended from financial aid for unsatisfactory conduct. The University will report such instances to local law enforcement agencies, to the California Student Aid Commission, and/or to the Federal government. Restitution of any financial aid received in such a manner will be required.

## Student Fees

Note: The fees listed below were accurate at the time this Catalog went to print, and are subject to change at any time without notice by the Ascendant Academy Board of Directors. Fees are due at the time of registration and create a hold until paid in full.

Fee	Amount
Application for Enrollment; non-refundable	\$75; required
Book (Instructional Materials) <sup>1</sup> ; non-refundable	\$300 per Orientation and Immersion, Foundational, and Advanced Course <sup>1</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Diploma Replacement; non-refundable	\$30 per diploma; optional
Health/Well-Being; non-refundable	\$25 per quarter; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript of student record thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per transcript of student record in addition to Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$10 per course credit; required
Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund <sup>2</sup> ; non-refundable	\$0; \$143 if applicable <sup>2</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional

<sup>1</sup> The estimate for books (instructional materials) reflects the Manufacturer's Suggested Retail Price totals for required and recommended books compiled in December 2021 and are subject to change without notice. The cost is \$300.00 per Orientation and Immersion, Foundational, and Advanced Course. Book (Instructional Materials) Fees are non-refundable.

<sup>2</sup> Students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:

- 1) A student, who is a California resident, or are enrolled in a residency program, and prepay all of part of their tuition either by cash, guaranteed student loans, or personal loans, and
- 2) A student's total charges are not paid by any third-party payer such as an employer, government program or other payer unless they have a separate agreement to repay the third party.

Students are not eligible for protection from the STRF and they are not required to pay the STRF assessment if either of the following applies:

- 1) They are not a California resident, or are not enrolled in a residency program, or
- 2) A student's total charges are paid by a third party, such as an employer, government program or other payer and they have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education (BPPE). Students may be eligible for STRF if they are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1) The school closed before the course of instruction was completed;
- 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school;
- 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost;
- 4) There was a material failure to comply with the Act or this Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau; or
- 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## Schedule of Charges

### Standard Schedule of Charges

Item/Course Type	Item/Unit Costs Including Appropriate Fees Per Quarter
Application for Enrollment; non-refundable	\$75; required
Book (Instructional Materials); non-refundable	\$600 Quarter 1; \$300 Quarter 2-12 <sup>9</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Diploma Replacement; non-refundable	\$30 per diploma; optional
Health/Well-Being; non-refundable	\$25 per quarter; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per record plus Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$10 per course credit <sup>7,8</sup> ; required
Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Orientation and Immersion Course (HCA 500); refundable	\$843 <sup>3</sup> ; required
Foundational Course (HCA 501-508); refundable	\$2,855 <sup>4</sup> ; required
Advanced Course (HCA 509-512); refundable	\$2,855 <sup>5</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; required
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; required
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; required

### Total Charges<sup>11</sup> for Year 1<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Year 1
Application for Enrollment; non-refundable	\$75 <sup>2</sup> ; required
Book (Instructional Materials); non-refundable	\$1,500 <sup>9</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Health/Well-Being; non-refundable	\$25 per quarter; 4 quarters = \$100; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per record plus Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$10 per course credit; 16 – 20.5 credits year 1 = \$160 - \$205 <sup>7,8</sup> ; 16 required; 17.5 with optional DAE; 19 with optional GAE; 20.5 with optional DAE and optional GAE

Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Orientation and Immersion Course (HCA 500); refundable	\$843 <sup>3</sup> ; required
Foundational Courses (HCA 501-508); refundable	\$11,420 <sup>4</sup> ; required
Administrative Elective (AE) Courses (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; required
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional
Total Charges for Period of Attendance Year 1	\$13,993 without AE, DAE or GAE; \$16,578 with one AE <sup>6</sup> ; \$19,883 with one AE and one DAE <sup>7</sup> ; \$23,163 with one AE and one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 1<sup>14</sup> – Standard Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 1
Book (Instructional Materials); non-refundable	\$600 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 4 credits quarter 1 = \$40; required
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Orientation and Immersion Course (HCA 500); refundable	\$843 <sup>3</sup> ; required
Foundational Course (HCA 501); refundable	\$2,855 <sup>4</sup> ; required
Total Charges Required To Be Paid Upon Enrollment and Total Charges for Period of Attendance Quarter 1	\$4,363 without AE, DAE or GAE

#### Total Charges<sup>11</sup> for Quarter 2<sup>14</sup> – Standard Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 2
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 credits quarter 2 = \$30; required
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 502); refundable	\$2,855 <sup>4</sup> ; required
Total Charges for Period of Attendance Quarter 2	\$3,210 without AE, DAE or GAE

#### Total Charges<sup>11</sup> for Quarter 3<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 3
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 3 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 503); refundable	\$2,855 <sup>4</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 3; required year 1
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 3; optional year 1; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 3; optional year 1; required program
Total Charges for Period of Attendance Quarter 3	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 4<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 4
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 4 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 504); refundable	\$2,855 <sup>4</sup> ; required



Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 4; required year 1
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 4; optional year 1; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 4; optional year 1; required program
Total Charges for Period of Attendance Quarter 4	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Year 2<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Year 2
Book (Instructional Materials); non-refundable	\$1,200 <sup>9</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Health/Well-Being; non-refundable	25 per quarter; 4 quarters = \$100; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per record plus Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$10 per course credit; 15 – 19.5 credits year 2 = \$150 - \$195 <sup>7,8</sup> ; 15 required; 16.5 with optional DAE; 18 with optional GAE; 19.5 with optional DAE and optional GAE
Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Courses (HCA 501-508); refundable	\$11,420 <sup>4</sup> ; required
Administrative Elective Courses (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; required
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional
Total Charges for Period of Attendance Year 2	\$12,840 without AE, DAE, or GAE; \$15,425 with one AE <sup>6</sup> ; \$18,730 with one AE and one DAE <sup>7</sup> ; \$22,010 with one AE and one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 5<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 5
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 5 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 505); refundable	\$2,855 <sup>4</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 5; required year 2
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 5; optional year 2; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 5; optional year 2; required program
Total Charges for Period of Attendance Quarter 5	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 6<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 6
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 6 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 506); refundable	\$2,855 <sup>4</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 6; required year 2
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 6; optional year 2; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 6; optional year 2; required program
Total Charges for Period of Attendance Quarter 6	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

**Total Charges<sup>11</sup> for Quarter 7<sup>14</sup> – Standard Optional and Required Charges for Graduation**

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 7
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 7 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 507); refundable	\$2,855 <sup>4</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 7; required year 2
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 7; optional year 2; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 7; optional year 2; required program
Total Charges for Period of Attendance Quarter 7	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

**Total Charges<sup>11</sup> for Quarter 8<sup>14</sup> – Standard Optional and Required Charges for Graduation**

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 8
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 8 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Foundational Course (HCA 508); refundable	\$2,855 <sup>4</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 8; required year 2
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 8; optional year 2; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 8; optional year 2; required program
Total Charges for Period of Attendance Quarter 8	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

**Total Charges<sup>11</sup> for Year 3<sup>14</sup> – Standard Optional and Required Charges for Graduation**

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Year 3
Book (Instructional Materials); non-refundable	\$1,200 <sup>9</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Health/Well-Being; non-refundable	25 per quarter; 4 quarters = \$100; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per record plus Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$10 per course credit; 15 – 19.5 credits year 3 = \$150 - \$195 <sup>7,8</sup> ; 15 required; 16.5 with optional DAE; 18 with optional GAE; 19.5 with optional DAE and optional GAE
Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Advanced Courses (HCA 509-512); refundable	\$11,420 <sup>4</sup> ; required
Administrative Elective Courses (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; required
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional
Total Charges for Period of Attendance Year 3	\$12,840 without AE, DAE, or GAE; \$15,425 with one AE <sup>6</sup> ; \$18,730 with one AE and one DAE <sup>7</sup> ; \$22,010 with one AE and one GAE <sup>8</sup>

**Total Charges<sup>11</sup> for Quarter 9<sup>14</sup> – Standard Optional and Required Charges for Graduation**

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 9
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required

Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 9 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Advanced Course (HCA 509); refundable	\$2,855 <sup>5</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 9; required year 3
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 9; optional year 3; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 9; optional year 3; required program
Total Charges for Period of Attendance Quarter 9	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 10<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 10
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 10 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Advanced Course (HCA 510); refundable	\$2,855 <sup>5</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 10; required year 3
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 10; optional year 3; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 10; optional year 3; required program
Total Charges for Period of Attendance Quarter 10	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 11<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 11
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 11 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Advanced Course (HCA 511); refundable	\$2,855 <sup>5</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 11; required year 3
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 11; optional year 3; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 11; optional year 3; required program
Total Charges for Period of Attendance Quarter 11	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

#### Total Charges<sup>11</sup> for Quarter 12<sup>14</sup> – Standard Optional and Required Charges for Graduation

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter 12
Book (Instructional Materials); non-refundable	\$300 <sup>9</sup> ; required
Health/Well-Being; non-refundable	\$25 per quarter; required
Registration; non-refundable	\$10 per course credit; 3 – 10.5 credits quarter 12 = \$30 - \$105 <sup>6,7,8</sup> ; 3 required; 6 with optional AE <sup>6</sup> ; 4.5 with optional DAE <sup>7</sup> ; 6 with optional GAE <sup>8</sup>
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Advanced Course (HCA 512); refundable	\$2,855 <sup>5</sup> ; required
Administrative Elective (AE) Course (HCA 513-519); refundable	\$2,555 <sup>6</sup> ; optional quarter 12; required year 3

Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; optional quarter 12; optional year 3; required program
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; optional quarter 12; optional year 3; required program
Total Charges for Period of Attendance Quarter 12	\$3,210 without AE, DAE or GAE; \$5,795 with one AE <sup>6</sup> ; \$6,515 with one DAE <sup>7</sup> ; \$9,795 with one GAE <sup>8</sup>

### Estimated Total of Charges<sup>11</sup> for the Entire MHA Program – Standard Requirements for Graduation<sup>10</sup>

Item/Course Type	Item/Unit Costs Including Appropriate Fees <sup>1</sup> Per Quarter
Application for Enrollment; non-refundable	\$75 <sup>2</sup> ; required – not included in Total below
Book (Instructional Materials); non-refundable	\$3,900 <sup>9</sup> ; required
Course Repeat; non-refundable	\$1,250 per course; optional
Health/Well-Being; non-refundable	\$300; required
Late Payment; non-refundable	\$50 per financial obligation; optional
Official Transcript; non-refundable	First two (2) free; \$5 per transcript thereafter; optional
Expedited Transcript Processing; non-refundable	\$15 per record plus Official Transcript fee of \$5; optional
Returned Check; non-refundable	\$50 per returned check; optional
Registration; non-refundable	\$505; 50.5 credits total to graduate <sup>7,8</sup> ; required
Student Government Association; refundable	\$20 per quarter; optional
Student Tuition Recovery Fund; non-refundable	\$0; \$143 if applicable <sup>15</sup> {\$2.50 for every \$1,000 rounded to the nearest \$1,000}; optional
Orientation and Immersion Course (HCA 500); refundable	\$843 <sup>3</sup> ; required
Foundational Courses (HCA 501-508); refundable	\$22,840 <sup>4</sup> ; required
Advanced Courses (HCA 509-512); refundable	\$11,420 <sup>5</sup> ; required
Administrative Elective Courses (HCA 513-519); refundable	\$7,665 <sup>6</sup> ; required
Domestic Academic Excursion Course (DAE 520); refundable	\$3,290 <sup>7</sup> ; required
Global Academic Excursion Course (GAE 521); refundable	\$6,555 <sup>8</sup> ; required
Total Estimated Charges for the Entire MHA Program	\$57,318 <sup>10</sup>

<sup>1</sup> This column represents the sum of required item/course fees with the exception of the Application for Enrollment fee as it is paid prior to admission and matriculation. This column does not represent sum inclusion of optional fees. The Application for Enrollment fee is listed for reference only in the Total Charges for Years 1, 2, and 3 and the Estimated Total of Charges for the Entire MHA Program. The Application for Enrollment fee is non-refundable.

<sup>2</sup> The Application for Enrollment fee is paid prior to admission and matriculation, is not associated with tuition, and is not included in sum Total calculations for Estimated Total of Charges for the Entire MHA Program although depicted in the table; it is listed for reference only. The Application for Enrollment fee is non-refundable.

<sup>3</sup> Students only take HCA 500 Orientation and Immersion once during Quarter 1. The course is taken with Foundational Course HCA 501. The total cost of tuition for Quarter 1 is \$3,698. The total cost of tuition and fees for Quarter 1 is therefore \$4,363.

<sup>4</sup> During Year 1 students take four (4) Foundational Courses. The cost per one (1) Foundational Course is \$2,855. The total cost for four (4) Foundational Courses in Academic Year 1 is \$11,420. During Year 2 students take four (4) Foundational Courses. The cost per one (1) Foundational Course is \$2,855. The total cost for four (4) Foundational Courses in Academic Year 2 is \$11,420. Students do not take Foundational Courses in Academic Year 3. The total cost of tuition for eight (8) Foundational Courses in the Entire MHA Program is therefore \$22,840. The total cost of fees for eight (8) Foundational Courses in the entire MHA program is \$2,400 for Books, \$200 for Health/Well-Being, and \$240 for Registration, totaling \$2,840. The total cost of tuition and fees for eight (8) Foundational Courses in the Entire MHA Program is therefore \$25,680.

<sup>5</sup> Students do not take Advanced Courses in Academic Year 1 or 2. During Academic Year 3 students take four (4) Advanced Courses. The cost per one (1) Advanced Course is \$2,855. The total cost for four (4) Advanced Courses in Academic Year 3 in the Entire MHA Program is \$11,420. The total cost of fees for four (4) Advanced Courses in the entire MHA program is \$1,200 for Books, \$100 for Health/Well-Being, and \$120 for Registration, totaling \$1,420. The total cost of tuition and fees for four (4) Advanced Courses in Academic Year 3 in the Entire MHA Program is therefore \$12,840.

<sup>6</sup> During Year 1 students take one (1) Administrative Elective. During Year 2 students take one (1) Administrative Elective. During Year 3 students take one (1) Administrative Elective. Students must successfully pass three (3) Administrative Electives to graduate. The cost of any quarter may vary depending on the quarter that students register for the required Administrative Elective in addition to the Foundational or Advanced curriculum course. The tuition cost to take one (1) Foundational or Advanced course and one (1) Administrative Elective is \$5,410. The tuition and fees cost to take one (1) Foundational or Advanced course and one (1) Administrative Elective is \$5,795. Students may register for a Foundational or Advanced course, Administrative Elective, and Domestic Academic Excursion (DAE) or Global Academic Excursion (GAE) in the same quarter. If registering for a Foundational or Advanced course, an Administrative Elective, and a DAE, the tuition cost for the quarter is \$8,700. The total fees cost \$300 for Books, \$25 for Health/Well-Being, and \$75 for Registration, totaling \$400. The tuition and fees cost to take a Foundational or Advanced course, an Administrative Elective, and a DAE is therefore \$9,100. If registering for a Foundational or Advanced course, an Administrative Elective, and a GAE, the tuition cost for the quarter is \$11,965. The total cost of fees to take a Foundational or Advanced Course, an Administrative Elective, and a GAE is \$300 for Books, \$25 for Health/Well-Being, and

\$90 for Registration, totaling \$415. The tuition and fees cost to take a Foundational or Advanced course, an Administrative Elective, and a GAE is therefore \$12,380. Students may take more than one Administrative Elective (as many as they wish up to seven (7)) but the cost per each quarter they take an added Administrative Elective increases the Total Charges for the Entire MHA Program by \$2,585 (tuition and fees). Additional Administrative Elective Courses are not guaranteed and are subject to availability. Any additional Administrative Elective courses beyond those required to graduate must be approved as part of the student's comprehensive Student Educational Plan (cSEP). Students must be in good academic standing having earned at least a 2.7 (B-) GPA for the previous quarter to register for any additional Administrative Electives beyond the basic requirement for graduation. For more information, see Experiential Center for Excellence and Leadership (ExCEL) Core Matriculation Services.

<sup>7</sup> During one (1) of the three (3) Academic Years, students must take one (1) Domestic Academic Excursion (DAE) to graduate. The Academic Year in which students take the required DAE is determined upon approval as part of the student's comprehensive Student Educational Plan (cSEP). The cost of any quarter may vary depending on the quarter that students register for both the required DAE in addition to the Foundational or Advanced curriculum course and/or an Administrative Elective. If registering for a Foundational or Advanced course and a DAE, the tuition cost for the quarter is \$6,145. The total fees for a Foundational or Advanced course and a DAE cost \$300 for Books, \$25 for Health/Well-Being, and \$45 for Registration, totaling \$370. The tuition and fees cost to take a Foundational or Advanced course and a DAE is therefore \$6,515. If registering for a Foundational or Advanced course, an Administrative Elective, and a DAE, the tuition cost for the quarter is \$8,700. The total fees cost \$300 for Books, \$25 for Health/Well-Being, and \$75 for Registration, totaling \$400. The tuition and fees cost to take a Foundational or Advanced course, an Administrative Elective, and a DAE is therefore \$9,100. Students may take more than one DAE (as many as they wish) but the cost per each quarter they take an added DAE increases the Total Charges for the Entire MHA Program by \$3,305 (tuition and fees). Additional DAEs are not guaranteed and are subject to availability. Any additional DAE courses beyond those required to graduate must be approved as part of the student's comprehensive Student Educational Plan (cSEP). Students must be in good academic standing having earned at least a 2.7 (B-) GPA for the previous quarter to register for any additional DAEs beyond the basic requirement for graduation. For more information, see Experiential Center for Excellence and Leadership (ExCEL) Core Matriculation Services.

<sup>8</sup> During one (1) of the three (3) Academic Years, students must take one (1) Global Academic Excursion (GAE) to graduate. The Academic Year in which students take the required GAE is determined upon approval as part of the student's comprehensive Student Educational Plan (cSEP). The cost of any quarter may vary depending on the quarter that students register for both the required GAE in addition to the Foundational or Advanced curriculum course and/or an Administrative Elective. If registering for a Foundational or Advanced course and a GAE, the tuition cost for the quarter is \$9,410. The total fees for a Foundational or Advanced course and a GAE cost \$300 for Books, \$25 for Health/Well-Being, and \$60 for Registration, totaling \$385. The tuition and fees cost to take a Foundational or Advanced course and a GAE is therefore \$9,795. If registering for a Foundational or Advanced course, an Administrative Elective, and a GAE, the tuition cost for the quarter is \$11,965. The total fees cost \$300 for Books, \$25 for Health/Well-Being, and \$90 for Registration, totaling \$415. The tuition and fees cost to take a Foundational or Advanced course, an Administrative Elective, and a GAE is therefore \$12,380. Students may take more than one (as many as they wish) but the cost per each quarter they take an added GAE increases the Total Charges for the Entire MHA Program by \$6,585 (tuition and fees). Additional GAEs are not guaranteed and are subject to availability. Any additional GAE courses beyond those required to graduate must be approved as part of the student's comprehensive Student Educational Plan (cSEP). Students must be in good academic standing having earned at least a 2.7 (B-) GPA for the previous quarter to register for any additional GAEs beyond the basic requirement for graduation. For more information, see Experiential Center for Excellence and Leadership (ExCEL) Core Matriculation Services.

<sup>9</sup> The estimate for books (instructional materials) reflects the Manufacturer's Suggested Retail Price totals for required and recommended books compiled in December 2021 and are subject to change without notice. The cost is \$300.00 per Orientation and Immersion, Foundational, and Advanced Course. Book (Instructional Materials) Fees are non-refundable.

<sup>10</sup> The Estimated Total of Charges for the Entire MHA Program are listed per standard tuition and fee requirements for graduation and do not include tuition or fee costs for taking any additional Administrative Electives, DAEs, or GAEs beyond the required number to graduate nor the Application for Enrollment Fee incurred before matriculation in Academic Year 1 nor any optional fees.

<sup>11</sup> "Total Charges" means the sum of institutional<sup>12</sup> and noninstitutional charges<sup>13</sup>. (CEC §94870)

<sup>12</sup> "Institutional Charges" means charges for an educational program paid directly to an institution. (CEC §94844)

<sup>13</sup> "Noninstitutional Charges" means charges for an educational program paid to an entity other than an institution that are specifically required for participation in an educational program. (CEC §94850)

<sup>14</sup> Except as provided in subdivision (d), prior to enrollment, an institution shall provide a prospective student, either in writing or electronically, with a school catalog containing, at a minimum, all of the following: The Schedule of Total Charges for a period of attendance and an Estimated Schedule of Total Charges for the Entire Educational Program. (CEC §94909(a)(9))

<sup>15</sup> *The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, students must pay the state-imposed assessment for the STRF, or it must be paid on their behalf, if they are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of their tuition. This fee is non-refundable.*

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

*It is important that students keep copies of their Enrollment Agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.*

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

- 1) The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and the student 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) Students were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.*
- 3) Students were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.*
- 4) The institution has been ordered to pay a refund by the Bureau but has failed to do so.*
- 5) The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.*
- 6) Students have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.*
- 7) Students sought legal counsel that resulted in the cancellation of one or more of their student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.*

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

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

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

*If applicable, the optional, non-refundable STRF fee is \$143. {\$2.50 for every \$1,000 rounded to the nearest \$1,000}*

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## Institutional Policies

### **Disability Services and the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and ADA Amendments Act of 2008**

Ascendant Academy recognizes and accepts its obligations under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the ADA Amendments Act of 2008. These acts prohibit discrimination on the basis of disability and require the University to ensure applicants, students, and members of the public are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use. No person shall be retaliated against for seeking accommodation under this policy or for participating in any grievance procedures brought against the University because of alleged noncompliance with the policy.

Ascendant Academy prohibits discrimination against any person, on the basis of a physical or mental disability, in any program or activity of the University. Any student or applicant for admission who believes he or she, or any individual, has been subject to a discriminatory action on the basis of a physical or mental disability, including harassment, may file a complaint to the University. An individual may also file a complaint directly with the United States Department of Education Office for Civil Rights (US DOE OCR).

### **Accommodations for Students**

Ascendant Academy is committed to supporting all members of its community who may have physical, communication, or learning challenges. The University offers support with learning strategies and study skills workshops via the Experiential Center for Excellence and Leadership (ExCEL).

Ascendant Academy offers support with:

- appropriate educational materials, books, or supplies including books on tape for persons who are blind or dyslexic;
- diagnostic assessment for learning disabilities;
- learning strategies and study skills workshops via the Experiential Center for Excellence & Leadership (ExCEL);
- sign language interpreters for those with hearing impairments;
- classroom accommodations for students with physical challenges;
- test proctoring;
- tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services and the use of service animals meeting federal regulations.

### **Service Animals**

Ascendant Academy will permit qualified students with disabilities to use service animals in University facilities and on University campuses in compliance with state and federal law. Administrative Procedure (AP) 3.10 504/ADA Academic Accommodations and Complaints was established pursuant to the Americans with Disabilities Amendments Act of 2009 (ADAA) and Section 504 of the Rehabilitation Act of 1973.

The purpose of the procedure is to ensure that qualified students with disabilities can participate in and benefit from University services, programs and activities, and to ensure that the University does not discriminate on the basis of a disability.

#### **Primary University Contacts**

- A. Students may contact the Office of Differently-abled Student Support Services (DSSS) for information or guidance.
- B. Employees may request to have a service animal as a workplace accommodation through the University's Human Resources Office.
- C. Guests may be accompanied by a service animal when participating in programs and accessing services without requesting an accommodation, but are welcome to contact the University's Director of Differently-abled Student Support Services for information or guidance.

### **Accessibility in the Classroom**

The U.S. Department of Education Office of Civil Rights (OCR) has set clear standards to help institutions of higher learning ensure that all students are able to participate equally in the learning opportunities in the classroom, including students with disabilities. Technologies exist that can help all students access the full range of course content, and at Ascendant Academy we are committed to the notion that equal access is a feature in all of our courses. Faculty are required to consider accessibility when adding content to their courses and should consult the DSSS for guidance on accessibility. Ascendant Academy intends that learning opportunities in all courses are accessible to all of our learners.

### **Equal Employment Opportunity**

The Board of Directors supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized and nonprofit colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. It supports diversity in the academic environment which fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for students. The Board of Directors will continuously promote equal employment through the University's Equal Employment Opportunity (EEO) Plan and its equal employment opportunity and educational programs.

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## Equal Opportunity Policy Compliance Procedure

To assure proper handling of all equal opportunity matters, including the Civil Rights Act and Americans with Disabilities Act, discrimination, accommodation, and compliance issues, inquiries should be directed to the following person:

*Vice President of Compliance, Diversity and Title IX*  
 Sharron M. Evans, JD  
 TitleIX@AscendantAcademy.net  
 323.207.5607

- ADA Section 504
- Discrimination – Education
- Discrimination – Workplace, Hiring/Promotion
- EEO – Hiring/Promotion
- Gender Equity
- Sexual Harassment
- Training

## Nondiscrimination

The Board and the University is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. In turn, the Board and University is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the University to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the University prohibits and does not tolerate unlawful discrimination against its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, military or veteran status, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, military and veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, military or veteran status, or other characteristic protected by federal or state law.

All members of the Ascendant Academy community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including employment termination or dismissal from the University.

The University shall provide all students access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The University shall also provide equal employment opportunities to all applicants and employees, including personnel in limited-duration positions, without regard to national origin, religion, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

No University funds shall be used for membership, or for any participation involving financial payment or contribution on behalf of the University or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

The Board has established administrative procedures that ensure all members of the University community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with state and federal laws regarding nondiscrimination as well other governing agencies that administer laws applicable to the University.

All potential instances of discrimination should be reported to the VP of Compliance, Diversity and Title IX.



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## Prohibition of Harassment and Sexual Misconduct

All forms of harassment and sexual misconduct are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as University policy, and will not be tolerated.

Ascendant Academy seeks to foster an environment free of harassment, including that which is based on any of the following statutes: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics. Harassment is a legal term describing when an individual is targeted with verbal, written, visual, or physical conduct based on that person's protected class status that unreasonably interferes with the individual's work or academic performance, or creates an intimidating, hostile, or offensive working or learning environment.

Further, Ascendant Academy seeks to foster an environment free of sexual misconduct. Sexual misconduct is a broad term that describes unwelcome or unwanted sex or gender based conduct and/or behavior of a sexual nature that is prohibited by Ascendant Academy, and may also be prohibited by federal and state law, including Title IX. Sexual misconduct includes but is not limited to sexual assault, sexual violence, sexual exploitation, stalking, dating or domestic violence, and sexual harassment. It is a violation of this policy to commit these acts or to attempt to commit them.

The Board seeks to foster an environment in which all employees, Board members, students, faculty unpaid interns, and volunteers feel free to report incidents of harassment and sexual misconduct without fear of retaliation or reprisal. Therefore, the Board also strictly prohibits retaliation against any individual for filing a complaint of harassment or sexual misconduct, or for participating in associated investigations. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If Ascendant Academy determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

The Board shall establish procedures that define harassment and sexual misconduct in association with Ascendant Academy. The Board shall further establish procedures for employees, Board members, students, faculty, unpaid interns, volunteers and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and sexual misconduct. All participants are protected from retaliatory acts by the Board, its employees, students, and agents. Reporting options and investigative procedures are expressed in Administrative Procedure (AP) 3.12 entitled Harassment and Sexual Misconduct Investigative Procedures.

To this end, the Board shall ensure that the institution undertakes education and training activities to counteract harassment and sexual misconduct and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to members of the Board, employees, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. They shall be made available for students, employees, unpaid interns and volunteers in all administrative offices, and shall be posted on the University's website.

The policy applies to all members of the Ascendant Academy community: applicants; students; employees; board members; interns; volunteers; and visitors. It applies to incidents that occur on University property, as well as at off-location functions sponsored or supervised by the University or in connection with the University's off-site, domestic or international programs. The policy may apply to incidents on or off-campus where one or more of the persons involved are not members of the University community. In such matters, the University's ability to investigate and/or impose sanctions may be limited and the University will take appropriate steps to address these matters on a case by case basis. The policy also applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any University activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate the policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate the policy and related procedures may be subject to disciplinary measures up to and including termination from the internship or other unpaid work experience program.

Community members who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related procedures may be subject to disciplinary measures up to and including termination from the internship or other unpaid work experience program.

Any student, employee, Board member, unpaid intern, or volunteer who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in Administrative Procedure (AP) 3.12 entitled Harassment and Sexual Misconduct Investigative Procedures. Further, supervisors are mandated to report all incidents of harassment and retaliation that come to their attention. All employees, including student employees, are mandated to report incidents of sexual misconduct and retaliation that come to their attention.

Potential complainants are advised that administrative and civil law remedies, including but not limited to injunctions, restraining

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orders or other orders, may be made available. For assistance, contact the Vice President of Compliance, Diversity and Title IX at TitleIX@AscendantAcademy.net.

## Pregnant and Parenting Students

Any member of the University community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students. The Title IX Coordinator for Ascendant Academy is:

*Vice President of Compliance, Diversity and Title IX*  
Sharron M. Evans, JD  
TitleIX@AscendantAcademy.net  
323.207.5607

### Overview

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

### Definitions

- Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.
- Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.
- Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
- Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

### Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
  - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
  - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.

### Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices will work together to ensure students are accommodated and faculty receive necessary guidance and support.

### Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to reasonable Title IX accommodations.
  - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
  - Title IX accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
  - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

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Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

### **In-Progress Extension (IX)**

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five (5) weeks to complete coursework if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

### **Modified Academic Responsibilities for Parenting Students**

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six (6) weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should alert the Title IX Office as soon as possible so they can help facilitate needed modifications.
- While receiving Title IX accommodations, student will remain enrolled.

### **Retaliation and Harassment**

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

### **Financial Aid Implications**

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact the Office of Enrollment Services with any questions related to financial aid funds.

### **Title IX and Violence Against Women Act (VAWA) Policy**

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972. An alleged violation of the Standards of Student Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough and impartial review process.

### **Procedure for Processing Alleged Violations of the Standards of Student Conduct - Board Policy and Administrative Procedure 5.35 Title IX VAWA Investigation Procedures and Protocols**

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual assault, or stalking will be forwarded to the University's Title IX Coordinator, Sharron M. Evans, JD, 323.207.5607, TitleIX@AscendantAcademy.net. Refer to Section 4.0 of Board Policy and Administrative Procedure 5.35 Title IX VAWA Investigation Procedures and Protocols.
  - a. Interim and protective measures – refer to Section 3.5 of Board Policy and Administrative Procedure 5.35 Title IX VAWA Investigation Procedures and Protocols
2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing.
  - a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. **NOTE:** A Warning Letter is not appealable.
3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).
  - a. Failure of a respondent to respond to the Charging Letter will result in suspension from the University following completion of the current course if the respondent is actively attending classes and is not subject to immediate suspension.

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4. Processing Respondent Response -
- a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).
  - b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.
    - i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and/or present written witness statements for inclusion in the Title IX Case Packet.
    - ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint.

**NOTE:** If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator).

    - iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Student Services.
    - iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one from Academic Affairs. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and how to conduct a hearing process that protects the safety of victims and promotes accountability.
    - v. The Title IX Committee will use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.
    - vi. Complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.
    - vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.
  - c. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.
  - d. Any third party in attendance is there for support and not representation
    - viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.
    - ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.
  - e. Parties are able to present evidence for the committee's review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.
    - x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee's deliberations, the Case Packets are destroyed in order to maintain confidentiality.
5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.
- a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.
  - b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, Ascendant Academy will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, Ascendant Academy will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
  - c. Any decision which affects a Respondent's enrollment or academic status will be communicated to the Registrar's Office for records update.
6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.
- a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by Committee of the Office of Student Services and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.
7. Appeals - The University will notify the complainant and respondent of the procedures to appeal the results of the decision to the Committee.
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- a. Appeals must be requested in writing to the Office of Student Services within ten (10) calendar days, from the date on the letter. Appeals will only be accepted if one or more of the following is demonstrated:
    - i. A procedural error occurred,
    - ii. New information exists that would substantially change the outcome of the finding, or
    - iii. The sanction is disproportionate with the violation
  - b. The Committee will be facilitated by a fair and impartial administrator from the Office of Student Services and is comprised of a manager, a director, and a Vice President or their respective designee. The decision of the Committee is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the Committee supporting a campus recommendation of expulsion.
  - c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Committee in the Office of Student Services. The Committee is comprised of a representative from the Office of Student Services, a Vice President from Academic Affairs or Student Services or their respective designees. The decision of the Committee is final and will be communicated in writing within seven (7) days to the complainant and respondent.

## Child Abuse Neglect Reporting and Registered Sex Offender Information

### Child Abuse Neglect Reporting

The University recognizes the responsibility of its staff to report to the appropriate agency when there is a reasonable suspicion that an abuse or neglect of a child (under the age of 18 years) may have occurred. "Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (Penal Code, Section 11166(a)(1))

### Mandated Reporters

Mandated reporters include faculty members, educational administrators, and classified staff. Volunteers are not mandated reporters but are encouraged to report suspected abuse or neglect of a child. (Penal Code, Section 11165 (b))

### Reports of Child Abuse or Neglect

If a mandated reporter suspects child abuse or neglect, he or she must first make a verbal report to the Department of Children & Family Services Child Protection Hotline at 1-800-540-4000.

Mandated reporters must report immediately any reasonable suspicion of child abuse to a local child protective agency such as the Hotline and follow up with a written report within 36 hours. (Penal Code, Section 11166(a))

After a verbal report of abuse or neglect is made, the Hotline will provide mandated reporters with a 19-digit referral number which will be needed to complete the mandatory written report. This report of child abuse and/or neglect must be made on Form SS 8572; copies of this form are available in the Human Resources Office and on the web at <https://mandrepta.org/onlineRep.htm>.

Once the written report of child abuse or neglect is completed, it should be mailed to the following address:

Child Protection Hotline  
3075 Wilshire Boulevard, Fifth Floor  
Los Angeles, CA 90010

### Registered Sex Offender Information

The University shall include in its Annual Security Report a statement advising the campus community where information pertaining to registered sex offenders may be obtained.

Sex offenders are required to register with the police in the jurisdiction in which they reside and at institutions of higher learning if they are students there or if they work there as employees, contractors, or volunteers. A sex offender who is an employee or volunteer in the University must disclose his or her status as a registrant upon his or her application for employment or acceptance of a volunteer position if he or she 1) would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or would have supervision or disciplinary power over minor children or 2) would be working directly and in an accompanied setting with minor children and his or her work would require touching minor children on more than an incidental basis.

A sex offender who must register for committing a crime against a minor victim under the age of 16 is prohibited from serving as an employer, employee, contractor, or volunteer in any capacity in which the sex offender would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or involving having supervision or disciplinary power over minor children.

Sex offenders who may be required to register should do so at Campus Security.

Information concerning registered sex offenders on campus can be obtained from the Campus Security Department. Information regarding registered sex offenders in the state of California can be obtained through the Megan's Law website, located at [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov). The Campus Security Department shall not release information regarding a sex offender, unless the person seeking the information has signed a statement, on a form provided by the Department of Justice, stating that he or she is

not a registered sex offender, that he or she understands the purpose of the release of information is to allow members of the campus community to protect themselves and their children from sex offenders, and that he or she understands it is unlawful to use the information received to commit a crime against any registered sex offender or to engage in illegal discrimination or harassment of a registered sex offender. The department will maintain the signed statement in its records for a period of five years.

The Campus Security Department will release the following information regarding a registered sex offender:

- 1) full name;
- 2) known aliases;
- 3) gender;
- 4) race;
- 5) physical description;
- 6) photograph;
- 7) date of birth;
- 8) crimes resulting in registration; and
- 9) the date of last registration or re-registration.

### **Accessibility of Electronic and Information Technology**

Electronic and information technologies (EIT) are a means by which Ascendant Academy provides information to students, faculty, staff, and other constituents. The need to ensure accessibility to all members of the Ascendant Academy community is critical as administrative services and learning environments are based on EIT. It is also a part of the University's ongoing commitment to establishing a barrier free learning community, or universal access, to all individuals.

Individuals with disabilities are guaranteed access to educational institutions and systems of communication under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Amendments to Section 508 of the Rehabilitation Act clarify accessibility requirements for EIT developed, procured, maintained, or used by federal agencies.

The technical standards of Section 508 provide criteria specific to the following technologies:

- a) Software Applications and Operating Systems (1194.21)
- b) Web-based Intranet and Internet Information and Applications (1194.22)
- c) Telecommunications Products (1194.23)
- d) Video and Multimedia Products (1194.24)
- e) Self-contained, Closed Products (1194.25)
- f) Desktop and Portable Computers (1194.26)
- g) Functional Performance Criteria (1194.31)
- h) Other Electronic Technologies

Furthermore, California Government Code Section 11135 states the following:

- 1) In order to improve accessibility of existing technology, and therefore increase the successful employment of individuals with disabilities, particularly blind and visually impaired and deaf and hard-of-hearing persons, state governmental entities, in developing, procuring, maintaining, or using electronic or information technology, either indirectly or through the use of state funds by other entities, shall comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations implementing that act as set forth in Part 1194 of Title 36 of the Federal Code of Regulations.
- 2) Any entity that contracts with a state or local entity subject to this section for the provision of electronic or information technology or for the provision of related services shall agree to respond to, and resolve any complaint regarding accessibility of its products or services that is brought to the attention of the entity.

### **Computer and Network Use Policy and Procedure**

Board members, employees, faculty, and other authorized community members who use Ascendant Academy computers and networks, the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Board has established procedures that provide guidelines to all persons for the appropriate use of information technologies. The procedures include that users must respect software copyrights and licenses, respect third-party site copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

The standards and administrative procedures defining and governing acceptable and unacceptable use will apply to anyone who uses any computer system, network system, Internet connectivity or intranet site or other data processing resources provided by Ascendant Academy. It is considered a violation of Ascendant Academy policy to use the University's network and/or Internet access in such a way that it interferes with or is incompatible with the user's performance, duties, or responsibilities.

As a condition for receiving and exercising computing privileges, a user of University computing systems must read, understand, and comply with the standards and procedures and to any further guidelines provided by the administrators of each area and/or system.

Unacceptable use is prohibited and can become grounds for loss of computing privileges, disciplinary action up to and including termination or expulsion and/or legal actions under local, state and federal laws.

Ascendant Academy provides access to computing resources to faculty, staff, members of the Board of Directors and other authorized community members, however it does not provide computer access to students in the form of a "computer lab" within any facility within its institution for the purpose of conducting searches for information and documentation or pursuing inquiries for assignments. While the fullest possible open access to University computing facilities and systems is consistent with the educational and service missions of the University, such access to this valuable and vulnerable University resource is a **privilege**. The University is responsible for securing its network and computing systems to a reasonable degree against failure, loss of data, and unauthorized access, while making them accessible to the largest possible group of authorized and legitimate users and uses within the financial and educational constraints of the University.

### Social Media Policy

For the purpose of this policy, social networking activity is defined as participation in or creation of blogging, social networking/online communities (e.g., Facebook, YouTube, Twitter, or LinkedIn) including, but not limited to, wikis, online discussion forums, and any other published form of user-generated media.

University members (e.g., personnel, students, faculty, volunteers) that participate in social networking activities are bound by all University policies, including but not limited to this policy and this *Ascendant Academy General Catalog*.

All members are personally responsible for their actions and compliance with all applicable laws including copyright rules and compliance with the terms of use and other policies of the site(s) visited.

In setting up a user profile for participation in social networking activities or when engaged in social networking activities, all members shall indicate that any views expressed are those of the individual user and not those of Ascendant Academy.

All members engaging in personal interactions on social networking sites shall not use Ascendant Academy logos, brands, or marketing materials in their personal profile or social networking interactions.

All members shall not use social networking sites to contact students/faculty/Board members/personnel/volunteers for personal or educational purposes.

All members may participate in discussions on external Ascendant Academy social networking sites on receiving permission from the site owner or Ascendant Academy.

### Classroom Recording Policy

Students may not make audio and/or video recordings of Ascendant Academy class presentations, activities, and discussions unless the recording occurs in compliance with Board Policy 3.35, the Classroom Recording Policy, which requires either the prior written consent of the faculty member teaching the class and of all students in the class at the time of the recording or the recording is pursuant to an Ascendant Academy Office of Differently-abled Student Support Services (DSSS) authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the VP of Academic Affairs/CAO and of all students in the class at the time of the recording.

If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website or social media outlet to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

**Exception:** This policy does not apply in courses in which there are explicit curriculum requirements to record students as they seek to fulfill degree program requirements.

### Intellectual Property and Copyright

Ascendant Academy will produce, publish and own intellectual property in the form of materials ("works") such as books, workbooks, study guides, monographs, articles, manuals, syllabi, course schedules, lectures, assignment documents, assignment rubrics, lesson plans, activities, PowerPoint slides, videos, learning modules, APA writing templates, online design and content for any hybrid, blended, or online course including activities and discussion forums and posts, whether embodied in print, electronic format or in other media and expressly prohibits use of any of its content by any other person or entity.

The original creator(s) retain(s) their rights to use any works and its content created within their role in their own future however they see fit unless the works were created as a work made for hire by Ascendant Academy. The terms of any works made for hire, including compensation for those works, shall be outlined and mutually agreed upon by all legally authorized parties via Work Made for Hire Agreement.

The original creator may authorize any licensing of the works that have not been created as a work made for hire to Ascendant Academy stipulating rules regarding publishing, printing and reprinting, presenting, distributing and redistributing, posting on any internal or external servers controlled exclusively by the creator, creation of electronic copies, reusing works withholding the right to prepare any derivative publications based on the works, and the right to use the works for any purposes that the creator desires.

The works may not be recorded, photographed, or videotaped and any redistribution or reproduction of part or all of the works in any form including to commercially exploit the works or transmit it to or store it in any other website or other form of electronic retrieval system such as posting to YouTube, for example, is prohibited other than the following:

- The works may be printed or downloaded to a local hard disk as extracts for personal, student use and non-commercial use only for the purpose of and during the period of official enrollment in and success as a student in the course and for an indefinite term thereafter.
- Other authorized persons or entities including administrators and representatives of universities or academies are subject to the same owing all such actions of purposeful access, use or retention of any works to the genuine benefit of students and compliance with education or legal requirements such as those mandated by any accrediting agency.

The works may not be used in a similar fashion of teaching a course as if it were your own as no portion of the course can be revised, edited, supplemented, or incorporated into courses taught by others. Similarly, the works in part or in whole may not be afforded to another instructor at any time during or after the lifetime of the original creator.

The works may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. The copyright protected materials should not be copied, duplicated, downloaded or distributed. The use of these materials is strictly reserved for any in-person, hybrid, blended or online classroom environment and student use only. All copyright protected materials are credited to the copyright holder.

All creators of works of Ascendant Academy, as works made for hire or otherwise, warrant that all works are original and have not previously been published elsewhere nor does the work infringe on any copyright or other rights in any other work, any necessary reproduction permissions, licenses, and clearances have been obtained, and the creator owns the copyright of the works stipulated above, granting authorization to license its use with full power to enter into Agreement with Ascendant Academy.

## Copyright and Related Laws and Warranty

### Copyright Ownership

Ascendant Academy disclaims its ownership of copyrights in any copyrightable work prepared by University members (e.g., personnel, students, faculty, volunteers) within the scope of their instructional services with the University (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended, 17 U.S.C. §101 et seq.). Examples of works made-for-hire include, without limitation, faculty prepared: case studies, course outlines, online course materials, simulations, exercises, tests, and other course materials.

Notwithstanding the foregoing, the University retains an irrevocable, nonexclusive, royalty-free license to reproduce and use such works. Faculty members acknowledge that Ascendant Academy course materials, modules, and works derived from these (e.g., adaptations and derivations of University course materials for online delivery) are copyrighted property of Ascendant Academy and will be used only in Ascendant Academy-sponsored programs.

### Faculty Use of Copyrighted Materials

Faculty members have a responsibility to meet the reasonable needs of their currently enrolled students, including those needs best addressed by the use of technologies to make class materials readily available.

Faculty members agree to use only lawfully acquired copyrighted works, with proper attribution and citations, as part of their teaching tools in support of the identified curriculum. The expectations for faculty, students and other network uses, including penalties for violations of federal law and legal media sources are described in Board Policy 3.36 Copyright Infringement, Peer-to-Peer File Sharing, and Digital Millennium Copyright Act of 1998 accessible at the Ascendant Academy website. Ordinarily, use of copyrighted material without the permission of the copyright owner is a violation of the rights of the copyright owner.

The particular use of a copyrighted work will not be an infringement of the copyright if it is considered a fair use under Section 107 of the Copyright Act of 1976, as amended (the "Act"). The determination as to whether a given use amounts to a fair use is made on a case-by-case basis and is dependent on the specific facts of the use. No single factor is determinative; that is, there is no one fact about the copying at issue that will automatically make it fair or unfair. All factors must be examined and the conclusions as to each weighed and balanced. This case-by-case balancing is so fact-dependent that it is nearly impossible to predict what constitutes a fair use except in the most obvious situation. For example, articles in the University Library are protected by copyright laws and are included in the University Library with the understanding that copyrights will be honored. In practical terms, one of the implications is that faculty must not copy University Library articles into the class environment, but should instead let students know where and how to locate articles for class use in the University Library.

In keeping with the University's policy of academic freedom fostering the free expression of ideas and the publication of scholarly and creative works, decisions on materials used by faculty to enhance University-provided course material rest with faculty. To this end, faculty must use only lawfully acquired copyrighted works for curriculum-based activities, whether such activities occur in face-to-face instructional activities or over the University's electronic network. Faculty members are advised to exercise caution in using digital material downloaded from the Internet. Source pages on the Internet frequently contain both copyrighted works and works in the public domain. Faculty may opt to post links to articles on the Internet in their electronic classrooms. Access to works on the Internet does not automatically mean that these can be reproduced or reused without permission or royalty payment. Furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder. Please refer to Board Policy 3.36 Copyright Infringement, Peer-to-Peer File Sharing, and Digital Millennium Copyright Act of 1998 located at the Ascendant Academy website for additional information.



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**Warranty**

Ascendant Academy community members will use only lawfully acquired copyrighted material. Members who use Ascendant Academy controlled photocopy machines, or who request that the University obtain photocopies on their behalf, warrant to Ascendant Academy that the resultant photocopies will not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. Further, the member will defend, indemnify, and hold harmless Ascendant Academy against all claims, suits, costs, damages, and expenses that the University may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the photocopies or any infringement or violation caused by the photocopying of any copyrighted or property-righted material.

**University and Program Accreditation**

The President ensures that the University complies with the accreditation process and standards of the Western Association of Schools and Colleges Senior College and University Commission (WSCUC) and with the standards of other appropriate agencies that accredit special programs offered by the University including Commission of Accreditation of Healthcare Management Education (CAHME).

The President keeps the Board of Directors informed of additional approved and/or requisite or voluntary organizations that accredit the University and/or its programs and the status of accreditation reports for the University and its programs.

The President ensures that the Board of Directors is involved in any accreditation process in which Board participation is required and provides to the Board of Directors with a copy of any University accreditation report, a summary of any program accreditation report, and any actions taken or to be taken in response to recommendations in an accreditation report.

**Student Rights and Responsibilities****Students' Right to Privacy**

Ascendant Academy maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

- a) Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Office of the Registrar.
- b) Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
- c) Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
- d) Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions. The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, dates of attendance, dates of admission, degree completion dates, enrollment status, grade level, photographs, honors and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Office of the Registrar.

Education records will also be released pursuant to a judicial order or a lawfully issued subpoena, but only after the students is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Office of the Registrar. Requests are valid throughout student's enrollment unless otherwise notified. All requests must be submitted via electronic mail to the Office of the Registrar at [Registrar@AscendantAcademy.net](mailto:Registrar@AscendantAcademy.net).

**Standards of Student Conduct**

Instructors are responsible for presenting appropriate material in courses and students are responsible for learning the material. Although it is a student's academic performance that is evaluated in determining grades, student conduct is important in the academic setting. Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect toward an instructor or administrator, or academic dishonesty. Each student is responsible for maintaining standards of academic performance established for each course in which he or she is enrolled.

A complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of Ascendant Academy's student conduct policy at or near the time of the incident, unless Ascendant Academy determines that the violation was egregious, including but not limited to, an action that places

the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty. Due process requires that in all significant disciplinary situations a student is informed of charges against him/her, is given an opportunity to refute them, and has the opportunity to appeal a decision.

The Board of Directors shall consider any recommendation from the President for expulsion. The Board of Directors shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board of Directors on the expulsion shall be taken at a public meeting.

Students enrolling in Ascendant Academy assume an obligation to abide by all University regulations on University-owned or controlled property or at University-sponsored or supervised functions.

Students who fail to adhere to University regulations are subject to disciplinary actions.

In all disciplinary actions, the student shall be informed of the nature of the charges against him/her and given a fair opportunity to refute them. Ascendant Academy shall not be arbitrary in its actions. The following conduct while on University-owned or controlled property or at University-sponsored or supervised functions shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

- 1) Assault, battery, or any threat of force or violence, or causing, attempting to cause, or threatening to cause physical injury to another person, in person or in an online environment and, when the victim or victims are associated with Ascendant Academy, whether or not the location is associated with Ascendant Academy.
- 2) Possession, use, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object or chemical, including but not limited to any facsimile firearm, knife, or explosive on University-owned or controlled property or at University-sponsored or supervised functions without the prior authorization of the President or designee.
- 3) Willful misconduct that results in injury or death to a student, client, visitor, guest, or to University personnel or that results in cutting, defacing, or other injury to any real or personal property owned by Ascendant Academy or on campus.
- 4) Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code, Section 11014.5.
- 5) Committing or attempting to commit robbery or extortion.
- 6) Theft, attempted theft of, or willful damage to University property or property in the possession of, or owned by, a member of the University community or knowingly receiving stolen property or private property on University premises.
- 7) Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of Ascendant Academy.
- 8) Committing sexual harassment as defined by law or by University policies and procedures in person or in an online environment and, when the victim or victims are associated with Ascendant Academy, whether or not the location is associated with Ascendant Academy.
- 9) Engaging in harassing or discriminatory behavior based on national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, or any other status protected by law in person or in an online environment and, when the victim or victims are associated with Ascendant Academy, whether or not the location is associated with Ascendant Academy.
- 10) Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- 11) Endangering a student, client, visitor, guest, or University employee or contributing to or causing harm to the health, safety, and/or well-being of such others.
- 12) Disruptive behavior, continual or willful disobedience and/or persistent defiance of the authority, habitual profanity or vulgarity, or abuse of University personnel or where the presence of the student causes a continuing danger to the physical safety of students or others.
- 13) Cheating, or engaging in other academic dishonesty including copying from another's work; discussion prohibited by the instructor; obtaining exam copies without permission; and using notes, other information, or devices that have been prohibited.
- 14) Misrepresentation and/or impersonation, including arranging for or allowing another individual to impersonate or otherwise misrepresent himself or herself to be a student generally or to be a particular student either in person or in an online environment, and/or impersonating or otherwise misrepresenting oneself to be another person in person or in an online environment.
- 15) Plagiarism, in individual or group work or in a student publication, including the act of taking the ideas, words or specific substantive material of another and offering them as one's own without giving credit to the source.
- 16) Dishonesty; forgery; alteration or misuse of University documents, records, or identification; or knowingly furnishing false information to Ascendant Academy.
- 17) Unauthorized entry upon, into, or use of University facilities, either in person or in an online environment.
- 18) Lewd, indecent or obscene conduct on University-owned or controlled property; at University-sponsored or supervised functions; or directed at and for the purpose of harming another individual or group associated with Ascendant Academy, whether carried out in person or in an online environment, and whether or not the location is associated with Ascendant Academy.
- 19) Engaging in expression that is obscene; libelous or slanderous; or that so incites students as to create a clear and present danger of the commission of unlawful acts on University premises, or the violation of lawful University administrative procedures, or the substantial disruption of the orderly operation of Ascendant Academy.
- 20) Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

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- 21) Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any Board policy or administrative procedure.
  - 22) Unauthorized use of audio, video or other listening, recording or transmitting device in any classroom, service area or University activity without prior consent of the instructor, service area manager, or activity advisor except as necessary for reasonable accommodation.
  - 23) Failure, as a person involved in sexual activity, to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent.
    - Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity.
      - a. In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:
        - i. The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
        - ii. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.
      - b. In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:
        - i. The complainant was asleep or unconscious.
        - ii. The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
        - iii. The complainant was unable to communicate due to a mental or physical condition.
  - 24) Sexual assault, defined as actual or attempted sexual contact with another person without that person's consent, regardless of the victim's affiliation with the University; *and, effective January 1, 2016, regardless of whether such conduct is related to University activity or University attendance*; including, but not limited to, any of the following: (1) Intentional touching of another person's intimate parts without that person's consent or other intentional sexual contact with another person without that person's consent. (2) Coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent. (3) Rape, which includes penetration, no matter how slight, without the person's consent, of either of the following: (A) The vagina or anus of a person by any body part of another person or by an object. (B) The mouth of a person by a sex organ of another person.
  - 25) Sexual exploitation, defined as a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, regardless of the victim's affiliation with the University; *and, effective January 1, 2016, regardless of whether such conduct is related to University activity or University attendance*; including, but not limited to, any of the following: (1) Prostituting another person. (2) Recording images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent. (3) Distributing images, including video or photograph, or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to the disclosure and objected to the disclosure. (4) Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire.
  - 26) Misrepresentation of oneself or of an organization to be an agent of Ascendant Academy.
  - 27) Continued disruption on or off University property of Ascendant Academy's educational or student services activities, administrative functions and procedures, public service functions, authorized curricular or co-curricular activities, other functions, or prevention of authorized guests from carrying out the purpose for which they are on University property.
  - 28) Abuse of any person or any possession of any person, on University-owned or controlled property.
  - 29) Violation of state or local laws, Board policies, or administrative procedures concerning the registration of student organizations, the use of University facilities, or the time, place, and manner of public expression.
  - 30) Abusive behavior directed toward coercion of, or hazing of, or bullying of a member of the University community, in person or in an online environment and, when the victim or victims are associated with Ascendant Academy, whether or not the location is associated with Ascendant Academy.
  - 31) Violation of Board policies or administrative procedures governing the use of student user accounts, computers, and telecommunication resources, including but not limited to the unauthorized entry, opening, or viewing of a file; the unauthorized use of another individual's identification and password; arranging for, allowing, and/or impersonation of one person by another; sending obscene or abusive messages or files; and/or use of computing facilities to interfere with the work of another student or employee of Ascendant Academy.
  - 32) Engaging in physical or verbal disruption, intimidation, or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance, or University employee's work performance, or of creating an intimidating, hostile or offensive educational or work environment, in person or in an online environment and, when the victim or victims are associated with Ascendant Academy, whether or not the location is associated with Ascendant Academy.
  - 33) Violation of a duly issued restraining order, stalking, and/or a pattern of conduct with intent to follow, alarm, or harass another person, and which causes the person to reasonably fear for his or her safety, and where the pattern of conduct persisted after the person has demanded that the pattern of conduct cease.
  - 34) Failure to identify oneself when requested to do so by University officials acting in the performance of their duties.
  - 35) Any other cause not listed above which is identified as "Good Cause" by the Education Code or that disrupts the University, its mission, or campus life.
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## Student Discipline

Student Conduct Programs should contribute to the teaching of appropriate individual and group behavior as well as to protecting the University community from disruption and harm. The Programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the overall educational goals of the Institution. The Board's Administrative Procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected. All proceedings held in accordance with these procedures shall relate specifically to an alleged violation of the established Standards of Student Conduct. These provisions do not apply to grievance procedures, student organization councils and courts, or residence determination and other academic and legal requirements for admission and retention. Disciplinary measures may be taken by the University independently of any charges filed through civil or criminal authorities, or both.

The Office of Student Services is responsible for the student conduct and sanctioning procedures of the University. Inquiries should be directed to the Office of Student Services.

## Student Conduct Procedures and Sanctions

### Definitions

**University** – Ascendant Academy.

**Day** – A day is defined as any day Monday through Sunday that all normal University business is conducted, both in the classroom and in the administrative offices.

**Student** – Any person currently enrolled as a student of the University.

**Instructor** – Any academic employee of the University in whose class a student is subject to discipline and currently is or was enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

**Written or verbal reprimand** – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the University. A record of the fact that a verbal reprimand has been given may become part of a student's record at the University for a period of up to one year.

**Disciplinary Probation** – A period on probation that may include, but is not limited to, exclusion of the individual from designated co-curricular activities of the University for a set period of time.

**Removal from class** – Exclusion of the student by an instructor for the day of the removal and the next class meeting.

**Withdrawal of Consent to Remain on Campus** – Withdrawal of consent by the President or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the President or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

**Short-term Suspension** – Exclusion of the student by the President or designee for good cause from one or more classes for a period of up to ten consecutive days of instruction.

**Long-term Suspension** – Exclusion of the student by the President or designee for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the University for one or more terms.

**Expulsion** – Exclusion of the student by the Board of Directors from the University for one or more terms.

### Short-term Suspensions, Long-term Suspensions, and Expulsions

Before any disciplinary action to suspend, or expel is taken against a student, the following procedures will apply:

- **Notice** – The President or designee will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
  - the specific section of the Standards of Student Conduct that the student is accused of violating.
  - a short statement of the facts supporting the accusation.
  - the right of the student to meet with the VP of Student Services/Dean of Students or designee to discuss the accusation, or to respond in writing.
  - the nature of the discipline that is being considered.
- **Time limits** – The notice must be provided to the student within twenty (20) days of the date on which the administration of the college became aware of the conduct; in the case of continuous, repeated, or ongoing conduct of which the

administration of the college has become aware, the notice must be provided within twenty (20) days of the date on which the administration became aware that the conduct occurred which led to the decision to take disciplinary action.

- **Hearing Officer Meeting** – The student is to have a hearing with the VP of Student Services/Dean of Students or designee serving as the University hearing officer. The hearing must occur no sooner than five (5) days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.
- **Short-term Suspension** – Within five (5) days after the meeting described above, the President or designee shall, pursuant to a recommendation from the VP of Student Services/Dean of Students or designee, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the President's or designee's decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The President or designee decision on a short-term suspension shall be final.
- **Long-term Suspension** – Within five (5) days after the meeting described above, the President or designee shall, pursuant to a recommendation from the VP of Student Services/Dean of Students or designee, decide whether to impose a long-term suspension. Written notice of the President or designee decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before the hearing panel before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing. The request must be made in writing to the Vice President of Student Services or designee.
- **Expulsion** – Within ten (10) days after the meeting described above, the President or designee shall, pursuant to a recommendation from the VP of Student Services/Dean of Students or designee, decide whether to recommend expulsion to the Board of Directors. Written notice of the decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before the hearing panel before expulsion is imposed, and a copy of this policy describing the procedures for a hearing. The request must be made in writing to the Vice President of Student Services or designee.

A decision of the Board of Directors to impose expulsion shall be reached no later than the next regularly scheduled regular meeting of the Board after receipt of the recommended decision.

#### Disciplinary Decisions, Sanctions, and Conditions

**Written or Verbal Reprimand** – May be initiated by any faculty or manager and sent in writing to the Office of Student Services. The Disciplinary Officer (VP of Student Services/Dean of Students or designee) shall determine if there exists good and sufficient reason to initiate disciplinary action and the student should be notified of such actions.

**Disciplinary Probation** – Initiated by the VP of Student Services/Dean of Students or designee. The nature of the misconduct, dates, times, places, and the length of probation shall be placed in writing. Written copies shall be sent to the student and copies filed with the Office of Student Services.

**Removal from Class** (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Office of Student Services for Student Conduct and Grievance and complete a Student Conduct Incident Form. The VP of Student Services/Dean of Students or designee shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the VP of Student Services/Dean of Students or designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the VP of Student Services/Dean of Students, or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

**Immediate Interim Suspension** (Education Code Section 66017): The President or designee may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

**Withdrawal of Consent to Remain on Campus:** The President or designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the VP of Student Services/Dean of Students or designee, a written report must be promptly made to the President or designee.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven (7) days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than fourteen (14) days from the date upon which consent was initially withdrawn.

All applicable conditions of a withdrawal of consent to remain on campus, suspension, or expulsion when a break occurs in the conducting of University business (both in the classroom and in the administrative offices) remain in effect during the break unless specifically excepted in writing by the President or designee.

A withdrawal of consent to remain on campus, suspension, or expulsion prohibits both physical presence on the campus and at a facility or activity operated by the University.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

**Clearance to Return** – Prior clearance to return to the University (in-person and/or online) may be required. Clearance requirements may include completion of educational or other courses or processes as specified in the sanction decision. This requirement may include confirmation that the individual is ready for the college classroom and/or that the individual's continued presence on campus is not a threat to himself/herself, others, and/or the property of the University or others.

### Hearing Panel

The hearing panel for any disciplinary action subject to hearing by a panel shall be composed of one administrator, two faculty members, and two students.

Unless she determines to keep the prior year's appointees in place, the President, at the beginning of the Academic Year, shall establish a list of at least five (5) persons who will serve on student disciplinary hearing panels. The President or designee shall appoint the hearing panel from the names on these lists plus the VP of Student Services/Dean of Students or designee. However, no administrator, faculty member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel. The hearing panel shall be responsible to the President for reviewing and making a recommendation to the President or designee.

Membership of the hearing panel shall include the following:

- 1) Two members of the instructional staff.
- 2) Two students who meet the minimum eligibility requirements for satisfactory academic progress having successfully passed at least forty (40) credit hours and who have had no claims of misconduct against them.
- 3) The VP of Student Services/Dean of Students or designee shall serve as the Chairperson of the Hearing Panel, but will not vote except to break a tie.

### Procedures for a Hearing, Disposition, and Imposition of Sanctions

- 1) Written notice of a hearing shall be mailed or delivered to the student. A hearing must be held within ten (10) days of the suspension if the suspension is immediate.
- 2) Notice shall include date and place of hearing, a statement of all charges, a copy of applicable policies and procedures, the opportunity of the student to appear in person, and the opportunity to present oral and documentary evidence.
- 3) Hearings shall be conducted in the manner consistent with the orderly conduct of the affairs of the University, and which seems to the hearing panel to be most conducive to the determination of the truth.
- 4) The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
- 5) The facts supporting the accusation shall be presented by a college representative who shall be the VP of Student Services/Dean of Students or designee.
- 6) The University representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- 7) Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
- 8) Unless the hearing panel determines to proceed otherwise, the University representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his/her evidence. The burden shall be on the college representative to prove by the preponderance of the evidence that the facts alleged are true.
- 9) The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice, except that the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five (5) days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request that legal counsel to the college participate in his/her place. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.
- 10) Hearings shall be closed and confidential unless the student requests that it be open to the public. If more than one student's case is under consideration, any and all such other students must also request that the hearing be open to the public in order to make it open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing. Requests contrary to state or federal law or to the safety of the University or participants shall not be approved, subject to appeal to the President or designee.
- 11) In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

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- 12) All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall not be considered unavailable for the purposes of this section.
  - 13) The hearing shall be recorded by the University either by tape recording or stenographic recording. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain in the custody of the University at all times, unless released to a professional transcribing service. The student may request a copy of the recording. Transcripts may be redacted to comply with law, policies, and to protect the privacy and/or safety of individuals.
  - 14) Within five days following the close of the hearing, the hearing panel shall prepare and send to the President or designee a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct was violated. The decision shall also include a specific recommendation regarding the sanction to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

### President's Decision

**Long-term suspension** – Within five (5) days following receipt of the hearing panel's recommended decision, the President or designee shall render a final written decision. The President or designee may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the President or designee modifies, or rejects the hearing panel's decisions, the President or designee shall review the record of the hearing and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the President or designees shall be final.

**Expulsion** – Within ten (10) days following receipt of the hearing panel's recommended decision, the President or designee shall render a written recommendation decision to the Board of Directors. The President or designee may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the President or designee modifies or rejects the hearing panel's decision, he/she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The President or designee's decision for expulsion shall be forwarded to the Board of Directors.

### Board of Directors Decision

**Expulsion** – A decision of the Board of Directors to impose expulsion shall be reached no later than the next regularly scheduled regular meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail to the address last on file with the University, or by personal service, at least three (3) days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight (48) hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions and recommendations of the President and/or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the University.

**Time Limits** – Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

These procedures may change from time to time and may be superseded by current state and federal laws and regulations.

### Student Rights and Grievances

The purpose of the student grievance procedure is to provide each student enrolled at Ascendant Academy with a standardized, formal process for seeking a resolution when, in the student's judgment, he/she has been treated unfairly or improperly. Students seeking redress of grievances may do so without fear of reprisal. Unfair or improper treatment of a student by a faculty/staff member may be defined as:

- 1) An instructor's or staff member's failure to abide by stated University policies (including policies related to the adverse effects on a student's academic standing due to problems in the instructor's ability to write or speak English) or state law; or an instructor's failure to abide by written or stated course requirements.
- 2) An instructor's prejudiced or capricious evaluation practices which result in grades being assigned based on factors other than the student's performance on coursework. The procedures herein shall not extend to matters of grading student work where the substance of a complaint is based on the student's disagreement with the mark or grade placed on the student's work in partial or complete fulfillment of the course. Such matters shall be discussed by the student and the faculty member; however, the final decision regarding grade assignment rests solely with the faculty member. This responsibility for the assessment of student academic performance is integral to the nature of an academic institution and to the professional competency of its professoriate.
- 3) Discrimination against students by faculty or staff in academic or nonacademic matters for reasons of race, color, national origin, religion, sex, age, disability or veterans' status.
- 4) Improper personal or professional behavior involving faculty, staff or administrators, excluding charges of sexual misconduct which are addressed by the Ascendant Academy Prohibition of Harassment and Sexual Misconduct Policy and Harassment and Sexual Misconduct Investigatory Procedure.

In addition to sexual harassment, the following issues cannot be addressed using this grievance procedure: disciplinary decisions, residency classification decisions, or any other type of decision where a clearly defined appeal process exists.

For more information, contact the Office of Human Resources or the Office of Civil Rights, Compliance and Risk Management.

## Leaves of Absence

A leave of absence is required by students who wish to withdraw from the current quarter, or who do not wish to attend a future quarter. Leaves will not be granted for more than one year at a time, unless an exceptional circumstance exists (such as conscripted military service). A leave of absence from the program may not exceed a cumulative total of two years.

### Academic Status

Students on leave of absence are not registered at Ascendant Academy and, therefore, do not have the rights and privileges of registered students. They cannot fulfill any official department or University requirements during the leave period.

Leaves do not delay candidacy or master's program expiration dates, except for pregnancy or parental leaves of absence, which do extend these degree milestones.

Students on leave may complete course work for which an "Incomplete" grade was awarded in a prior term and are expected to comply with the maximum one-year time limit for resolving incompletes; a leave of absence does not stop the clock on the time limit for resolving incompletes. Students with extenuating circumstances that may warrant an exception to academic policy should discuss the need for an extension to the time limit with their adviser and the course instructor. Students may request an extension of the deadline for resolving an incomplete by submitting the Petition to Change Course Enrollment.

When a student is granted (or placed on) a leave of absence after the beginning of the term, courses in which the student was enrolled after the drop deadline appear on the student's transcript and show the symbol 'W' (Withdraw).

### Voluntary Leaves of Absence

Students who do not meet the requirement for continuous registration during the academic year (Autumn, Winter, Spring and Summer quarters) must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. For a complete definition of full-time enrollment, see the "Full-Time Definition" section of this General Catalog.

The leave of absence must be reviewed for approval by the VP of Student Services/Dean of Students. Except in the case of pregnancy or parental leaves, the granting of a leave of absence is at the discretion of the department and subject to review by the Office of Enrollment Services. The University may condition its approval of a petition for leave of absence on the student's meeting such requirements as the University deems appropriate in the individual case for the student to be eligible to return (such as, in the case of a leave for medical reasons, proof of treatment and/or an interview with a health care professional).

New graduate students may not take a leave of absence during their first quarter. However, new Stanford students may request a deferment from the department.

### Leave Term Length

Leaves of absence are granted for a maximum of one calendar year, or one Academic Year (four quarters). Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). An extension of leave, for a maximum of one year or four quarters, is approved only in unusual circumstances. Extension requests must be made before the expiration of the original leave of absence. Leaves of absence may not exceed a cumulative total of two years (eight quarters including summer quarters).

### Pregnancy and Parental Leaves of Absence

Any pregnant graduate student may request a Pregnancy Leave of Absence to suspend enrollment around the time of the birth. Alternatively, a pregnant student may choose to remain enrolled and to request a Childbirth Accommodation. Non-birth parents may request a Parental Leave of Absence. Non-birth parents include: parents anticipating or recently experiencing the birth of a child; parents who adopt a child; and parents by means of surrogacy.



In the case of Pregnancy and Parental Leaves of Absence, all provisions of the policy for Voluntary Leaves of Absence, defined above, will apply, except:

- Any matriculated pregnant student requesting a Pregnancy Leave of Absence will automatically be approved for a leave period of four quarters (12 months).
- Non-birth parents who request a Parental Leave of Absence will automatically be approved for a leave period of one academic quarter.
- In the case where a Pregnancy or Parental Leave of Absence would extend the student's cumulative total beyond eight (8) quarters, that extension will be permitted so that the student may return to their program. The student will then be considered to have reached their maximum cumulative leave.

### **Mandatory Leaves of Absence**

A mandatory leave of absence can be imposed in circumstances in which a student:

- presents a substantial risk of harm to self or others or is failing to carry out substantial self-care obligations; or
- significantly disrupts the educational or other activities of the University community; or
- is unable to participate meaningfully in educational activities; or
- requires a level of care from the University community that exceeds the resources and staffing that the University can reasonably be expected to provide for the student's well-being.

Students whose circumstances warrant a review under the Leave of Absence Policy are apprised, in writing, of University concerns and are provided an opportunity to respond to concerns in writing, in person or via telephone before a review committee convened by the Director of Student Support Services. Students placed on mandatory leave of absence can appeal an unfavorable decision to the VP of Student Services/Dean of Students. The University can condition a student's return to registered student status on such requirements as the University deems appropriate in the individual case (such as, in the case of a leave for medical reasons, proof of treatment and/or an interview with a health care professional). The University has developed a Leave of Absence Policy and Procedure. Information regarding tuition refunds is available in the "Refunds" section of this General Catalog.

### **Discontinuation and Reinstatement**

A student's academic degree program may be discontinued if the student:

- fails to be enrolled by the study list deadline; or
- fails to be approved for a leave of absence by the start of the term; or
- voluntarily terminates graduate studies; or
- is dismissed from graduate studies for academic reasons; or
- is expelled from the University.

Students who fail to be either enrolled by the final study list deadline or approved for a leave of absence by the start of a term or after a voluntary withdrawal are required to apply for reinstatement through the Office of Enrollment Services before they can return to the University.

The decision to approve or deny reinstatement is made by the VP of Student Services/Dean of Students. The University is not obliged to approve reinstatements of students. Reinstatement decisions are made at the discretion of the VP of Student Services/Dean of Students and may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, and the ability of the University to support the student both academically and financially, as well as any other factors or considerations regarded as relevant by the department or program.

### **Reinstatement Procedures**

Approved reinstatement applications must be submitted prior to the first day of the term for which re-enrollment is requested if the student is registering for courses.

In the rare circumstance where a student who had been dismissed for academic reasons wishes to return and where reinstatement was not precluded at the time of the dismissal, the student should request reinstatement as described above. In this circumstance, the University may review such relevant information as course work completed elsewhere or any other factors deemed to be appropriate for consideration.

Conditions for reinstatement may be established at the discretion of the University. The decision to approve or deny reinstatement is made by the VP of Student Services/Dean of Students, and is in its discretion. In addition, the University retains the right to condition reinstatement on such academic or other conditions as it deems appropriate.

Students who have been expelled from Ascendant Academy are not permitted to apply for reinstatement.

### **Considerations Prior to Applying for a Leave of Absence**

Students planning a leave of absence should review all possible ramifications of taking a leave of absence. Students are encouraged to check with all other appropriate University offices (e.g., Student Financial Services) to determine how taking a leave of absence may impact their status with these offices. Students on leave of absence are not registered and, therefore, do not have the rights and privileges of registered students. They cannot fulfill any official department or University requirements during the leave period.

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**Before a Given Quarter**

The deadline to submit a Leave of Absence for a full refund is the "Preliminary Enrollment Deadline". To ensure a full refund, submit a fully completed and properly endorsed Leave of Absence Form by the Preliminary Enrollment deadline. The Preliminary Enrollment Deadline is the first day of classes of each quarter during the academic year. As early as possible, but no later than this deadline, students must officially enroll in classes for the quarter at the Office of Enrollment Services. Students are expected to be enrolled "at status" by the Preliminary Enrollment Deadline. This means that students must be enrolled in sufficient units to meet requirements for their status, full-time, three (3) units.

**During a Given Quarter**

The deadline to submit a Leave of Absence for a partial refund is the Term Withdrawal deadline (see the specific Quarter Academic Calendar for a complete list of important dates in the year). Students must submit a leave of absence form to the Office of Student Services. All courses for that term are dropped if the last day of attendance is prior to the Final Enrollment deadline. Submitting a Leave of Absence form after the Final Enrollment deadline results in 'W' notations on the transcript for all registered courses.

After the term withdrawal refund deadline (60% of the quarter), a leave of absence is granted only for approved health or emergency reasons with supporting documentation.

**Refund Policy****Leaves of Absence Before the First Day of Classes**

Students who take a leave from the University voluntarily on or before the first day of classes will receive a full tuition refund. Such students are not included in University records as registered for the term.

**Leave of Absence After the First Day of Classes**

An active student in good standing who voluntarily takes a leave from the University after the first day of instruction, but before the Term Withdrawal deadline, receives a pro rata refund. There is no refund after the Term Withdrawal deadline. Courses in which the student was enrolled after the Final Enrollment deadline appear on the student's record and show the grade of 'W' (withdrew).

**Submitting the Leave of Absence Form****Signatures**

Students are required to sign the leave of absence request. Students must obtain approval from VP of Student Services/Dean of Students.

**Submission of Form**

The completed and signed form may be submitted to the Office of Enrollment Services.

**Financial Aid**

Students should notify the Office of Financial Services Planning of their intent to leave the University if they are receiving any type of aid, particularly to protect eligibility for certain programs and funds while on leave. A portion of any refund is returned to the sources of aid. Students should clear all outstanding bills with the Office of Financial Services Planning before returning to campus. Students may apply for loans four weeks before the first day of classes in the quarter in which they plan to return. Information regarding program funds and eligibility is available in the "Financial Aid" section of this General Catalog.

**Loans**

Students must notify all lenders of their intent to leave the University and request exit information before leaving campus. Students are cautioned to consider carefully the effect of leaves on their loan status; lenders may count the leave period as part of the total grace period. Ascendant Academy will provide enrollment status to the National Student Loan Clearing House. Students who receive loan disbursements directly may be required to repay portions of their loans.

**Library**

Students only retain partial privileges to access the Ascendant Academy online library if they are still completing coursework in effort to resolve an incomplete. The Office of Enrollment Services, Office of Information Technology and Office of Academic Affairs will work to afford appropriate access levels to the Learning Management and Online Library systems.

**Extending a Leave or Returning from a Leave at a Different Time**

A Leave of Absence form must be completed (with the extension portion of the form filled out) by a student who wishes to extend an initial leave of absence. Students who plan to return to Ascendant Academy in a different term than that indicated on the initial Leave of Absence form should complete an Application for Reinstatement Form.

**Claims Against Ascendant Academy****Claim Forms**

Any claims against the University are to be submitted on the University's approved claim form. Claims not submitted on the University's form will be returned to the claimant and may be resubmitted using the proper form.

Claim forms can be obtained through the Office of Business Services.

**Claim forms may be mailed to:**

Ascendant Academy  
Office of the Vice President of Business and Finance Services  
1245 Wilshire Boulevard, Suite 310  
Los Angeles, CA 90017

**Time Limitations**

Claims for money or damages related to a cause of action for death, injury to a person, or personal property, must be presented to the University not later than six (6) months after the accrual of the cause of action.

Claims for money or damages related to a cause of action other than that stated above, must be presented to the University not later than one (1) year from the accrual of the cause of action.

**Response to Claim**

The University has forty-five (45) days in which to respond to any claim received. The claim may be allowed in whole or in part, or may be rejected altogether. Pursuant to Government Code, the University will notify those claimants, whose claims are rejected, or their rights under the law to pursue their claim further.

If the University decides to allow the claim or offers a compromise in an attempt to settle the claim, the University shall require the claimant to sign a release or waiver agreeing to payment as full complete settlement of the claim.

**Environmental Sustainability**

Ascendant Academy aptly develops in students the knowledge, skills and values that prepare them to be productive participants in the global community. It is with this perspective that Ascendant Academy is committed to creating a campus environment which fosters sustainability.

Sustainability represents conscious decision-making practices and strategies that focus on ecological stewardship and social equity. Environmental sustainability and responsible stewardship of our resources is a fundamental goal of Ascendant Academy.

Diminishing resources, cost of energy, management of waste, and overall environmental impacts on the community require that the institution focus on efficient and effective use of energy and resources.

The University's Sustainability Plan addresses all areas of the University including instruction, operations, facilities, construction, land use, water conservation, solid-waste minimization, storm-water pollution prevention, greenhouse gas emissions, recycling, energy management, transportation, and environmental and financial responsibility. The Plan includes the following categories:

1. Green Buildings with a Goal of Meeting LEED Standards
2. Energy Conservation and Alternative Energy Generation
3. Water Conservation
4. Transportation
5. Procurement Practices
6. Academic Instruction and Workforce Training
7. Climate/Greenhouse Gas Emissions
8. Communication and Outreach
9. Funding
10. Waste Diversion
11. Recycling

**Campus Safety, Security and Access****Campus Safety Plan**

A Campus Safety Plan is developed and provided to students as part of the Annual Security Report published by University Security by October 1 of each year.

University Security prepares and annually updates a report of all occurrences reported to campus security of and arrests for crimes that are committed on campus and that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication, and of all occurrences of non-criminal acts of hate violence reported to campus authorities.

A written report is submitted to the Board of Directors. Written records of non-criminal acts of hate violence shall include at least a description of the act of hate violence, the victim characteristics, and offender characteristics, if known.

**Note**

Education Code, Section 67380 defines "hate violence" as: "any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons or the property of any person or group of persons because of the ethnicity, race, national origin, religion, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group." Section 67380 requires reporting of both occurrences reported to campus security or safety authorities of and arrests for crimes that involve hate violence (Section 67380(a)(1)(A)) and of "non-criminal acts of hate violence" (Education Code, Section 67380(a)(1)(B)).

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For purposes of reporting under the Clery Act, "hate crimes" include domestic violence, dating violence, and stalking.

### **Emergency Operations Plan**

The University maintains an Emergency Operations Plan which is distributed as appropriate.

### **Campus Security and Access**

During business hours, the University will be open to students, employees, contractors, and community members. During non-business hours, access to all University facilities is by key, if issued, or by admittance via the Campus Security Department. In the case of periods of extended closing, the University will admit only those with prior written approval to all facilities.

Some facilities may have individual hours, which may vary at different times of the year. In these cases, the facilities will be secured according to schedules developed by the department responsible for the facility.

Emergencies may necessitate changes or alterations to any posted schedules. Areas that are revealed as problematic will have regular periodic security surveys. The Vice Presidents of Student Services and Business and Finance Services, and managers from the Campus Security Department, Facilities Department, and other concerned areas review the survey results. These surveys examine security issues such as landscaping, locks, alarms, lighting, and communications.

Additionally, during the academic year the Director of Facilities Planning, Director of Public Safety and Campus Security, and applicable facilities and/or other staff meet to discuss issues of pressing concern.

## **Campus Violence**

### **Responding to Threats of Violence**

The University's top priority is to effectively handle critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against or by any employee of the University or any other person is unacceptable.

A non-employee who demonstrates or threatens violent behavior may be subject to criminal prosecution.

An employee who demonstrates or threatens violent behavior during working hours may be subject to disciplinary action and criminal prosecution.

- The following actions are considered violent behavior for the purposes of this procedure: Striking, punching, slapping, or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching, or touching another person in an unwanted way whether the behavior is sexual or not.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, on University property, including parking lots and other exterior premises, while in or using a University vehicle, or while engaged in offsite activities for the University. If such possession or use is a requirement of the job or the program, it may not be considered as a violent act.
- Making credible threats of harm or harming another person, or any action or course of conduct that evidences or implies a threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick or knife having a fixed blade longer than 2½ inches onto or into University property, unless the person is authorized to possess such a weapon in the course of his or her employment, has been authorized by a University administrator to have a knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent, threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether or not the perpetrator is a University employee, shall immediately report the incident to his/her supervisor or other appropriate person.

A student or an employee who cannot reach his/her supervisor shall immediately report any violent behavior to Campus Security, the Human Resources Office, or if deemed emergent, the student or employee should call 9-1-1.

No person, who acts in good faith and initiates a complaint or reports an incident under this policy, will be subject to retaliation or harassment.

If there is a potential for disciplinary action, any employee reported to be a perpetrator will be provided due process and may obtain representation from his/her union if applicable and/or at his/her own expense.

In the event that there is reasonable cause to believe that the perpetrator or others at the scene of a violent act may not be safe, Campus Security and/or appropriate law enforcement personnel will be called.

In the event that a student or employee obtains a restraining order against another person, the student or employee shall report this information to his/her supervisor and/or to the Campus Security Department to assure the safety of the environment and the individual. The University will make every effort to accommodate the restraining order. The person obtaining the restraining order will cooperate with the directions of the Campus Security Department and the Human Resources Office to ensure the effective enforcement of the restraining order.

An investigation of each known threat or act of violence will be completed as soon as is reasonably possible. A written report will be rendered by the appropriate investigator which may be University personnel, including Campus Security, or an outside agency. The University will maintain records of any violent behavior.

### Emergency Response Plan

Ascendant Academy has emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus. The President establishes procedures that ensure that the University implements a plan to be activated in the event of an emergency, or when a natural disaster or hazardous condition occurs. This plan complies with the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and incorporates the functions and principles of the Incident Command System (ICS), the Master Mutual Aid Agreement (MMAA) and any other relevant programs. The plan incorporates NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.

Compliance with NIMS and SEMS mandates include but are not limited to:

- Establishing a disaster preparedness procedure or plan, and
- Completion of training sessions by college personnel in compliance with NIMS and SEMS guidelines

University personnel are informed that as public employees, they are also disaster service workers during national, state and local emergencies. The University ensures that its employees are in compliance with the disaster service worker legal requirements.

The President ensures that a team is created to carry out compliance with NIMS and SEMS mandates.

Responses to emergencies or natural disasters are organized by SEMS into five categories: field response, local government, operational areas, regions, and the state management level.

The plan contains information regarding activation and chain of command responsibilities. Compliance with NIMS mandates requires planning and incorporation for all phases of emergency management including mitigation and prevention, preparedness, response, and recovery. The University ensures that its Emergency Response Plan is updated regularly and complies with NIMS and SEMS to receive state or federal funding.

### Local Law Enforcement

Ascendant Academy has entered into a written agreement with local law enforcement. The agreement clarifies operational responsibilities for investigations of Part I violent crimes, defined by law as willful homicide, forcible rape, robbery, and aggravated assault, occurring at each location operated by Ascendant Academy. The written agreement designates which law enforcement agency shall have operational responsibility for violent crimes and delineates the specific geographical boundaries of each agency's operational responsibility, including maps as necessary. The written agreements required are public records and are made available for inspection by members of the public upon request. Ascendant Academy encourages accurate and prompt reporting of all crimes to the Office of Campus Safety and/or the appropriate police agencies. The President has established procedures that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

### Reporting of Crimes

Members of the University, guests and the general public are strongly encouraged to immediately report all crimes and public safety related incidents to the Office of Campus Safety.

In the event an employee is assaulted, attacked, or menaced in the course of his or her employment with the University, the employee shall notify his or her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted, or menaced shall assist the employee to promptly report the attack or assault to the Office of Campus Safety and the Office of Human Resources. The Office of Campus Safety shall, in addition to its law enforcement duties, report such matters to the Office of Student Services for student discipline purposes if the alleged perpetrator is a student. The supervisor shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the University of its obligation to investigate all complaints of harassment.

The University will instruct members of the Office of Campus Safety to notify students and employees complaining of sexual violence of their right to file a sex discrimination complaint with the University in addition to filing a criminal complaint, and to report incidents of sexual violence to the VP of Human Resources and Training if the complainant consents.

The University shall publish warnings to the campus community about the following crimes:

- Criminal homicide –murder and non-negligent manslaughter;
- Criminal homicide –negligent manslaughter;
- Sex offenses –forcible and non-forcible sex offenses;
- Domestic violence, dating violence and stalking;

- Robbery;
- Aggravated assault;
- Burglary;
- Motor vehicle theft;
- Arson;
- Arrests for liquor law violations, drug law violations, and illegal weapons possession;
- Liquor law violations, drug law violations, or illegal weapon possessions referred for campus disciplinary action but for which no arrest was made;
- Those that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability and involve larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property, or any other crime involving bodily injury; and
- Anytime the crime is reported to Campus Security and is considered to represent a continuing threat to students and employees.

In the event that a situation arises, either on or off campus, that, in the judgment of the President or designee, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The University has various systems in place for communicating information quickly. Some or all of these methods of communication may be activated in the event of an immediate threat to the campus community. These methods of communication include network emails, emergency text messages that can be sent to a phone or Personal Digital Assistant (individuals can sign up for this service at the Office of Student Services), public address system, phone calling trees, University website and emergency messages that scroll across display screens in campus buildings. The University will post updates during a critical incident on the University website at [www.AscendantAcademy.net](http://www.AscendantAcademy.net). The information shall be disseminated by the Director of Public Safety and Campus Security in a manner that aids the prevention of similar crimes.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Director of Public Safety and Campus Security may also post a notice on the Ascendant Academy web site at [www.AscendantAcademy.net](http://www.AscendantAcademy.net), providing the community with more immediate notification. This web site is immediately accessible via computer by all faculty, staff, students, and the public. Anyone with information warranting a timely warning should report the circumstances to the Office of Campus Safety.

The University shall not be required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor, but it will do so anytime it deems it necessary to warn others. Furthermore, counselors have a duty to warn and protect if they have reasonable cause to believe that a person being counseled is a danger to himself/herself or the person or property of another.

If there is an immediate threat to the health or safety of students or employees occurring on campus, the University shall follow its emergency notification procedures.

The Office of Campus Safety shall annually collect and distribute statistics concerning crimes on campus. All University staff with significant responsibility for student and campus activities shall report crimes about which they receive information to the Office of Campus Safety for inclusion in the statistics.

The Office of Campus Safety shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years. The Annual Security Report shall also include policies pertaining to campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, victims' assistance program, student discipline, campus resources, and other matters. The University shall make the report available to all current students and employees. The University will also provide prospective students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting the Office of Campus Safety. Each employee will be notified on an annual basis about the availability of the Annual Security Report. Such notification will be included with the employee's pay stub.

#### **To report a crime:**

Contact Campus Security or dial 9-1-1 (emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the police department. In addition students may report a crime to the VP of Human Resources and Training. If students are victims of a crime and they do not want to pursue action within the University's System or the criminal justice system, they may still want to consider making a confidential report. With their permission, the VP of Student Services/Dean of Students or VP of Human Resources and Training or designee can file a report on the details of the incident without revealing their identity. The purpose of a confidential report is to comply with a student's wish to keep the matter confidential, while taking steps to ensure the future safety of them and others. With such information, the University can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

The Office of Campus Safety encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the Office of Campus Safety cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other campus security authorities. Confidential reports of crime may also be made to the VP of Human Resources and Training.

The University may disclose the final results of disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of the outcome. The University may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated University policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide –manslaughter by negligence;
- Criminal homicide –murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses; and
- Non-forcible sex offenses.

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The University shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his or her right to confidentiality.

#### **Required Reports to Local Law Enforcement Agency**

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime, committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of his/her right to have his/her personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency unless the institution determines that both of the following apply, in which case the institution shall disclose the identity of the alleged assailant to the local law enforcement agency and notify the victim of the disclosure:

- the alleged assailant represents a serious or ongoing threat to the safety of students, employees, or the institution; and
- the immediate assistance of the local law enforcement agency is necessary to contact or detain the assailant.

#### **Weapons on Campus**

Firearms, knives, explosives, or other dangerous objects, including but not limited to any facsimile firearm, knife, or explosive, are prohibited on all University grounds, except as authorized by law. The prohibition of firearms on any University campus, University center, or in any University facility includes both loaded and unloaded firearms, and applies to persons holding a valid license to carry a concealed firearm.

Activities involving firearms or other weapons conducted under the direction of University officials or as authorized by an official law enforcement agency shall be reported to the Director of Public Safety and Campus Security before taking place.

Any person who believes that he or she may properly possess a firearm or other weapon on University grounds must promptly notify the Director of Public Safety and Campus Security, and obtain written permission from the Director of Public Safety and Campus Security to possess a firearm or other weapon on campus. Duly appointed peace officers, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, who are authorized by law and their respective Department Policies to carry concealed firearms are exempt from the requirements of this paragraph.

Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2 1/2 inches upon the grounds of the University is strictly prohibited, unless the person is authorized to possess such a weapon in the course of his or her University employment, has been permitted by an authorized University employee to have such, or is a duly appointed peace officer who is engaged in the performance of his or her duties. Any student or employee who has been authorized to have a knife, including kitchen knives, must exercise caution in using and storing the knife.

#### **Drug and Alcohol Free Environment Policy**

The University is committed to providing its employees and students with an alcohol and drug-free campus and workplace environment. It emphasizes prevention and intervention through education.

##### **Notice**

The University provides annual notice to students and employees of the University's drug and alcohol free campus and workplace environment. The University provides written and/or electronic notice of its policies through:

- Publication of the policy in class schedules in print and online;
- Annual print notification to employees in their paychecks;
- Online publication of Board Policies.

##### **Alcohol and Drug Prohibitions**

The unlawful manufacture, distribution, dispensing, possession, sale or use of any controlled substance is illegal under both state and federal laws and is also prohibited on University property, during University-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the University. Similarly, it is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a

violation of this policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval.

Violation of Board Policy 3.23, Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program, will be addressed by the University. The University will take appropriate action designed to address each specific violation, which may include, but is not limited to:

- Termination of employment,
- Expulsion,
- Referral to Campus Security or other law enforcement agency for prosecution as permitted by law, or
- Mandatory participation in an alcohol or drug abuse assistance or rehabilitation program.

## Drug and Alcohol Free Environment Abuse Prevention Program

### Health Risks That May Be Associated with the Use of Illicit Drugs and the Abuse of Alcohol

- Partner and/or child abuse.  
(HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems* and HHS—NIH—NIAAA: *A Snapshot of Annual High-Risk College Drinking Consequences*)
- Unintended injuries or death, including motor vehicle crashes.  
(Hingson, R.W., et al: *Magnitude of Alcohol-Related Mortality and Morbidity among U.S. College Students Ages 18-24*, in *The Journal of Studies on Alcohol*, March, 2002)
- Being hit, otherwise assaulted, violently attacked, and/or murdered by another under the influence.  
(HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems*)
- Sexual activity without protection against HIV, hepatitis (A, B, and C), and other STDs.  
(HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems*)
- Rape, including date rape; other sexual assault; and/or other sexual activity when under the influence and unable to consent.  
(Hingson, R.W., et al: *Magnitude of Alcohol-Related Mortality and Morbidity among U.S. College Students Ages 18-24*, in *The Journal of Studies on Alcohol*, March, 2002)
- Unsafe interactions with medications, including more than 150 medications that should not be mixed with alcohol.  
(HHS—NIH—NIAAA: *Alcohol: What You Don't Know Can Harm You*)
- Binge and other drinking behaviors leading to ingestion of toxic amounts of alcohol, which can lead to alcohol poisoning, with effects including mental confusion, stupor, coma, inability to be roused, vomiting, seizures, slow or irregular breathing, hypothermia, bluish skin color, and paleness, and, if left untreated, seizures, permanent brain damage, and/or death.  
(HHS—NIH—NIAAA: *Facts About Alcohol Poisoning*)
- Premature births and low birth weights; alcohol and illicit drug-related birth defects, including fetal alcohol syndrome (FAS) involving severe physical, mental, and behavioral problems; and in the case of prenatal cocaine exposure, a 1.5 times increased likelihood of needing special education services in school.  
(HHS—NIH—NIAAA: *Alcohol: What You Don't Know Can Harm You and Drug Abuse and Addiction: One of America's Most Challenging Problems*)
- Suicide. (HHS—NIH—NIAAA: *A Snapshot of Annual High-Risk College Drinking Consequences*)
- Long-term health problems including liver disease; heart disease; cancers including those of the mouth, throat, larynx (voice box), breast, rectum, and colon; and pancreatitis.  
(HHS—NIH—NIAAA: *Alcohol: What You Don't Know Can Harm You*)
- Homelessness.  
(HHS—NIH—NIDA: *Drug Abuse and Addiction: One of America's Most Challenging Problems*)

### Prevention and Intervention Programs

The University provides education and maintains programs and services designed to aid students, employees and their families in receiving assistance for alcohol and/or drug abuse problems. Included in these educational and assistive programs and services are:

- Notification of the dangers of drug use and dependency in the Schedule of Classes;
- Mental health services provided to students through the Center for Well-Being; and
- An Employee Assistance Program (EAP) for employees and their families.

As a condition of employment, employees of the University will have their fingerprints recorded with the California State Department of Justice and any conviction or violations of the law involving drugs and/or alcohol will be reported to the Office of Campus Safety and to the Office of Human Resources pursuant to the requirements of law. In addition, employees must notify the University within five (5) calendar days of any conviction for violation of a criminal drug statute occurring in the workplace. The University is required to report any violations of criminal drug or alcohol statutes that occur in the workplace to the United States Department of Education on an annual basis.

## Alcoholic Beverages

The possession, sale or the furnishing of alcohol on campus and at functions of the University is governed by California state law and these procedures. The possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on campus is the primary responsibility of the Office of Campus Safety. Possession and/or consumption of alcoholic beverages is a violation of the Standards of Student Conduct. The Office of Student Services administers the student due process and sanctioning for student violations. The campus has been



designated "Drug free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the Office of Campus Safety. Violators are subject to disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval. Organizations or groups violating alcohol or substance policies or laws may be subject to sanctions by the University.

Alcoholic beverages on campus are permitted in a preapproved, designated area if:

- The alcoholic beverage is for use in connection with a course of instruction, sponsored dinner or meal demonstration given as part of a culinary arts program, and the instructor or individual has been authorized to acquire, possess, use, sell, or consume it by the President.
- Students 18 years of age or more taste, but do not swallow or consume, beer or wine for educational purposes as part of the instruction in an enology program instruction, and the beer or wine remains in the control of the instructor.
- The alcoholic beverage is possessed, consumed, or sold, pursuant to a license or permit obtained for special events held at the facilities of the University during the special event. "Special event" means events that are held with the permission of the Board of Directors that are festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the University and for which the principal attendees are members of the general public or invited guests and not students of Ascendant Academy.
- The alcoholic beverage is for use during a fundraiser held to benefit a nonprofit corporation that has obtained a license under the Business and Professions Code to do so provided that no alcoholic beverage can be acquired, possessed or used at a football game or other athletic contest sponsored by the University.
- The alcoholic beverage is acquired, possessed, or consumed pursuant to a license or permit obtained for special events held at facilities of the University at a time when students are not on the grounds. "Facilities" includes, but are not limited to, office complexes, conference centers, or retreat facilities.

### Smoking

Smoking, including the use of electronic cigarettes or other emission-producing products or devices, is prohibited:

- within 20 feet of any exit, entrance, operable window, or ventilation intake of any campus building or structure;
- in any enclosed area on campus, including lobbies, lounges, courtyards, waiting areas, stairwells, and restrooms that are a part of any building or structure; and
- in all University vehicles, including gasoline or electric carts.

Tobacco products, including cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, and an electronic device that delivers nicotine or other vaporized liquids to a person inhaling from the device (e.g., e-cigarettes and vaporizers) may not be used within 250 feet of any University building.

### Grooming and Dress

Ascendant Academy offices and classrooms are very public places. In addition to our students, co-workers, and colleagues, we have a considerable number of visitors who are members of the public and other organizations. A student's personal appearance and demeanor contributes to the image we project.

Students are expected to be neat, clean, and orderly, and dress for class and campus activities according to generally accepted business and professional standards reflective of their future work assignments. Students are permitted to select clothing for class and campus activities which are considered business casual. Students may also elect to exclusively wear the University work uniform (University shirt; gray, black, or white pants, capris, or skirt at least knee-length; and gray, black, white, or any combination of gray, black, or white print business casual shoes). Where safety is a factor, common sense should be used when choosing clothing, shoes, etc., for classes and campus activities.

The University reserves the right to restrict dress for legitimate reasons relating to safety, hygiene, or environmental conditions.

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## Academic Policies

### Academic Freedom

Ascendant Academy serves the common good by expanding the boundaries of knowledge and transmitting it imaginatively, preparing students for occupations and preparing them to live successfully in a free society. The fulfillment of this function necessarily rests on the preservation of academic freedom which protects the rights of teachers to teach and students to learn.

The exercise of academic freedom is necessary if society is to receive the benefits of honest intellectual search and unbiased transmittal of knowledge. Ascendant Academy scholars must be free from pressures or demands which restrict their intellectual searches. The transmittal of knowledge at Ascendant Academy shall not be impeded by special interests, conflicting public opinion, or unpopularity. Ascendant Academy shall avoid a climate of education in which either students or faculty dare not assert their ideas for fear of reprisal. At the same time, Ascendant Academy faculty and students have a responsibility, under the guidelines of academic freedom, to engage in teaching and learning that honors and respects divergent viewpoints that are grounded in cultures of reason, logic, evidence, responsible scholarship, and creativity.

### Academic Honesty

#### Purpose

Ascendant Academy seeks to promote and ensure academic honesty and personal integrity among students and other members of its community. All members are responsible for creating and maintaining an honest environment and all must work together to ensure the success of the policy and code of behavior.

#### Consent

By virtue of submission of Application for Enrollment to Ascendant Academy, students agree to be academically honest in all academic work while also not taking part in any academic dishonesty of others.

#### Goals

Ascendant Academy intends to foster a culture of academic honesty, maintain integrity and its academic reputation, and process fairly and consistently matters related to academic dishonesty.

#### Definitions

- “Academic Honesty” means performing all academic work without plagiarism, cheating, lying, tampering, stealing, or receiving unauthorized or illegitimate assistance from any other person.
- “Academic Dishonesty” means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet the above standard of academic honesty.
- “Academic Work” means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the Academy.
  - Academic work includes, but is not limited to, examinations, exercises, quizzes, term papers, reports, performances, presentations, briefs, reviews, plans, artwork, logs, criteria, assessments, proposals and essays.
  - Academic work includes, but is not limited to, written and oral work presented or recorded in any media including magnetic or electronic.
  - Academic work includes, but is not limited to, work in connection with regular, required, elective, for-credit, non-credit, foundational, and advanced Academy courses, (whether conducted at an on campus or off campus location), Academic Elective courses at any location, and courses offered through the Academy's domestic and global academic excursion learning programs at any location.

#### Prohibited Conduct

No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty in or related to academic work to be submitted for academic credit or advancement. The term "knowingly", as used in the preceding sentence, means that the student knows the dishonest nature of the conduct, and that the academic work involved will be submitted for academic credit or advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the University's academic credit or honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism – intended or unintended – is a violation of this policy. Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically mentioned in the list of examples below.

Academically Dishonest behavior includes but is not limited to:

- Plagiarism;
- Unauthorized assistance;
- Lying/Tampering/Bribery; and/or
- Theft.

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- All assignments of all types are to be the work of the student or students presenting the material and only those students.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source congruent with APA Writing Style. Use of the exact wording requires a "quotation" format.
- Deliberately supplying material to another student for purposes of plagiarism or academic dishonesty is culpable.

When academic honesty is in question, faculty members may take appropriate disciplinary action that include, but are not limited to rewriting a paper or retaking an exam, giving a student a letter grade of “F” on the assignment, or “F” in the course, and/or recommending expulsion.

The President/CEO may review cases of academic dishonesty if the student denies the allegations, and/or the faculty member has reason to suspect academic dishonesty (even after the student has submitted a revised work or additional information). Due process may include recommendation for review by the Board of Directors to investigate the matter and make a recommendation to the President/CEO. The President/CEO may take appropriate action that may include, but is not limited to academic probation, suspension, or expulsion.

If any group assignment is marred by plagiarism, all members of the group will fail the assignment. Course failure and dismissal from the University are also possible outcomes for plagiarized work for all members of the group.

## Attendance

Ascendant Academy does not automatically drop students who do not attend classes. However, students are expected to attend class meetings and it is the student’s responsibility to do so. Student performance and success in courses depends a great deal on attendance and participation. It is important that students are on time, have few or no absences, remain in class the full period and fully participate in the lecture, and outside-of-class activities and assignments. Even if students must leave or not attend class for reasons such as work conflicts, family responsibilities/emergencies, or the like, consider that overall grade and learning potential may suffer. Contact the professor right away regarding situations that may interfere with performance. The professor and Ascendant Academy are committed to student success.

Two excused absences will be allowed for three-unit courses.

- 1) a documented official absence (jury duty, or subpoena),
- 2) an absence for a religious holiday provided that the student submits to the instructor, no later than one week in advance, written statement including the date of the holiday and the reason why attendance to class is impossible, or
- 3) an absence due to incarceration, injury, sickness, or loss of a relative, given proper documentation is provided (i.e., note from the attending physician, or copy of the death certificate).

Any other absence, or an absence without documentation, is unexcused.

While students are expected to attend every meeting of all classes for which they are registered, attending a class without being registered is contrary to Ascendant Academy rules and cannot be used as the basis for a petition to add a class. Students who have enrolled for a class and who are late or absent from the first meeting of the class may be excluded by the professor.

## Tardies

Three tardies will be considered the equivalent of one hour of absence. A tardy is defined as coming in to class after the class officially begins.

## Archiving and Removal of Class Posts

The University archives all class posts. While a class is in progress, each student and faculty member may post to the class and, if necessary, may delete his or her own posts or students may request that the faculty member delete his or her post. A faculty member may not delete his or her own post if a student has responded to it.

It is a best practice for all faculty and students to double check what they post to the class environment to ensure 1) each intended post has indeed been posted, 2) the post does not contain serious typing, spelling, or grammatical errors, and 3) the body of the post and attachments, if any, convey what the author intended to post. If a faculty member notices that a student has erroneously posted something in a class that should not have been posted, the faculty member may choose to delete the post and/or should immediately contact the student to request the student delete the post.

In order to preserve a complete archive of the class, faculty should not remove student posts without approval from the University. If a faculty member sees a class post that appears to violate the Standards of Student Conduct, he or she should report the violation following the process outlined in the Standards of Student Conduct and Student Discipline, Student Conduct Procedures, and Sanctions sections of this *Ascendant Academy General Catalog*.

## Grade Practices, Grade Changes, and Security of Grade Records

### Grade Practices

The instructor of the course shall determine the grade(s) to be assigned to each academic assessment and course based on demonstration of mastery of the material per the assignment and course rubric criteria. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence.

The President shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Assurance that in the absence of mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.
- Procedures for students to challenge the correctness of a grade.
- The installation of security measures to protect grade records and grade storage systems from unauthorized access.
- Limitations on access to grade records and grade storage systems.

- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized alteration of grade records and/or compromise of the integrity and/or content of grade storage systems is discovered to have occurred.

### Changing Grades

Absent mistake, fraud, bad faith, or incompetence, only the instructor of the course is authorized to remove or change an incorrect grade from a student's record. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization. "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors. The correction of a grade given, which is requested by a student, shall only be allowed for a request initiated within one year following the end of the term in which it was assigned.

Exceptions to the one-year limit on grade changes may be requested by petition of the student in extenuating circumstances. A formal written petition must be submitted to the Office of Academic Affairs. Extenuating circumstances are verified cases of accident, illnesses, or other circumstances beyond the control of the student.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code, Section 76232, or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

If the procedure requires that a student first request a grade change from the instructor, provisions shall be made to allow another faculty member to substitute for the instructor if the student has filed a discrimination complaint, if the instructor is not available or where Ascendant Academy determines that it is possible that there may have been gross misconduct by the original instructor.

In the case of perceived mistake, fraud, bad faith, or incompetence, the student may pursue a grade grievance.

In all cases, the instructor who first awarded the grade shall be sent written notice of any grade change to his/her last available address.

### Grade Change Petition

The instructor of the course shall determine the grade to be assigned to each student. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. The removal or change of an incorrect grade from a student's record shall only be done upon authorization by the instructor of the course, and concurrence of the Office of Academic Affairs. The grade challenge policy is contained in Board Policy and Administrative Procedure 5.37 Student Rights and Grievances. The VP of Academic Affairs is able to facilitate the grievance. The changing of a grade is a serious matter that must be supported with documentation provided by the student of the course. To request a grade change, students may submit a petition for review to the Office of Admissions.

### Security of Grade Records

Ascendant Academy shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any and all computerized grade data storage systems.

The measures implemented by Ascendant Academy shall include, but not necessarily be limited to, password protection for all student grade data bases; locking mechanisms for computer stations from which student grade data bases can be viewed, if needed; and strict limits on the number of persons who are authorized to change student grade records.

Persons authorized to change grade records shall be designated by the VP of Student Services/Dean of Students. No more than seven Academy employees may be authorized to change student grades. Only regular, full-time employees of the Academy may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the VP of Student Services/Dean of Students immediately. The VP of Student Services/Dean of Students shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, Ascendant Academy will notify 1) the student; 2) the instructor who originally awarded the grade; 3) any educational institution of which Ascendant Academy has official knowledge to which the student has transferred; 4) the accreditation agency; and 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with Ascendant Academy policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the county where the incident occurred.

## Academic Calendar

The Office of Academic Affairs prepares the Academic Calendar upon approval by the Board of Directors. Typically, 280 days define the number of days in each Academic Calendar, including instruction and evaluation. At the time this General Catalog went to print, the Board of Directors had authorized the Academic Calendar holidays to include:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Birthday (Third Monday in January)
- Washington's Birthday (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Indigenous People's Day (Second Monday in October)
- Veteran's Day (November 11 or as allowable by Education Code, Section 79020)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)

See the specific Quarter Academic Calendar for a complete list of important dates for each quarter in the year.

## Grading and Academic Record Symbols

Grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

### Evaluative Symbols:

**A** – Excellent (Grade point = 4)

**B** – Good (Grade point = 3)

**C** – Less than satisfactory - Failing (Grade point = 2)

**D** – Less than satisfactory - Failing (Grade point = 1)

**F** – Failing (Grade point = 0)(Earned failing grade awarded to students who complete the course but fail to achieve the course objectives)

**P** – Passing (at least satisfactory – units awarded not counted in GPA)

**NP** – No Pass (less than satisfactory, or failing – units not counted in GPA)

**SP** = Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol)

**FW** – The "FW" symbol may not be used if a student has qualified for and been granted a military withdrawal. If "FW" is used, its grade point value is 0.

### Non-Evaluative Symbols - General:

**FW** – Failing Withdrawal: Awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the term, subsequently earning a failing grade. For FW grades, instructors will be asked to report Attendance Status (Stopped Attending or Never Attended) and the Last Date of Attendance (the date the student last participated in academically related activities).

**I** – Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons. The condition for the removal of the "I" shall be stated by the instructor in a written record. The record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted nor for grade points.

**IP** – In Progress: The "IP" symbol shall be used only in courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" symbol shall not be used in calculating grade point averages.

**IX** – In the case of pregnancy or a pregnancy-related condition, if a student needs additional time to submit work, they may request an in-progress extension under the protection of Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX. Students may receive an additional five (5) weeks to complete coursework if an IX grade is approved. If the IX is not approved, the student's current grade stands. The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

**RD** – Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

**Non-Evaluative Symbols – Withdrawal Other Than FW:**

**W** – Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024. Withdrawals can be completed up until the last day to withdraw for the quarter. The last day to withdraw can be found in the Academic Calendar. If students withdraw from a course, a grade of “W” is given for that course and is reported on the academic transcript. “W” grades have no impact on GPA (Non-Evaluative).

**MW** – Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024, including:

- 1) Military Withdrawal (MW) occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be “MW.”
- 2) Military withdrawals shall not be counted in progress probation and dismissal calculations.
- 3) Military withdrawals shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.
- 4) In no case may a military withdrawal result in a student being assigned an “FW” grade.

**EW** – Excused Withdrawal: The “EW” symbol may be used to denote excused withdrawal in accordance with Title 5 Section 55024, based upon verifiable documentation supporting the request, including:

- 1) Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances as described in (a)(2), making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-quarter transfer. Upon verification of these conditions and consistent with the University's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.”
- 2) Excused withdrawal shall not be counted in progress probation and dismissal calculations.
- 3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.
- 4) In no case may an excused withdrawal result in a student being assigned an “FW” grade.

The procedure is an outcome of federal regulations that requires schools to have a procedure in place to know whether a financial aid recipient has begun attendance in all classes to be eligible for financial aid. In addition, for students that fail to earn a passing grade in at least one course offered over an entire quarter, the school must determine if the student “unofficially withdrew” and determine whether financial aid funds may potentially be returned based on the date the student last participated in academically related activities.

**Pass/No Pass**

Courses may be offered in either or both of the following categories:

- Courses in which all students are evaluated on a “pass/no pass” basis.
- Courses in which each student may elect on registration, or within the first 30 percent of the course, to take the course on a “pass/no pass” basis.

A student electing to be evaluated on the “pass/no pass” basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of “pass/no pass” are omitted.

A pass grade is granted for performance that is equivalent to the letter grade of “B-” or better. A student who fails to perform satisfactorily will be assigned a “no pass” grade.

The student is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

**Academic Renewal and Readmission after Dismissal****Renewal**

Students may petition to have their academic record reviewed for academic renewal of substandard academic performance. Academic renewal actions are irreversible and may only occur one time. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record shall contain an accurate record of all coursework to ensure a complete academic history. A student must specify courses to be considered under the academic renewal policy as well as the term in which the course work was attempted.

**Readmission after Dismissal**

After the end of the second quarter in which the student is on academic or progress probation, a notice of dismissal will be sent to the student. The notice of dismissal will cover, at a minimum, an explanation of what dismissal means, the procedure to appeal the dismissal, and the procedure for readmission. In considering whether or not students may be readmitted after a dismissal and at least one quarter's absence from Ascendant Academy, the following criteria should be considered:

- Documented extenuating circumstances (considered during appeal).

- Marked improvement between the quarters on which disqualification was based.
- Quarters on which disqualification was based were atypical of past academic performance.
- Formal or informal educational experiences since completion of quarters on which disqualification was based.
- Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

### Course Auditing and Auditing Fees

No applicant for enrollment or student may audit courses. Only students enrolled in the Master of Healthcare Administration degree may enroll in a course.

No fees shall be assigned for auditing courses by state law or other regulation.

No student may audit a course with the intention to change his or her enrollment to earn credit for the course.

Course enrollment shall be given only to students enrolled in the course for credit for the satisfactory completion of the degree of Master of Healthcare Administration.

### Course Repetition

A student may repeat the same course only once for purposes of improving a substandard grade ("D", "F", "NP", "FW", or "W"), except when permitted a second repetition (third enrollment) via petition to the Curriculum Committee or as otherwise permitted by Title 5.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is "B-" (2.7/4.0). No final course grades earned below a "B-" qualify for a student to matriculate to the next course as the prerequisite for the course in which the grade was below a "B-" will not have been met.

No assignments or courses are graded on a curve or are weighted. The following straight, percentage, unweighted grade point average (GPA) scale will determine all assignment and course grades and will be determined as follows:

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>4.0 Scale</u>
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
F	<65	0

Under special circumstances, students may repeat courses in which a B+, B, or B- grade was earned.

### Course Repetition Due to Special Circumstances

Circumstances under which students may either repeat a course more than two times to alleviate substandard grades or repeat courses in which a "B+", "B", and "B-" was earned:

- **Differently-abled Student Support Services:** Students with disabilities who are registered with the University's Office of Differently-abled Student Support Services can repeat a special course for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of these reasons specified in Title 5, Section 56029:
  - a) When continuing success of the student in other foundational, advanced and/or special courses is dependent on additional repetitions of a specific special course;
  - b) When additional repetitions of a specific special course are essential to completing a student's preparation for enrollment into other regular or special courses; or
  - c) When the student has a student educational contract which involves a goal other than completion of the special course in question and repetition of the course will further achievement of that goal.
- **Military Service:** A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders. A withdrawal symbol of "MW" will be assigned on the student's transcript and the student receiving such a symbol shall be allowed to repeat.

- **Legally Mandated Training Requirement:** Students may repeat a course any number of times where it is required for a student to meet a legally mandated training requirement as a condition of continued volunteer or paid employment. Students can repeat such courses any number of times, regardless of whether the student recorded substandard work.
- **Employment or Licensing Requirement:** Students may petition to repeat a course needed for employment or licensure because of a significant change in industry or licensure standards. Students may take these courses any number of times.
- **Significant Lapse of Time:** A student may repeat a course in which a grade of “B+”, “B”, and “B-” or better was received after a significant lapse of time, per AP 4.32 Titled Course Repetition - Significant Lapse of Time.
- **Extenuating or Extraordinary Circumstances:** In cases where extenuating or extraordinary circumstances exist, course repetition shall be allowed. Extraordinary circumstances are those which would justify the Academy providing the student a refund. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.

#### Course Repetition – Significant Lapse of Time

Students may be permitted or required to repeat courses in which a “B-” or better grade was earned where there was a significant lapse of time of no less than 35 months since the grade was obtained and:

- the University has established a recency prerequisite for a course or program; or
- another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question.

When a student needs to repeat an active participatory experience course due to a significant lapse of time, each repetition attempt will be counted toward the established repetition limits. However, if a student has already exhausted the number of permitted repetitions, then an additional repetition due to significant lapse of time may be permitted or required by the University.

When a course is repeated due to a significant lapse of time, the University may disregard the previous grade and credit when computing a student's grade point average.

#### Repetition and Academic Records

When a course is repeated, the Academy shall disregard the previous grade and credit in computing the student's GPA and include the most recent grade and credit when calculating a student's grade point average.

Courses that are repeated shall be recorded on the student's permanent academic record using an appropriate annotation.

Annotating the permanent academic record shall be done in a manner so that all work remains legible, ensuring a true and complete academic history.

Students may not use a course from an accredited college or university to replace an Ascendant Academy course in which a substandard grade was recorded, if earned subsequent to the substandard grade at Ascendant Academy.

Ascendant Academy may honor the prior course repetition actions of other accredited colleges and universities in determining acceptance of credits, subject to student petition, and approval by, the Curriculum Committee.

Nothing can conflict with Education Code, Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or administrative procedures relating to retention and destruction of records.

#### Repeatable Courses

Only the following type of course may be designated as repeatable:

- A course for which repetition is necessary to meet the requirements for completion of the MHA degree.
  - Orientation and Immersion course
  - Foundational Curriculum courses
  - Advanced Curriculum courses
  - Domestic Academic Excursion courses
  - Global Academic Excursion courses
- Administrative Elective courses are not repeatable since only three (3) of the seven (7) course options are required to graduate.

Under special circumstances, students may repeat courses in which a “B-” or better grade was earned.

Students may repeat a course without petition when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of volunteer or continued paid employment. Students may repeat such courses any number of times.

Students may petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Students may repeat such courses any number of times.

Ascendant Academy shall identify and designate repeatable courses in this catalog under the section titled “Degree Program Information.”



Students with disabilities may repeat a special course for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation for the student for one of these reasons specified in Title 5, Section 56029:

- When continuing success of the student in other foundational, advanced and/or special courses is dependent on additional repetitions of a specific special course;
- When additional repetitions of a specific special course are essential to completing a student's preparation for enrollment into other regular or special courses; or
- When the student has a student educational contract which involves a goal other than completion of the special course in question and repetition of the course will be further achievement of that goal.

### Credit by Examination

No credit may be earned by any candidate for enrollment or student by any examination in lieu of satisfactorily completing all required coursework for eligibility to graduate.

All students who have completed the subject requirements for graduation and who have maintained at least a 2.7 average in subjects attempted are eligible to graduate.

### Library and Learning Support Services

The virtual Ascendant Academy Library is designed to enhance students' academic journey and ensure success in coursework from the first course to the last of the Master of Healthcare Administration (MHA) program. In keeping with cutting-edge research, the online library houses an all-inclusive, digital collection of online scholarly and professional resources comprised of books, company records, databases, full-text dissertations, full-text journals, monographs, periodicals and reference works. Fostering information literacy - the ability to identify, locate, evaluate, and use information effectively – students learn to easily research data, analyze information, and spot trends fitting with the University's commitment to fortifying innovative leaders.

Exceeding the instructional needs of students, the virtual Ascendant Academy Library resources shall be available online 24-hours per day, 365 days per year for faculty, students and staff through the online learning management system. The library is a curated resource site. Virtual librarians are available for reference assistance and research consults seven days a week for students to pursue inquiries and seek help with searches for information and documentation and assignments connected with the MHA program. The virtual Ascendant Academy Library and its librarians:

- develops and maintains a comprehensive collection of library resources, in consultation with classroom faculty;
- establishes procedures for selection of library resources;
- instructs students and assists faculty in the principles of information competency;
- offers access to the regular services of professional librarians experienced in the electronic retrieval of information;
- prepares students to deal with controversial subjects by providing materials that represent opposing sides of issues as well as the many groups and opinions prevalent in society; and
- reviews the library collection by using recommended lists of materials for graduate program libraries, professional journals in disciplines taught at the Academy, and current bibliographic publications.

Objectives in the inclusion of library resources shall include:

- Providing materials that enrich and support the curriculum.
- Providing materials that stimulate learning.
- Providing materials that represent the diversity of the University and the healthcare industry.
- Placing principle above personal opinion and reason above prejudice in the selection of materials.

Faculty instruction in the use of library e-resources is made available through the Adobe Library Meeting Room. The faculty and librarians review appropriate e-resources to support the level and scope of the MHA program. The librarians have created the virtual Ascendant Academy Library which is curated and maintained in Blackboard and in which resources adequately meet the needs of the MHA student for course assignments and other research.

The Scholarly Article Publishers/Databases may include, but not be limited to:

- EBSCOhost - Covers several different subject areas and comprising of: Academic Search Premier, Business Source Premier, Regional Business News, ATLA, Communication and Mass Media, Alt Health Watch, Newspaper Source, etc.
- ProQuest - This resource brings together complete ProQuest databases across all major subject areas, including Business, Health and Medical, Social Sciences, Education, Science and Technology, and Humanities.
- Web of Science - Web of Science connects publications and researchers through citations and controlled indexing in curated databases spanning every discipline. Use cited reference search to track prior research and monitor current developments in over 100 years' worth of content that is fully indexed, including 2.6 million records and back files dating back to 1898.
- MEDLINE Complete - Provides authoritative medical information on medicine, nursing, the health care system, pre-clinical sciences, and more. With coverage dating back to 1857 and full-text back to 1865, providing full text for over 1,800 journals indexed in MEDLINE.
- ScienceDirect - More than a quarter of the world's scientific, medical and technical information is available in ScienceDirect. There are over 2,000 peer-reviewed journals.
- PubMed - The U.S. National Library of Medicine's digital archive and index of biomedical and life sciences journal literature, providing free access to the full text of articles.

- Science Full-Text Select - Full text for more than 400 journals dating back to 1994. Subject coverage includes agriculture & agricultural research, atmospheric science, biochemistry, biology, biotechnology, botany, chemistry, environmental science, geology, marine biology microbiology, physics and more.
- Public Health Database - This database provides public health information and research. It contains over 800 publications with over 500 in full-text and covers a wide variety of disciplines ranging from social sciences and biological sciences to business.
- Health Management Database - Health Management Database provides resources within the field of health administration. Topics include insurance, law, personnel management, ethics and public health administration.

The Business Research Publishers/Databases may include, but not be limited to:

- First Research - Comprehensive company, industry, and market information on 12 million companies and in depth coverage of top business enterprises.
- PrivCo - PrivCo is the premier financial data platform on major privately-held companies. PrivCo provides accurate financial and business data and news and media content on over 500,000 major private companies globally (generally defined as having at least \$10 million in annual revenue, or with substantial institutional capital funding).
- IBISWorld - A collection of over 700 U.S. industry reports and identify, quantify and analyze nearly 4,000 individual product segments.
- Passport (Euromonitor) - A business reference tool examining countries, consumers and industries. The database is comprised of three areas - statistics, reports and comments.
- LexisNexis – Business resources, reports, studies and trends.

Students can access collections and resources of other institutions outside of the virtual Ascendant Academy Library through links to public and academic libraries surrounding Ascendant Academy and within California. When an item is requested that is not in the virtual Ascendant Academy Library, the Ascendant Academy librarians guide students and faculty as to how to order it from their closest public or academic library. The librarians endeavor to teach students and faculty how to initiate research in the virtual Ascendant Academy Library maximizing successful retrievals to full articles of benefit to the student's research.

Library resources are reviewed and assessed annually at the time of renewal by faculty and the librarians. An anonymous survey is administered to students by the librarian at the completion of a reference interaction. The survey asks the student about the quality of the resources to support their research. This information is gathered and used to affect changes to the reference service and subscriptions. Any questions should be directed in writing to the Vice President of Academic Affairs, signed by the person raising the question, and should indicate specific objections, page references, etc.

Ascendant Academy provides access to computing resources to faculty, staff, members of the Board of Directors and other authorized community members, however it does not provide computer access to students in the form of a "computer lab" within any facility within its institution for the purpose of conducting searches for information and documentation or pursuing inquiries for assignments. No user owns University computers nor accounts, but rather is granted the use of such computers and accounts. The University owns the computers and accounts and grants individuals the privilege of using them. Computers and networks are intended to support University related operations, research, instruction, learning, communication, distribution of scholarly information, and administrative activities only.

Ascendant Academy does not assign to students for rent or use outside of its facilities any computer or computing device for any period of time. In order to access the resources associated with the Virtual Ascendant Academy Library, students must own their own or have regular access to a personal computer and/or computing device such as a tablet that meets reasonable age standards and system requirements for operating systems on various PC and Mac hardware platforms housing software capable of accessing:

- the Internet and World Wide Web via any number of popular Web browsers such as Google Chrome, Mozilla Firefox and Apple Safari; and
- Microsoft Office (MS Word, MS PowerPoint, MS Excel, MS Access, MS Skype, MS OneDrive, MS Outlook) word processing software.

It is the student's responsibility to maintain and afford any repairs to hardware or software of their computer or computing device and execute any and all system updates per requisite of the hardware and software of their computer or computing device. Ascendant Academy holds no liability to the efficacy or capability of any student's computer or computing device to connect to any University server or third-party software. Similarly, it is the student's responsibility to purchase or assure access to any required or optional educational materials which may include, but are not limited to, textbooks, supplies, implements, or other goods related to any educational experience required for participation in the MHA program. (5 CCR Sections 71740 and 71810(b)(10))

### Multiple and Overlapping Enrollments

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience, of the need for an overlapping schedule.
- The Vice President of Academic Affairs approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

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## Philosophy and Criteria for Graduate Degree, Domestic Study Courses and Study Abroad Courses

### Criteria for Graduate Degree

The Ascendant Academy Master of Healthcare Administration graduate degree leads students through patterns of learning that develop skills, competencies, capabilities, insight, and knowledge, including communication, mathematical calculations, modes of inquiry, awareness of culture and times, ethical considerations, and self-understanding.

The curriculum boasts coursework in accounting; business knowledge; data analytics and use; economics; ethics and professionalism; finance; governance; healthcare delivery; human resources; information technology; laws, regulations, and policy; management, quality and performance improvement; and research. The program of Ascendant Academy is consistent with the institutional mission, purposes, demographics, and economics of its surrounding communities. Coursework shall be approved which additionally introduces students to the variety of means through which people comprehend the modern world. Content will introduce the student to major areas of knowledge and provides an opportunity for students to develop intellectual skills, technological literacy, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

Ascendant Academy shall offer a suite of courses to students related to the industry of healthcare, specifically healthcare administration, so that they may learn and master concepts and methods that have breadth, depth, and relevance to their lives and careers in the field.

The general education curriculum is defined through required, foundational and advanced courses including coursework in, but not limited to:

- Accounting
- Business Knowledge
- Data Analytics and Use
- Economics
- Ethics and Professionalism
- Finance
- Governance
- Healthcare Delivery
- Human Resources
- Information Technology
- Laws, Regulations and Policy
- Management
- Quality and Performance Improvement
- Research

Possession of knowledge from these disciplines will contribute to personal growth, professional development, and citizenship by increasing students' awareness of the past, present, and future and by developing their creative, adaptive, and critical thinking abilities.

The general education curriculum will provide students with opportunities to:

- Develop a lifestyle that will enhance physical and mental health and wellness;
- Develop logical and cogent arguments, reaching conclusions that are based on comprehensive inquiry;
- Adapt and apply technology to facilitate the acquisition and effective use of information;
- Communicate clearly and proficiently through both oral and written expression;
- Enhance the appreciation of artistic offerings;
- Become informed citizens and problem-solvers to deal with current and future societal issues;
- Appreciate the contributions of different cultures, eras, and traditions to the human experience; and
- Develop an appreciation for the value of ethics, integrity, honesty, self-management, and the welfare of others.

### Criteria for Domestic Study Courses

Recognizing the value of national educational experiences, the Board of Directors endorses and supports the concept of Ascendant Academy students studying throughout the United States. Students at Ascendant Academy will, as resources permit, be afforded the opportunity to study nationally through Domestic Academic Excursions (DAE) assigned course code DAE 520 with various sections. These programs will be conducted in accordance with all state and federal regulations as well as Ascendant Academy policies and procedures.

### Criteria for Study Abroad Courses

Recognizing the value of educational experiences in a foreign country, the Board of Directors endorses and supports the concept of Ascendant Academy students studying abroad in other countries. Students at Ascendant Academy will be afforded the opportunity to study outside the United States through Study Abroad programs titled Global Academic Excursions (GAE) assigned course code GAE 521 with various sections. These programs will be conducted in accordance with all state and federal regulations as well as Academy policies and procedures.

International education should, as resources permit, encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars, such as:

- courses of study to increase students' understanding of global issues and cultural differences;

- courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values;
- opportunities for students to participate in study abroad programs to enrich their academic training, perspectives, and personal development;
- opportunities for domestic and international students to interact effectively and routinely share their views, perceptions, and experiences in educational settings;
- innovative public educational forums and venues to explore global issues and showcase world cultures;
- the presence of qualified students from other countries to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people;
- faculty exchange and collaborative partnership programs with institutions in other countries;
- collaborative research undertakings to address issues of global significance.

## Credit Hours and Units

Ascendant Academy operates under a quarter credit hour system of approximately ten (10) weeks each quarter in the academic year, or its two to three-week (2-3) equivalent in the winter, spring, summer, or fall intersession. This policy aims both to codify the Academy's requirement of course contact hours and keep it in compliance with Federal, State, and accrediting agency guidelines. The policy equally applies to all courses regardless of varying credits, duration, location of instruction, and mode of instruction.

### Credit Hours

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately ten (10) weeks for one (1) quarter, or the equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in the paragraph above of this definition for other academic activities as established by the institution including administrative electives, (i.e., internships), travel courses (i.e., domestic and global academic excursions) and other academic work leading to the award of credit hours.

### Contact Hours

Ascendant Academy does not specify a definitive relationship between the number of units assigned to a given course and the number of hours in the course outline of record. Generally, for each one unit of credit for courses in the foundational and advanced curriculum sequence, around 13 lecture contact hours plus a minimum of 26 additional hours of related independent student work is customary, while for each one unit of credit for administrative electives, (i.e., internships) and travel courses (i.e., domestic and global academic excursions), no minimum of lecture hours is declared due to the nature of the experiential learning experience. Thus, a three-credit (3-credit) course should generally include 40 contact hours over the course of the term. Courses may be regularly or irregularly scheduled for varied lengths of weeks and hours during a quarter or intersession.

### Student Work Hours

One credit hour of work (one unit of credit) may entail around thirty (30) quarter hours of total student work, which may include inside and/or outside-of-class hours. A three-credit (3-credit) course may entail nine (9) hours of total student work per week or around of ninety (90) quarter hours of total student work. A credit course shall not be offered for zero (0) units.

### Term Designation

Foundational and Advanced Courses

- The governing board of Ascendant Academy shall establish a standard term length for foundational and advanced credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays.
- Ascendant Academy has established:
  - a standard term length of ten (10) weeks which shall be named a quarter;
  - meeting one (1) day per week;
  - for four (4) hours per week.

Administrative Electives

- The governing board of Ascendant Academy shall establish a varied term length for administrative elective credit courses that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays.
- Ascendant Academy has established:
  - a varied term length of one (1) to ten (10) weeks which shall be named a quarter;
  - meeting one (1) to five (5) days per week;
  - for four (4) to twenty (20) hours per week.

Domestic/Global Academic Excursions

- The governing board of Ascendant Academy shall establish a varied term length for domestic and global academic excursion credit courses that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays.
- Ascendant Academy has established:
  - a varied term length of two (2) to three (3) weeks which shall be named an intersession;
  - meeting one (1) to five (5) days per week;
  - for four (4) to twenty (20) hours per week.

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## Independent Study

When circumstances warrant offering a special course to an individual student, an instructor may register that student in an individual Independent Study course. The student and the instructor shall complete a written contract that addresses the following:

- Academic standards for independent study, which shall be the same as those applied to other credit courses or noncredit courses.
- Specified number of hours of study required to reach the goals of the course.
- College facilities needed, if any, for the student while working on his/her goals.
- Number of meetings to be scheduled between the student and the faculty member.
- Access to the instructor must be at least equivalent to that commonly available to students in courses conducted by other instructional methods.
- Procedures to be followed to monitor student progress.
- How the student will demonstrate his/her accomplishment or mastery of the goal.

The contract must be approved by the Vice President of Academic Affairs or Vice President of Student Services/Dean of Students.

Grades are Credit/Noncredit (CR/NC). If the contract is not completed by the end of the quarter, a grade of NC will be awarded. Independent study courses in any combination may be taken for a maximum of three (3) units and may not be taken for courses other than didactic foundational or advanced curriculum. Independent study courses are not repeatable.

The instructor assigned to an Independent Study course shall:

- Be qualified to provide service in that capacity during the period in which that service is rendered;
- Be responsible for the supervision, control, and evaluation of the course and the enrolled student(s);
- Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment; and
- Provide each student with the instructor's consultation schedule for the quarter, intersession, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

## Transcripts

An official academic transcript is a record of all courses a student has completed and the grades they have earned along with their degrees and academic honors. An official academic transcript may be requested in person at the Office of the Registrar or online at [www.AscendantAcademy.net/Transcripts](http://www.AscendantAcademy.net/Transcripts). The transcript will include all coursework completed at Ascendant Academy.

Upon written request, a copy of students' academic records (transcripts) shall be forwarded by United States postal mail to the student or their designated address(es). Students and former students shall be entitled to two (2) free copies of their transcripts or two (2) free verifications of enrollment. Additional copies shall be made available to students, or to designated address(es) identified by students, at a cost of \$5.00 each. Students may request special processing to expedite their request for an additional fee of \$10.00 per request. The same fees apply for both in person and online requests. Requests for transcripts or verifications must be submitted to the Office of Enrollment Services' Office of the Registrar. Transcripts from another institution are not available for copying.

A student's transcript may be withheld if there are any unpaid fees or charges due to the University. The transcript may be withheld until such obligations of the student to the University are discharged.

## Articulation

The President has developed procedures that assure appropriate articulation of the Academy's educational programs with proximate baccalaureate institutions. The procedures also may support articulation with institutions, including other colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the Academy.

Designated responsibility for the processes associated with articulation between Ascendant Academy and other colleges rests with the Vice President of Academic Affairs and the Curriculum Committee. These processes incorporate the development, maintenance, and distribution of articulation agreements.

The processes followed by the Vice President of Academic Affairs follow guidelines provided in the California Articulation Policies and Procedures Handbook developed by the California Intersegmental Articulation Council (CIAC).

Ascendant Academy has not entered into any Articulation Agreements with any other college or university.

## Degree Program Information

### Academic Standards

Ascendant Academy sets the standard for master's level preparation of emerging healthcare leaders. Its curricula, faculty, and educational outcomes are constructed by industry professionals and critically examined by peer review. The University's program structure, educational processes, and assessment mechanisms exceed criteria for determining student mastery of concepts and preparedness to enter and excel in the field of healthcare as competent contributors capable of solving challenging problems that require superior competency and innovation. Through the use of rubrics, Ascendant Academy's academic standards are effectively measured to exceed benchmarks of quality and excellence in graduate education and academic rigor. The impetus of transitioning the more nascent student thought processes of understanding and applying material to more expert executive performance measures of analyzing concepts, making judgements and decisions, and creating new processes, procedures, projects and programs in solution-oriented and innovative ways drives the founding Ascendant Academy higher education taxonomic platform requiring case-, application-, and scenario-based curriculum.

### Assessment of Student Learning Outcomes

A student learning outcome (SLO) is a statement that specifically describes what students should be able to do after completing any set of college experiences, a course, an instructional program, or an interaction with a student support service. Ascendant Academy utilizes a strategy of continuous improvement regarding its academic programs.

This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Students participate in outcomes assessments by completing assignments, portfolios, projects, and exams that are already part of the course requirements. Ascendant Academy then engages in a systematic assessment process to evaluate how well students are achieving defined outcomes. Results are used to modify programs and courses to improve student learning and enhance the overall academic experience.

The intention is to generate information to the students, faculty, program, and University about the efficacy of its curricula and educational practices enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment informs how well students are meeting the general education, programmatic and institutional learning outcomes fueled by the Ascendant Academy mission. Assessment findings create opportunities for curricular and andragogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process ensures that students have sufficient opportunities to achieve outcomes; systematically gather, analyze and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Students are advised to become familiar with the learning outcomes for each of their courses, their chosen program of study, and for the student services they utilize. Course SLOs may be found within the course syllabus that students receive in each class section. Program SLOs are listed in this *Ascendant Academy General Catalog*.

### Master's Degree Philosophy

The achievement of the master's degree is the culmination of a student's successful completion of learning experiences designed to develop advanced capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics for the purpose of analyzing data for decision-making; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to maintain a commitment to service; and to develop the capacity for self-understanding. In addition to these accomplishments, students should possess sufficient depth of knowledge in the field of healthcare to fuel lifetime academic and career pursuits. Central to the Ascendant Academy master's degree program, broad comprehensive and focused healthcare industry education prepares students to be successful in a dynamic, complex, and rapidly-changing world.

Graduates with a master's degree will demonstrate competence in five areas of learning:

- 1) **Broad & Integrative Knowledge.** Graduates will be able to consolidate broad knowledge of the healthcare industry across multiple areas of learning including the nonprofit sector, public policy, hospitals and health systems, outpatient care and ancillary services, government oversight, and plan coverage to discover and explore concepts and questions that bridge the continuum of these fields.
- 2) **Intellectual Skills.** Graduates will exhibit the skills of emotional intelligence, communication competency, critical & creative thinking, information competency and quantitative competency.
- 3) **Global Learning & Social Responsibility.** Graduates will demonstrate civic engagement, diverse perspectives and ethical reasoning.
- 4) **Lifelong & Applied Learning.** Graduates will be able to apply their knowledge to address unscripted problems through scholarly inquiry at work and in other non-academic settings.
- 5) **Specialized Knowledge.** Graduates will exhibit the proficiencies identified in the program's student learning outcomes (SLOs).

### Master of Healthcare Administration (MHA) Degree Competency Model

Ascendant Academy has adopted a competency model based on the Health Leadership Competency Model of the National Center for Healthcare Leadership (NCHL). The competencies are integrated into the learning objectives of the MHA curriculum. Broadly as

a program the MHA faculty's goal is to prepare students to become leaders in the field of healthcare management with an understanding of the environmental factors and administrative skills required to be innovative and successful in the field; with this goal, graduates will be able to demonstrate the following NCHL competencies:

## ACTION COMPETENCY DOMAINS

### Boundary Spanning

Optimizing relationships between a leader's span of control and the departments, organizations, communities, and/or broader networks within which it operates.

**Community Collaboration** – The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.

**Organizational Awareness** – The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

**Relationship & Network Development** – The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

### Execution

Translating vision and strategy into actions supporting optimal organizational performance.

**Accountability** – The ability to hold people accountable to standards of performance or ensure compliance by effectively and appropriately using the power of one's position or personality, with the long-term good of the organization in mind.

**Achievement Orientation** – A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).

**Analytical Thinking** – Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

**Communication Skills 1 – Writing** – The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.

**Communications Skills 2 – Speaking & Facilitating** – The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.

**Initiative** – Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.

**Performance Measurement** – The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.

**Process & Quality Improvement** – The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.

**Project Management** – The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide information system, or development of a new service line.

### Relations

Leading through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone's ongoing development.

**Collaboration** – The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.

**Impact & Influence** – The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position. The "key" is understanding others' interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.

**Interpersonal Understanding** – The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.

**Talent Development** – The ability to build the breadth and depth of the organization's human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

**Team Leadership** – The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.

### Transformation

Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access.

**Change Leadership** – The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

**Information Seeking** – An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

**Innovation** – The ability to approach one's work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.

**Strategic Orientation** – The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

### ENABLING COMPETENCY DOMAINS

#### Values

Understanding and utilizing personal, professional, and organizational values to guide decision-making.

**Professional & Social Responsibility** – The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important.

#### Health System Awareness & Business Literacy

Understanding the health system's current business and operating frameworks as well as the dynamic context within which they operate (e.g., community, competitive, human resources, financial, legal, policy, and environmental).

**Financial Skills** – The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

**Human Resource Management** – The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

**Information Technology Management** – The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.

#### Self-Awareness & Self-Development

Ongoing habits and actions taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being.

**Self-Awareness** – The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.

**Self-Confidence** – A belief in one's own capability to successfully accomplish their work. This includes confidence in one's ability as expressed in increasingly challenging circumstances, and confidence in one's decisions or opinions.

**Well-Being** – Establishes habits supporting well-being, and creates a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices, and monitoring internal and external environments for opportunities to improve health.

### About the National Center for Healthcare Leadership

Established in 2001, the not-for-profit National Center for Healthcare Leadership (NCHL) serves as a catalyst to ensure the availability of accountable and transformational leadership for our 21st century healthcare needs. Through its support of



interorganizational learning collaboratives, NCHL pursues a vision to improve population health through leadership and organizational excellence.

### Ascendant-Prepared Instruction Methods

Ascendant Academy has structured its methods of instruction around two ideals: competency- and case-based education.

These methods effectively prepare students to respond to:

- ever-changing challenges of the 21<sup>st</sup> century
- ongoing changes in practice environments and scope of care requirements
- development of standards for best practices
- interdisciplinary communications and interactions
- peer and self-assessments of performance
- communication across institutions, departments, service lines, and community-based partnerships
- long-term planning for human capital development and management as a key organizational asset
- career growth across health professions and career stages

Health is a mission- and values-driven industry that is extraordinarily complex and, more than other sectors, requires building consensus among independent constituencies, many of whom have broad social and political influence and impact.

Leaders who have impact must exercise influence and consensus- and coalition-building competencies at higher levels than their counterparts in other sectors. What's more, healthcare leaders are especially challenged to create work climates that motivate high-quality, patient-centered care and retain high-demand talent in a very competitive marketplace.

To meet these demands, students become Ascendant-prepared by:

- engaging in rigorous, in-person lectures delivered by professors who have been navigating change in healthcare for decades
- participating in sensitive, multifaceted classroom discussions that challenge students at the core of their values as they make decisions on behalf of and in the best interest of others
- flooding their minds with written ideas presented in textbooks, journal articles, newspaper columns, and changes to the political and legal climates of healthcare
- working in teams, both as leaders and cooperatives, to jointly solve pressing issues
- analyzing tough cases to formulate an understanding of the magnitude of data that must be compiled, considered and utilized to make viable decisions
- proving mastery of quantitative and qualitative concepts presented in both oral and written exam format
- researching to become proficient in study design for quality improvement
- submitting individually- and group-written papers for publication
- mastering the art of persuasion and presentation through oral delivery, poster and PowerPoint platforms, and submission of report, manuscript, manual, and proposal deliverables
- thinking critically about problems and developing reasonable solutions to those problems
- conducting Internet searches to establish proficiency in local, regional, national and global healthcare markets
- immersing themselves in healthcare environments where they can formally put their knowledge, skills and abilities into practice

All of the above is used to determine course grades.

The Ascendant-prepared curriculum is delivered in direct, in-person, campus-based, on-site formats only. No courses are taught by hybrid, distance, online nor blended learning. The Ascendant-prepared curriculum achieves cognitive, affective and sensory goals to ascend through the hierarchy of learning to effectuate outcomes. All courses scale the levels of Bloom's Taxonomy:

- Remembering – finding or remembering information; memorizing, describing, defining, listing, naming, identifying, locating
- Understanding – understanding and making sense of information; interpreting, summarizing, explaining, inferring, paraphrasing, discussing
- Applying – using information in a new, but similar, situation; use, diagram, make a chart/table/graph, draw, apply, solve, calculate
- Analyzing – take information apart and explore relationships; categorize, examine, compare/contrast, organize
- Evaluating – critically examine information and make judgements; test, critique, judge, defend, criticize
- Creating – using information to create something new; design, build, construct, plan, produce, devise, invent, compose, produce

### Master of Healthcare Administration (MHA) Degree Curriculum Course Descriptions, Goals, Student Learning Outcomes and Competencies

This section details a complete description of the content of each course, the goals intended for students to achieve upon completion of the course, and each learning outcome that drives the purpose and methods for each course. The intent of each learning objective and its associated assignment(s) is to build specific competencies into students' administrative mindsets; an outlook that fosters executive capabilities in the world of work and motivates continuous professional development.

Since each course in the curriculum has a similar purpose, a number of competencies are introduced and continuously reinforced throughout the entire program. As students move through the curriculum, it is important to consider the associated competencies and the ways in which each course enhances competency awareness and progressive attainment.

The student learning outcomes for each course are listed in this General Catalog along with the course description and goals; corresponding competencies for each learning outcome may be found in the *Competency Handbook* available through the Office of Academic Affairs.

## Course Descriptions

### Healthcare Administration Orientation and Immersion

Course Number and Name: **HCA 500 Healthcare Administration: Orientation and Immersion**

Category: Orientation and Immersion Intensive

Credit Units: 1

Contact Hours: 16

Repeatability: Yes

Prerequisite(s): None

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Shi, L., & Singh, D. A. (2022). *Delivering health care in America: A systems approach*. Burlington, MA: Jones & Bartlett Learning.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course provides students with a fundamental awareness of the University's purpose, policies and procedures alongside a piercing contextual understanding of historical and policy perspectives of 21<sup>st</sup> century healthcare. In its intensive nature, it fully immerses students in the expansiveness of the healthcare industry and orients them in a comprehensive overview of U.S. healthcare delivery. Students are exposed to the roles that administrators play and their trajectory toward serving as a healthcare executive during their master's program. Anchoring each student to a comparable starting point that will serve as the catapult into the suite of foundational courses, this course addresses common healthcare beliefs and values, the evolution of health services, health services professionals, financing, inpatient and outpatient facilities, managed care, health policy and the importance of successfully addressing cost, access and quality in the years to come.

Course Goals:

- Support students' understanding of the evolution of the U.S. healthcare delivery system.
- Explain the role that federal and state government plays in health services delivery.
- Expose students to the foundations, resources, processes, and intended outcomes of healthcare systems.
- Assess the future of health services delivery.
- Describe the basic components of a healthcare delivery system.
- Explain the role of insurance, healthcare reform, and managed care as well as the scope of health services financing.
- Address health promotion and disease prevention efforts to improve social determinants of health and eradicate health disparities.
- Explain the joint role of administrators, clinical providers and allied professionals working to address national and global healthcare challenges.
- Describe the continuum of primary; inpatient and outpatient; long-term, home- and community-based; and retirement, assisted living and hospice care.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Team Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Self-Awareness & Self-Development: Self-Confidence

Student Learning Outcomes:

- Explain the Affordable Care Act and its impact on the functional components of the U.S. healthcare system.
- Summarize public health and its expanding role in health protection both in the United States and globally.
- Evaluate why the system has been resistant to national health insurance reforms and explore the corporatization of healthcare.

- Understand the role of various types of health services professionals and their training, practice requirements, and practice settings.
- Appreciate the growing applications of information technology and informatics in the delivery of healthcare.
- Discuss national healthcare and personal healthcare expenditures and trends in private and public financing.
- Describe the impact of the Affordable Care Act on primary care, inpatient care, managed care and integrated organizations, and long-term care.
- Discuss the relationship between and implications of the Affordable Care Act on healthcare costs, access and quality.
- Identify critical health policy issues in the United States.
- Identify the major forces of future change that affect healthcare delivery.

#### Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of sixty (60) points may be earned via individual assignments. A maximum of twenty (20) points may be earned via team assignments.

## Foundational Curriculum

Ascendant Academy offers a unique Healthcare Administration program. Offering only a graduate-level education, its focus is on honing and fine-tuning students' knowledge into useable and applicable vocational skills and abilities. This approach prepares the most novice to seasoned healthcare professional as the curriculum is just as intriguing, relevant, and valuable to a bachelors-prepared student with no experience in the healthcare industry as it is to a healthcare industry veteran with decades of experience in any healthcare sector. The Foundational Curriculum, the prerequisite work ahead of the Advanced Curriculum, comprises the first of eight, introductory courses that lay the groundwork in which every student is assured the opportunity to level up to an even playing field. While introductory in nature, however, it should not be expected that the courses are lacking in comprehensiveness or demand. Every student at every level is intrigued by the expanse of details and experiential teaching methods utilized to make every course in the Foundational Curriculum undeniably worthwhile.

#### Course Number and Name: **HCA 501 Healthcare Administration: Industry and Practice**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Griffith, J. R., & White, K. R. (2019). *The well-managed health care organization* (9th ed.). Chicago, IL: AUPHA Press/Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: Exposes students to the vast range of opportunities to work in and excel as business leaders within the healthcare industry. Examines a comprehensive overview of all arenas in which graduates may contribute their talents including hospitals, clinics, long-term care, hospice, pharma, research, community health, public policy, advocacy, insurance and entrepreneurship. Challenges students to complete practical activities and assignments designed to solidify their awareness of the many facets of healthcare and ignite their passion for a fulfilling career while honing a mission-driven and influential leadership mindset.

Course Goals:

- This foundational course exposes students to the myriad professional positions and environments in which they may work and thrive as administrators in the healthcare industry.
- As a survey course it establishes a baseline for all baccalaureate-prepared students of varying professional and educational backgrounds to achieve common understanding of the business of healthcare.
- This course affords students the opportunity to engage in work projects based on actual industry scenarios to develop their knowledge of applied disciplines in healthcare administration.
- This course allows students to put to practical use high-performing, functional, interpersonal, evidence-based, outcome-driven, managerial, and leadership skills in an era of substantial uncertainty in healthcare reform.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing

- Execution: Communication Skills 2 – Speaking & Facilitating
- Execution: Initiative
- Execution: Process & Quality Improvement
- Relations: Collaboration
- Relations: Impact & Influence
- Relations: Interpersonal Understanding
- Relations: Team Leadership
- Transformation: Information Seeking, Innovation, Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence

#### Student Learning Outcomes:

- Comprehensively articulate the role of the healthcare administrator as well as opportunities for employment within hospitals, healthcare organizations and healthcare systems.
- Present the elements and importance of delivering quality care within an inclusive and empowering culture where the diverse and unique needs of all stakeholders are met and operational and clinical performance improvement is constant.
- Exhibit characteristics of high-performing healthcare professionals with behavioral implications associated with successful performance on their job, competencies thought to be associated with success of an organization, a collection of competencies associated with successful performance, and a systematic process for identifying and articulating competencies at either the individual or organizational level.
- Demonstrate applicable understanding of crucial business knowledge and skills, communication and relationship management, knowledge of the healthcare environment, decision-making and evidence-based management, professionalism, and leadership among varied sectors in which healthcare managers and providers function.
- Conclude the importance of outcomes and evidence-based management as top competencies for decision-making related to purpose, functions, people, measures and managerial issues spanning the continuum of care that are integral for achieving an organization's mission, measure performance and continuously improve.
- Produce viable solutions to simulation studies and activities to integrate healthcare organization performance outcomes and concepts.

#### Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

#### Course Number and Name: **HCA 502 Healthcare Compliance: Laws, Regulations and Policy**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 501 Healthcare Administration: Industry and Practice

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Steiner, J. (2014). *Problems in health care law: Challenges for the 21st century* (10th ed.). Burlington, MA: Jones & Bartlett Learning.
- Recommended: Pozgar, G. (2016). *Legal aspects of health care administration* (12th ed.). Sudbury, MA: Jones & Bartlett Learning.
- Recommended: Shi, L. (2019). *Introduction to health policy* (2nd ed.). Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course defines health policy and its subset laws and explores its principal regulatory features in the United States. It describes how legislative policy is developed and provides a policy context for many past developments in healthcare delivery. Students learn the development and sources of laws pertaining to healthcare including social welfare programs such as the Social Security Act as well as public health insurance programs such as Medicare, Medicaid and Children's Health Insurance Program. In a fluid regulatory landscape, healthcare compliance will only grow more complex; this course provides experience in public policy, law, loss prevention, and strategic management to provide the necessary expertise and credentials for tomorrow's successful healthcare compliance leaders.

Course Goals:

- This course prepares students to serve in healthcare, one of the most highly regulated industries in the United States.
- The course establishes functional skills to ensure compliance with federal healthcare laws and U.S. Department of Health and Human Services' (HHS) Office of the Inspector General (OIG) programs.

- This course affords students the opportunity to engage in work projects based on actual industry scenarios to develop their knowledge of applied disciplines in compliance to meet the standards of the Health Information Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health Act (HITECH), the Emergency Medical Treatment and Labor Act (EMTALA) and the Affordable Care Act (ACA) among other laws and statutes.
- This course allows students to put to practical use their skillsets in implementing a compliance program as a condition for reimbursement for patients enrolled in federally funded healthcare programs such as the Medicare Shared Savings Program (MSSP) and Accountable Care Organizations (ACOs) to keep costs down and improve patient outcomes.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Human Resource Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence

Student Learning Outcomes:

- Argue the government's role in bringing about social change through health policy and understand how health policies often emerge as a by-product of social policies enacted by the government.
- Interpret the myriad features that characterize U.S. health policy, including the position of the government as a subsidiary to the private sector; fragmented, incremental, and piecemeal reform; pluralistic politics associated with demanders and suppliers of policy; a decentralized role for the states; and the impact of presidential leadership.
- Categorize the U.S. legal system and its enforcement of specific laws and principles relating to healthcare delivery and operations.
- Demonstrate the ability to help facilities and organizations meet government regulations that set privacy and usage standards for patient information, ensure quality patient care, prevent fraud and protect healthcare staff.
- Defend the impact compliance has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate healthcare laws, regulations and policy with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 503 Healthcare Leadership: Ethical and Professional Governance**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 502 Healthcare Compliance: Laws, Regulations and Policy

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Baillie, H., Garrett, T., McGeehan, J., & Garrett, R. (2013). *Health care ethics* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Required: Morrison, E. (2020). *Ethics in health administration* (4th ed.). Burlington, MA: Jones & Bartlett Learning.
- Recommended: Dye, C. F., & Lee, B. D. (2016). *The healthcare leader's guide to actions, awareness, and perception* (3rd ed.). Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course teaches how the integrity and values of professional healthcare administrators defines the organization's moral core. It addresses ethics, professionalism, governance and leadership based on a variety of healthcare settings, including hospitals, provider practices, ambulatory centers, home health agencies, and skilled nursing facilities. Students learn fundamental, theoretical ethical principles, professional codes of ethics, ethical decision making, the leader's role in setting the tone of stewardship, and the importance of leading by example.

Course Goals:

- This course prepares students to navigate the most challenging ethical and management dilemmas in healthcare.
- The course establishes functional skills to make morally sound decisions while considering the ethical implications for healthcare organizations, the patients and communities they serve, and their personal careers.
- This course affords students the opportunity to examine the interrelatedness of ethics and management in healthcare by evaluating such issues as diversity, workforce reduction, mergers and acquisitions, conflict of interest, sexual harassment and gender discrimination, medical errors, physician impairment, and information technology.
- This course allows students to put to practical use their skillsets in building positive cultures, managing change and conflict, establishing trust, promoting creativity and innovation, and empowering members of their organizations.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Transformation: Change Leadership
  - Transformation: Information Seeking
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Explain, in relevant terms, ethical theories and applicable principles to address many of the common ethical dilemmas often confronting healthcare organizations, providers and caregivers in the delivery of patient care.
- Distinguish ethical challenges in patient abuse, rights, and responsibilities; consent and participation in clinical trials, provider ethical and legal issues; employee rights and responsibilities; organizational and government ethics; end-of-life conflicts and the role of the healthcare ethics committee.
- Deduce the thought processes that guide leaders on a moral, professional journey by establishing a personal ethical foundation, building upon it, aligning it with their professional organization, and applying it in the most challenging circumstances.
- Debate the concept of situational ethics and how changes in circumstances can alter one's behavior.
- Demonstrate the ability to be creative and innovative, evolve their entrepreneurial talents, cultivate trust among constituents, effectively manage change and conflict, foster team performance, and spearhead new trends in leadership development and training.
- Integrate foundational leadership theories, including instances of power and influence, to create highly-functioning organizational cultures through sound strategies for successful leadership in healthcare delivery.
- Measure the impact leadership has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate ethics and professionalism with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of eighty (80) points may be earned via individual assignments. A maximum of twenty (20) points may be earned via team assignments.

**Course Number and Name: HCA 504 The Delivery of Care: Supporting the Span of the Continuum**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 503 Healthcare Leadership: Ethical and Professional Governance

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Bindra, P. S. (2018). *The core elements of value in healthcare*. Health Administration Press (HAP).
- Required: Walston, S. L., & Johnson, K. L. (2021). *Healthcare in the United States: Clinical, financial, and operational dimensions*. Health Administration Press.
- Recommended: Fried, B. J., & Gaydos, L. M. (2012). *World health systems: Challenges and perspectives*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course focuses on the most fundamental element of the healthcare industry, the delivery of clinical care across the continuum of a fragmented system that guides and tracks patients over time through a comprehensive array of health services spanning all levels of intensity of care. The course expands beyond the traditional hospital-centric healthcare delivery system and focuses on more future-oriented characteristics of patient-centered care. Students are taught the relevance of the combination of unsustainable healthcare spending and the rapid growth of value-based reimbursement revenue models that are driving the shift to continuum-centered care.

Course Goals:

- This course prepares students to meet the inevitable demand to provide care to more people for less money with little to no adverse impact on quality or service through coordination of treatment, elimination of unnecessary testing, management of chronic conditions and provision of cost-effective care in the appropriate setting.
- The course establishes functional skills for students to develop fully integrated networks that provide "cradle-to-grave" care for defined populations.
- This course affords students the applicable understanding of the repercussion of reduced reimbursement rates, an ushering in of bundled payment models, value-based purchasing to improve quality, and avoidance of costly patient readmissions.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Propose the types of healthcare system resources, including facilities, systems, processes, and personnel that support a multitude of clinical specialties and services.
- Differentiate between health service professionals in training, practice requirements and scope of practice among primary care, specialty care, midlevel practitioners, and allied health professionals.
- Defend the functions and qualifications of health services administrators in clinical care management.
- Debate, in relevant terms, how market dynamics will influence the development of care continuums and subsequent buy, build, or partner decisions.
- Propose the realities that an aging population, cutting-edge treatment expectations, unsustainable delivery costs, fragmented care, and a sluggish economy are indisputable, and propose solutions to address these concerns.
- Demonstrate the ability to organize systems and design mutually beneficial value-based relationships to support the patient experience and overall health outcomes through a plethora of services to maintain the long-term viability of patients' health.
- Criticize new directions in primary care as in the case of the patient-centered medical home; the future of outpatient care settings and methods of delivery; mobile medical, diagnostic and screening services; and telemedicine.
- Estimate the impact that the continuum of healthcare has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate healthcare delivery models with organization and performance outcomes.

## Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 504 The Delivery of Care: Supporting the Span of the Continuum

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Borkowski, N., & Meese, K. A. (2022). *Organizational behavior, theory, and design in health care* (3rd ed.). Jones & Bartlett Learning.
- Required: Tortorella, F. R. (2021). *Leading ancillary and support departments to higher performance: The new service imperative for patient care*. Health Administration Press.
- Recommended: Donohue, R., & Klasko, S. K. (2021). *Patient no longer: Why healthcare must deliver the care experience that consumers want and expect*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course provides students with the operations management training they need to lead teams, optimize efficiency, and improve patient experience. It teaches students how to assemble high performing teams who can seamlessly work together to deliver care. Students learn how to oversee multidisciplinary service lines, evolving electronic health and medical record systems, real-time accounting, a highly specialized workforce, just-in-time delivery of materials, and artificial-intelligence-driven technology at the bedside. Having learned the critical elements of healthcare delivery, this course introduces the value of the patient-centered medical model and expounds further the operations of managing patient and family expectations for value, efficiency and supportive care services.

Course Goals:

- This course prepares students to lead clinical service operational infrastructure by building their knowledge base of clinical services delivery and expanding their skill set in operational leadership.
- The course establishes functional skills for students in hospital and ambulatory services, employment and staffing, facilities and infrastructure planning, constituent relations across the continuum of care, Lean and Six Sigma operational excellence, and interfacing with governmental, business and citizen groups.
- This course encourages students to develop their own management and leadership style upon understanding of various healthcare environments and organizational structures.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Health System Awareness & Business Literacy: Human Resource Management
  - Self-Awareness & Self-Development: Self-Awareness

Student Learning Outcomes:

- Explain the classical functions of management planning, organizing, staffing, leading, and controlling and their value and shortcomings in well-managed healthcare organizations.



- Establish strong organizational cultures poised to influence employee motivation, innovation, performance, and satisfaction.
- Lead well-functioning healthcare organizations in times of significant change and uncertainty.
- In an effort to provide high value care and an exceptional patient-centered experience, facilitate organization-wide innovation, manage operational workflows, and improve overall clinical operations.
- Facilitate regulatory compliance and audits; orchestrate operational, organizational, and capital budgets; oversee employee compensation; and monitor productivity and financial measures.
- Motivate collaborative teams of multi-disciplinary stakeholders to maximize the organization's corporate functions.
- Analyze the impact healthcare operations management has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate organizational behavior and culture with organization and performance outcomes.

**Student Learning Outcome Measurement:**

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

**Course Number and Name: HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Spath, P., & Kelly, D. L. (2022). *Applying quality management in healthcare: A systems approach*. Health Administration Press.
- Required: Glandon, G., Smaltz, D., & Slovensky, D. (2020). *Information technology for healthcare managers* (9th ed.). Health Administration Press.
- Recommended: Mowll, C. A. (2019). *Five disciplines for zero patient Harm: How high Reliability happens*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

**Course Description:** Building upon the concepts explored in HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture, this course deepens students' capacity to shift to value-based healthcare and drive change through the approaches organizations are using to improve clinical, safety, and patient satisfaction outcomes through effective measurement, assessment and improvement thereby ensuring the delivery of reliable, high-quality care. The course explores multiple performance improvement and quality assurance techniques to improve clinical outcomes including Six Sigma which strives to reduce variability both by reducing errors and by standardizing processes and Lean which serves to eliminate wasteful practices and improve efficiency. Achieving greater levels of efficiency requires reliable, knowledge-based decisions supported by sound data and information security through the use of technology and knowledge transfer in order to align clinical decision processes with system infrastructures.

**Course Goals:**

- This course teaches students advanced principles and techniques of quality management in healthcare focusing primarily on measuring and improving the operational and patient service aspects of healthcare delivery.
- The course helps students understand variability, manage change and interruptions, reduce errors, design workflow strategies, expand coverage of data visualization, and improve patient outcomes.
- This course provides students with the comprehensive knowledge necessary to understand healthcare information technology (HIT) and hone their skills in HIT management exploring areas where they must exhibit basic awareness and competency in hardware, software and communication systems; operational, management, and clinical applications; and selection, implementation and valuation.

**Course Competencies:** National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement

- Execution: Process & Quality Improvement
- Execution: Project Management
- Relations: Collaboration
- Relations: Impact & Influence
- Relations: Team Leadership
- Transformation: Change Leadership
- Transformation: Information Seeking
- Transformation: Innovation
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management

**Student Learning Outcomes:**

- Design proven offensive strategies that exhibit consistent, excellent performance on the level of the individual and the team.
- Employ strong defensive strategies such as immediate feedback and coaching interventions that effectively block the potential negative effects of errors, latent hazards, and emerging threats.
- Execute important quality improvement essentials of adaptive leadership, culture and governance; use of reliable analytics; application of evidence- and consensus-based best practices; sound adoption; and precise financial alignment.
- Correlate the Robert Wood Johnson Foundation, Centers for Disease Control and Prevention, Institute for Healthcare Improvement, and Institute of Medicine classifications of quality improvement via various service delivery models to improve outcomes by using data for decisions to improve policies and programs, manage change, and create a learning organization.
- Illustrate proficiency in integrated electronic health and medical records quality, functionality, interoperability, data portability, and security
- Explain the impact healthcare efficiency and technology has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate quality, performance improvement and information management with organization and performance outcomes.

**Student Learning Outcome Measurement:**

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

**Course Number and Name: HCA 507 Healthcare Analytics: Research, Data and Use**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Marc, D. T., & Sandefer, R. H. (2016). *Data analytics in healthcare research: Tools and strategies*. AHIMA Press.
- Recommended: Barry, R., Smith, A. C., & Brubaker, C. E. (2017). *High-reliability healthcare: Improving patient safety and outcomes with Six Sigma* (2nd ed.). Health Administration Press.
- Recommended: Black, J. R., Miller, D., & Sensel, J. (2016). *The Toyota way to healthcare excellence: Increase efficiency and improve quality with lean* (2nd ed.). Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

**Course Description:** A much deeper dive into increased efficiency of operability than HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management, this course defines the critical role of analytics in assessing quality of care, cost and patient experience, ultimately pointing executives in the right direction. Students learn to equally merge the efforts of solid quality improvement teams with well-designed analytic platforms and quality improvement initiatives and methodologies. They are taught to utilize analytics to enable valid measurement, correlate interventions and make improvements, and create and share best-practice data externally for use independently and as a complement to benchmarking.

**Course Goals:**

- This course teaches students advanced principles and techniques of continuous quality improvement in healthcare focusing primarily on constant measurement and evaluation.

- The course helps students manifest why they initially pursued a career in healthcare administration – to improve patient health and experiences, and help make care affordable. It enables them to improve the health of populations, reduce per capita cost of healthcare, and improve the patient experience.
- This course prepares students to turn initiative failure rates into success rates; manifesting every team member's efforts as a manageable, achievable, continuous, and sustained reality toward contributing to the industry-wide effort to transform healthcare.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management

Student Learning Outcomes:

- Generate recommendations based upon performance improvement tools such as the PDSA cycle to propel the improvement cycle to fruition by ensuring quality improvement, not just implementation of an improvement initiative.
- Answer critical questions that allow administrators to determine which initiatives to prioritize based on available healthcare data.
- Work with adjunct teams (i.e., finance) to determine if assumptive decisions align with the organization's totality of goals to maximize impact on patient outcomes and cost.
- Deduce when to dedicate resources to initiatives to ensure outcomes are sustained, thereby making sure the interventions continue to be effective.
- Apply strategic evaluative behaviors in practical ways to real cases by demonstrating an in-depth understanding of the problem and achieving system-wide buy-in for the initiative and the problem targets; targeting improvements based on a prescribed ROI and cost-benefit analysis; breaking up the work of achieving the goal into manageable pieces; and measuring and comparing the baseline data to actual data so as to determine if the organization actually achieved improvement and if and how the improvement is actually correlated to the intervention.
- Build a skill set specific to using data for improvement of healthcare systems and processes (e.g., flow diagrams), gathering information (e.g., forms for collecting data), organizing information (e.g., cause and effect diagrams), understanding variation (e.g., run charts to determine if variation is special cause or common cause), understanding relationships (e.g., scatter plots), and project management (e.g., Gantt charts).
- Investigate the impact healthcare analytics has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate research, data and use with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 508 The Human Resource: Healthcare Staffing, Training and Education**

Category: Foundational Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 507 Healthcare Analytics: Research, Data and Use

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Sampson, C. J., & Fried, B. J. (2021). *Human resources in healthcare: Managing for success* (5th ed.). Health Administration Press.
- Recommended: Dixon, D. L. (2020). *Diversity on the executive path: Wisdom and insights for navigating to the highest levels of healthcare leadership*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: Gleaning from the principles of Strategic Human Resources Management (SHRM), this course teaches a thorough approach to workforce management presenting the techniques and practices behind effective management of people – the healthcare profession's most important asset. It clarifies fundamental concepts that help students succeed at managing people and explains human resources in the context of today's healthcare environment, characterized by rapid, ongoing, and unprecedented change. It examines human resources management functions, processes and systems within organizations including retirement, selection, training of personnel and the legal and regulatory environment affecting healthcare human resources management operations.

Course Goals:

- This course addresses the importance of enhancing diversity and inclusion in healthcare organizations.
- This course serves as a comprehensive foundation for all aspects of human resources planning, development, and administration - vital to both the human resources professional and the line manager.
- This course defines healthcare organizational structures and practices required to nurture staff skills and maximize the return on investment in human capital which drives productivity.
- This course highlights the importance of effective coordination and communication within the organization focusing on the notion that the key responsibility of Human Resources is to ensure that staff are hired for their skills to aid in achieving organizational objectives.
- This course explains the importance of finding the right staff to mesh with the strategic course the healthcare organization is taking, but also developing their skill base to ensure employees are able to remain valued and valuable in a highly competitive landscape.
- This course outlines broad, societal, ethical and legal consequences of employment practices looking beyond the structure, communication, and training of staff while remaining conscious of the rapid cultural changes affecting the work environment taking into consideration how demographic, technological, and other emerging societal changes ultimately affects business.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Human Resource Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Propose alternatives in physician compensation, including changes in incentives; compensation practices in patient-centered medical homes and accountable care organizations; and challenges in measuring physician productivity.
- Identify and apply factual knowledge about human resources management; utilize human resource principles, concepts, generalizations, theories, and models; and apply human resources management for problem solving and decision-making.
- Explain the legal and regulatory environment of human resources management, including employment law, employee relations, sexual harassment, electronic monitoring and workplace searches, and termination.
- Utilize skills, competencies, values, and points of view pertaining to human resources; integrate the professions of human resources management and healthcare administration; and understand how human resources management affects allied health professionals and other staff.
- Propose human resources management practices that support quality improvement and patient safety initiatives.

- Create new ways of thinking about human resources, jobs, and professions in workforce planning in a rapidly changing healthcare system.
- Classify the impact human resources management has on strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate healthcare staffing, training and education with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

### Advanced Curriculum

Upon successful demonstration of mastery of the material in the prerequisite Foundational Curriculum, the Advanced Curriculum intensifies by encouraging students to more deliberately incorporate ideas from previous courses in problem-solving, innovating, and leading. Advanced Curriculum courses are designed to identify, develop and unleash the leadership styles and potential of students preparing them for the decision-making capability that is required of very high-level healthcare executives. This set of four, final courses require assimilation, fusion, and melding of concepts where students are challenged to integrate, apply, analyze, evaluate, and ultimately create new projects, services, solutions, or products. Employment and entrepreneurship in healthcare are equally emphasized as innovation leads reform. Simultaneously, students are effectively acculturated into the business of healthcare through didactic learning and intercept among any number of external immersion placements as they are readied to launch.

Course Number and Name: **HCA 509 Healthcare Accounting: Principles and Practice**

Category: Advanced Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 508 The Human Resource: Healthcare Staffing, Training and Education

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Miller-Nobles, T. L., Mattison, B., & Matsumura, E. M. (2018). *Hornigren's financial & managerial accounting: The financial chapters* (6th ed.). Pearson.
- Miller-Nobles, T. L., Mattison, B. (2020). *MyLab accounting with pearson eText -- access card -- for hornigren's financial & managerial accounting: The financial chapters* (13<sup>th</sup> ed.). Pearson.
- Recommended: McKee, T. E., & McKee, L. J. (2017). *Healthcare applications: A casebook in accounting and financial management*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course examines various characteristics of healthcare organizations as accounting entities and the role of accounting in healthcare management. It explores the critical and continuous need for financial information about healthcare organization activities and affairs and the fact that the information is required for internal management purposes and for use by external users. Adhering to Financial Accounting Standards Board (FASB) rules and Generally Accepted Accounting Principles (GAAP), students gain general knowledge of the healthcare administration end product of accounting – financial statements – as well as the details of accounting methodology and practice.

Course Goals:

- This course addresses the two major fields of accounting in healthcare organizations, financial accounting and managerial accounting. Financial accounting training provides useful financial information, generally historic in nature, about an organization's financial activities and affairs that can be used for intelligent decision-making by interested external groups such as investors, creditors, other resource providers, governmental agencies, and the general public. Managerial accounting training provides useful financial information, generally current or prospective in nature, to internal users to improve management decision-making.
- This course instructs the manner in which limited resources are allocated and employed in our economy and the information generated by the accounting process which plays a role in determining the types and quantities of products and services that are produced and consumed.
- This course explains the recording and reporting of adequate and reliable financial information relevant to healthcare users' needs.
- This course highlights the unique accounting requirements of for-profit and not-for-profit healthcare organizations which demand specialized applications of accounting principles and procedures.
- This course rationalizes the heavy dependency on sophisticated accounting systems for seeking solutions to the serious problems being encountered in the provision of high-quality healthcare at reasonable costs.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability

- Execution: Achievement Orientation
- Execution: Analytical Thinking
- Execution: Communication Skills 1 – Writing
- Execution: Communication Skills 2 – Speaking & Facilitating
- Execution: Performance Measurement
- Relations: Team Leadership
- Transformation: Change Leadership
- Transformation: Information Seeking
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management

Student Learning Outcomes:

- Demonstrate effectiveness as a healthcare manager at all levels utilizing high-quality information developed by accountants and business office personnel.
- Exhibit proficiency in utilization of financial information for the purpose of effective interaction with third party payers, lending institutions, federal and state agencies, and other external groups.
- Relate the methodology, meaning, and managerial uses of accounting information to accountant/auditor or non-accounting executive tasks in healthcare administration.
- Criticize the role that healthcare legislation plays on planning and budgeting, financial operations, capital investments, and risk analysis.
- Distinguish the impact accounting has on healthcare strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate accounting principles with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 510 Healthcare Finance: Budgeting and Statements**

Category: Advanced Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 509 Healthcare Accounting: Principles and Practice

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Reiter, K. L., Song, P. H., & Gapenski, L. C. (2021). *Gapenski's healthcare finance: An introduction to accounting and financial management* (7th ed.). Health Administration Press.
- Recommended: McKee, T. E., & McKee, L. J. (2017). *Healthcare applications: A casebook in accounting and financial management*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course addresses the importance of effective financial management in order for healthcare organizations to fulfill their missions of providing needed medical and healthcare services to their communities. Like any business, the success of healthcare organizations depends on the leadership of managers and executives who understand and can apply key financial principles to fulfill their roles. This course trains its students in the ways that healthcare system stakeholders work to change policy and practice to control the costs and spending that have made our current system of healthcare financing unsustainable. This course explains the issues surrounding third-party payment and payment methodologies, government healthcare programs, complex receivables management, managed care requirements, and corporate compliance programs. The financial impact of patient safety; the public's concern about accounting integrity and the healthcare industry's response to that concern; the movement to consumer-driven care including its impact on pricing and charity care policies; and the historic legislation designed to control healthcare costs while still ensuring that high-quality healthcare is accessible to everyone is addressed.

Course Goals:

- This course addresses core financial concepts of financial management, operating revenue, working capital and resource allocation alongside issues unique to the healthcare setting such as the tax status of healthcare organizations, third-party payers and payment methodologies, cost accounting and analysis, rate setting, strategic financial planning, and capital budgeting.
- This course analyzes important healthcare reform trends that will affect healthcare organizations in the future.

- This course covers how to record transactions, compute financial ratios, and prepare financial statements as well as more complex issues such as the valuation of debt or equity securities, cost-volume-profit analysis, and capital budgeting.
- This course highlights community benefit reporting requirements, time value analysis, service line costing, financial condition analysis and forecasting, and detailed differential of revenue cycle and accounts receivable.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Performance Measurement
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management

Student Learning Outcomes:

- Apply quality assessment and organizational ethics to healthcare financial management.
- Articulate the roles and responsibilities of key financial managers and explain how chief financial officers receive their authority regarding the financial matters of the organization.
- Distinguish the rationale and value of tax-exempt status, identify the steps necessary to qualify for tax-exempt status, relate the importance of community benefits to tax-exempt status in healthcare, and examine IRS challenges to tax-exempt status.
- Assess the methods of financing and delivering healthcare, including the role of managed care organizations in third-party reimbursement, identify the methods of payment such as bad debt and charity care, and compute cost-shifting and cost-cutting practices.
- Describe the legislation and regulation intended to control healthcare costs, the role of Medicare and Medicaid in healthcare coverage, and the important provisions of the fraud and abuse laws and regulations.
- Demonstrate the ability to drive an organization toward high quality and low cost to produce value and understand the relationship of costs to volume and revenue.
- Implicate the various methods and the future of setting charges as well as how cost-shifting affects setting charges.
- Identify sources of working capital, explain the importance of managing cash flow, and discuss the ratios used to evaluate capital and cash performance.
- Explain the important elements of revenue cycle, identify methods of financing accounts receivable and the laws governing accounts receivable, and discuss the ratios used to evaluate revenue cycle performance.
- Outline methods of valuing inventory, identify costs related to inventory, and discuss the ratios used to evaluate inventory performance.
- Compare and contrast strategic and operational planning including the methods used to evaluate the planning process.
- Illustrate the importance of budgeting and explain the types of budgeting including capital budgeting and the methods used to finance capital expenditures.
- Identify and understand the major components of financial statements, list in order and explain each step in the financial analysis process, and explain the principles in preparing good financial reports.
- Debate the Patient Protection and Affordable Care Act of 2010 and future trends, proposals, and continued need for healthcare and entitlement reform.
- Produce viable solutions to simulation studies and activities to integrate financial management principles with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 511 Healthcare Economics: Forecasting and Decision-Making**

Category: Advanced Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 510 Healthcare Finance: Budgeting and Statements

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Bernell, S. (2016). *Health economics: Core concepts and essential tools*. Health Administration Press.
- Required: Lee, R. H. (2019). *Economics for healthcare managers* (4th ed.). Health Administration Press.
- Recommended: McKee, T. E., & McKee, L. J. (2017). *Healthcare applications: A casebook in accounting and financial management*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course prepares students to focus on key issues necessary to wade through the deluge of information they confront and identify the data they need to make sound business decisions. It outlines strategies for realizing goals given the availability of resources while exploring the implications of rational decision making. Students are taught the ground rules for strategic decision making when rivals are not only competing against them but watching what they do. This course in economics gives students a framework for making sense of costs and how healthcare consumers perceive value in order to make good decisions. The study of healthcare economics sensitizes students to fundamental ideas that affect the operations of healthcare organizations considering that consumers are sensitive to price differences, that organizations compete to advance the interests of their stakeholders, and that success comes from providing value to customers.

Course Goals:

- This course melds previous concepts of healthcare policy, delivery, and finance to achieve understanding of the role of healthcare economics amidst the structure of the U.S. healthcare system.
- This course addresses the dramatic changes underway in healthcare, partly because of the effects of the Affordable Care Act of 2010 and partly because of the increasing ability of insurers and sponsors to identify efficient and inefficient care providers.
- This course prepares students to weather turbulent times as healthcare managers in light of imminent changes in insurance and the shift from volume to value.
- This course addresses the initiatives to improve population health, reduce the per-person costs of healthcare, and improve the patient experience of care, often termed the Triple Aim.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Organizational Awareness
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Performance Measurement
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management

Student Learning Outcomes:

- Describe the types of relationships studied by health economists and defend the worth of economics for healthcare executives including why economic evaluation is necessary in healthcare.
- Predict how health economics is used to design, enact, and implement healthcare public policy and apply the concepts of economic analysis to evaluate policy issues.
- Investigate how healthcare management, operations, and innovation stem from the key economic analysis concepts of demand, supply, competition, cost, monopoly, risk, forecasting, profits, pricing, market structure, social welfare, government intervention in healthcare markets, and behavioral economics.
- Compare and contrast the value of healthcare costs in American and global societies to determine how government and private sector regulatory bodies should dictate appropriate expenditure levels.
- Identify major trends in health insurance and describe the major problems faced by the current insurance system.
- Distinguish between cost-benefit analysis and cost-utility analysis, identify when a cost-minimization analysis is appropriate, and discuss the importance of comparing best alternatives.
- Conclude the impact economics has on healthcare strategy formulation and strategy implementation.
- Produce viable solutions to simulation studies and activities to integrate economic concepts with organization and performance outcomes.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to



problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.

- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of seventy (70) points may be earned via individual assignments. A maximum of thirty (30) points may be earned via team assignments.

Course Number and Name: **HCA 512 The Business of Care Capstone: Strategy, Planning, Innovation and Implementation**

Category: Advanced Curriculum

Credit Units: 3

Contact Hours: 40

Repeatability: Yes, per University policy

Prerequisite(s): HCA 511 Healthcare Economics: Forecasting and Financial Statements

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: Walston, S. L. (2018). *Strategic healthcare management: Planning and execution* (2nd ed.). Health Administration Press.
- Required: Wayland, M. S., & McDonald, W. G. (2021). *Strategic analysis for healthcare: Concepts and practical applications* (2nd ed.). Health Administration Press.
- Recommended: Society for Healthcare Strategy and Market Development. (2021). *Futurescan 2021-2026: Healthcare trends and implications*. Health Administration Press.
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: This course marks the culmination of students' achievements leading to the finale of an extremely rigorous and rewarding graduate program. In this course students are tasked with demonstrating mastery of the concepts they've learned throughout their entire three-year journey to earning a Master's degree in Healthcare Administration. Course material from the Orientation and Immersion, Foundational and Advanced Curriculum, Administrative Electives, and Domestic and Global Academic Excursions all lead them to an opportunity to work together as teams alongside industry executives at on-site healthcare facilities to evaluate, assess, plan, develop, strategize, implement, and execute viable recommendations to an administrative challenge facing the organization that is intended to improve the organization's standing and support it in fulfilling its mission. Students primarily engage at the healthcare organization throughout the duration of this 10-week course as they participate in a majority percent of the day-to-day administrative business of the organization related to their project. Upon successful completion of the project and submission of deliverables, students are required to formally and professionally present their findings to appropriate executive members of the organization who will extend feedback on the team's submission and extend the final project and course grade per rubric requisites.

Course Goals:

- This course requires that students demonstrate comprehensive knowledge of the healthcare environment including past, current, pending future issues and trends that relate to policy, provision, coverage, access, cost, operations, leadership, management, decision-making, financing, and strategy of care.
- This course ensures students have developed effective communication and relationship skills with the ability to work collaboratively to create, participate in, and lead teams to collectively submit and deliver clear, concise and effective written and oral presentations within formal and informal groups.
- This course enables students to act professionally and ethically as leaders to participate in and lead team activities that demonstrate collaborative group effort and effective group processes, including the ability to hold team members accountable, individually and collectively, to work in the best interest of the organization and the populations it serves.
- This course requires that students exhibit advanced business knowledge and skills and demonstrate broad systems thinking to consider subtle and bold connections and potential impacts and consequences of decisions and recommendations in a wide variety of scenarios across all departments within the organization.
- This course affords students the opportunity to apply problem-solving and decision-making skills as they assess situations, formulate questions, and apply models to address complex issues and problems.
- This course challenges students to develop, at minimum, one competency directly related to either of their three Administrative Elective course experiences, which shall be determined as part of each team's Capstone Proposal and Project Rubric. For example, if the team is tasked with developing a strategic plan, the ability to assess organizational structure, perform an environmental analysis, establish strategic goals, develop a financial plan, and present viable recommendations based on evidence shall be developed.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management

- Relations: Collaboration
- Relations: Impact & Influence
- Relations: Interpersonal Understanding
- Relations: Talent Development
- Relations: Team Leadership
- Transformation: Change Leadership
- Transformation: Information Seeking
- Transformation: Innovation
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

#### Student Learning Outcomes:

- Compile an in-depth understanding of specific areas within a specified healthcare organization as defined by the on-site, executive leadership team.
- Infuse application of identified content from the program in the development and organization of the on-site experience. (For example, if the on-site experience involves strategic planning, those skills and knowledge will be demonstrated in the experience.)
- Apply in a practice setting the increased knowledge and abilities gained from the on-site experience.
- Develop a formal and professional, written project and presentation, and defend the project orally.
- Argue the impact of healthcare strategy formulation and strategy implementation within a healthcare organization.

#### Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of zero (0) points may be earned via individual assignments. A maximum of ninety (90) points may be earned via team assignments.

## Administrative Electives

Administrative Electives are an integral part of the MHA program which heightens the Foundational and Advanced Curriculum. These courses allow students to integrate the theoretical and didactic concepts shared in the classroom with experience in the field. Students must engage in at least one Administrative Elective per Academic Year of their three-year program to graduate. Administrative Elective opportunities may range in number of weeks and hours per week during any given academic quarter with varying areas of study suited to students' particular interests and intentions toward employment pursuits. The immersion model bridges the classroom to the community and serves as a unique offering of healthcare administration graduate programs in California. The Administrative Elective is Ascendant Academy's robust effort toward immersion placement: collaboration toward individualized development via formal connection to, placement in or support in application to a mentorship, fellowship, internship, preceptorship, apprenticeship or residency program. Via the Experiential Center for Excellence & Leadership (ExCEL), students are guided toward a multitude of available Administrative Elective courses to gain greater proficiencies from others and entities armed with substantive levels of expertise.

Course Number and Name: **HCA 513 Field Study Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

HCA 501 Healthcare Administration: Industry and Practice

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Field Study Administrative Elective, as designed and intended, is an experiential learning opportunity for students with no healthcare employment experience. The working assumption is that the Field Study Administrative Elective degree-completion requirement is an opportunity to exercise hands-on responsibility for a project that is: a) representative of a current healthcare issues and b) relevant/of value to the site organization. As such, the project should be viewed as a professional

experiential opportunity to a) identify an issue, b) design an intervention, c) implement the intervention, d) analyze the results, and e) report the findings and recommendations – all done in the organization’s best interest. The overarching challenge of the Field Study Administrative Elective is to enhance students’ administrative critical thinking abilities. Since the Field Study Administrative Elective is a project with communication expectations, it is very much like day-to-day responsibilities encountered by healthcare administrators.

**Course Goals:** The primary goal of the Field Study Administrative Elective is to gain practical experience related to one or more of the core areas of healthcare administration: business knowledge, ethics and professionalism, finance, governance, health information technology (HIT), healthcare delivery, human resources, laws and regulations, management, and quality and performance improvement. Students will be assigned to a Field Study Supervisor who will develop, assign, and oversee their field study duties that will be utilized to format the Field Study Administrative Elective syllabus. The Field Study Administrative Elective provides students with substantive, hands-on exposure and professional experience to make subsequent career decisions and help them obtain a permanent position after graduation.

**Course Competencies:** National Center for Healthcare Leadership (NCHL) Model (see page 102 “Master of Healthcare Administration (MHA) Degree Competency Model”)

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

**Student Learning Outcomes:**

- Develop an in-depth understanding of specific areas within a specified healthcare organization as defined by the on-site, Field Study Supervisor.
- Propose application of identified content from the MHA program in the development and organization of the on-site experience. (For example, if the on-site experience involves marketing a new service line, those skills and knowledge will be demonstrated in the experience.)
- Apply in a practice setting the increased knowledge and abilities gained from the on-site experience.
- Construct a formal and professional, written project, present the project’s deliverables and/or defend the project orally.

**Student Learning Outcome Measurement:**

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

**Course Number and Name: HCA 514 Mentorship Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion  
 HCA 501 Healthcare Administration: Industry and Practice  
 HCA 502 Healthcare Compliance: Laws, Regulations and Policy  
 HCA 503 Healthcare Leadership: Ethical and Professional Governance  
 HCA 504 The Delivery of Care: Supporting the Span of the Continuum  
 HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture  
 HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management  
 HCA 507 Healthcare Analytics: Research, Data and Use  
 HCA 508 The Human Resource: Healthcare Staffing, Training and Education

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Mentorship Administrative Elective, as designed and intended, is a one-on-one, experiential learning opportunity for students who have completed the entire Foundational Curriculum and are close to making decisions regarding which area of the healthcare management industry is most interesting and fitting for them. The working assumption is that the Mentorship Administrative Elective degree-completion requirement is an opportunity to learn in-depth from an industry executive currently or previously holding a position in the student's specific area of interest. As such, the interaction should be viewed as an experiential opportunity in professional and leadership development. The overarching goal is to foster students' self-awareness, self-development, awareness of health systems, and personal values. The Mentorship Administrative Elective is an experience that includes peer and self-assessments of performance and career growth across health professions and career stages.

Course Goals: The primary goal of the Mentorship Administrative Elective is to gain personal insight related to one or more of the core areas of healthcare administration: business knowledge, ethics and professionalism, finance, governance, health information technology (HIT), healthcare delivery, human resources, laws and regulations, management, and quality and performance improvement. Students will be assigned to an appropriate industry mentor who will orchestrate the mentorship duties that will be utilized to format the Mentorship Administrative Elective syllabus. The Mentorship Administrative Elective provides students with individualized exposure and guidance to make subsequent career decisions and help them obtain a permanent position after graduation.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Create and execute a plan to develop personal values and a sense of professional and social responsibility.
- Solidify a sense of focused health system awareness and business literacy.
- Formulate a practice of ongoing improved self-awareness, self-development, self-confidence, and well-being.

- Develop an in-depth understanding of specific areas of healthcare administration and professional development per the specific healthcare experiences of the Mentor Supervisor.
- Apply insights obtained during the mentorship experience to the formulation of an actionable plan for personal growth and professional advancement.
- Apply in a practice setting the increased knowledge and abilities gained from the mentorship experience.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

Course Number and Name: **HCA 515 Fellowship Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion  
 HCA 501 Healthcare Administration: Industry and Practice  
 HCA 502 Healthcare Compliance: Laws, Regulations and Policy  
 HCA 503 Healthcare Leadership: Ethical and Professional Governance  
 HCA 504 The Delivery of Care: Supporting the Span of the Continuum

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Fellowship Administrative Elective, as designed and intended, provides a broad range of healthcare administration experiences. Students are exposed to challenging enterprise initiatives to develop their skills in project management. Students gain experience in a variety of settings with projects geared towards their areas of interest as well as the needs of the organization. They are challenged with responsibilities to define projects, create goals, set timelines, implement projects, and obtain results.

Course Goals: The primary goal of the Fellowship Administrative Elective is to provide a well-rounded understanding of organizational settings distinct in their challenges and function. Students can expect to gain insight into one or more of the following: accounting, ambulatory operations, clinical operations, clinical service lines, community affairs, compliance, decision support services, education administration, facilities management, finance, foundation and philanthropy, government affairs, health system development, human resources, information systems, marketing and communications, quality and safety, research administration, revenue cycle management, strategic services and supply chain management. Students will be assigned to an appropriate key leader with whom they will shadow to attend high-level executive leadership meetings and who will orchestrate the duties that will be utilized to format the Fellowship Administrative Elective syllabus. The Fellowship Administrative Elective provides students with hands-on experience to help them obtain a permanent position after graduation.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership

- Transformation: Information Seeking
- Transformation: Innovation
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

**Student Learning Outcomes:**

- Classify the characteristics and leadership habits of well-managed healthcare organizations and high-functioning executive leaders.
- Produce a relevant project, including writing a problem and aim statement, and design metrics for evaluation.
- Conduct analyses, discuss the multidisciplinary nature of department interactions, and engage stakeholder groups for change management.
- Apply fundamental, theoretical healthcare management principles to resolve significant system problems.
- Demonstrate mastery of organizational awareness, analytical thinking, performance measurement, collaboration, and information seeking.
- Develop strong teamwork and communication skills while advancing the organization's project(s).
- Generate deliverables and summarize lessons learned in a manuscript, report, proposal, or thought piece.

**Student Learning Outcome Measurement:**

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

**Course Number and Name: HCA 516 Internship Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

HCA 501 Healthcare Administration: Industry and Practice

HCA 502 Healthcare Compliance: Laws, Regulations and Policy

HCA 503 Healthcare Leadership: Ethical and Professional Governance

HCA 504 The Delivery of Care: Supporting the Span of the Continuum

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

**Course Description:** The Internship Administrative Elective, as designed and intended, ensures that students demonstrate and develop critical thinking and problem solving skills as well as management competencies in applied, experiential settings. This practical learning experience is an important component of their overall learning as it requires students to draw upon, apply, and synthesize knowledge and skills covered throughout the entire MHA program of study.

**Course Goals:** The primary goal of the Internship Administrative Elective is to develop the ability to apply critical thinking, analysis, communication, ethics and other relevant principles to the basic mastery of the management of healthcare systems in design, in comparison to different healthcare systems, in explanation of healthcare sectors and their functions along the continuum of care, in their role in community and population health, and how they are governed by policies and regulations. Students employ leadership and management skills to support the mission of various types of healthcare organizations while working closely with their Internship Supervisor at an on-site location. The Internship Administrative Elective provides students with exposure to various leadership styles and methods of governance, human relations, regulations, and a variety of healthcare professionals to broaden their awareness of healthcare organizations and the myriad potential positions they may soon seek upon graduation.

**Course Competencies:** National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development

- Execution: Accountability
- Execution: Achievement Orientation
- Execution: Analytical Thinking
- Execution: Communication Skills 1 – Writing
- Execution: Communication Skills 2 – Speaking & Facilitating
- Execution: Initiative
- Execution: Performance Measurement
- Execution: Process & Quality Improvement
- Execution: Project Management
- Relations: Collaboration
- Relations: Impact & Influence
- Relations: Interpersonal Understanding
- Relations: Talent Development
- Relations: Team Leadership
- Transformation: Change Leadership
- Transformation: Information Seeking
- Transformation: Innovation
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Comprehend the healthcare administration experience and awareness of how the organization fits into the overall healthcare landscape via its offered programs, products and/or services.
- Assemble the organizational structure and functions of the enterprise and propose the health problem(s) addressed by the enterprise.
- Develop interpersonal communication skills in establishing and maintaining relationships with organizational staff, clients, and patients, including persons of different cultural and ethnic backgrounds.
- Proficiency in developing innovative, solution-oriented initiatives based on sound and viable principles and strategies.
- Apply insights obtained during the internship experience to the evaluation of healthcare programs and healthcare service delivery.
- Increase the organization's collaboration efforts with its surrounding community to enhance its brand image and market presence.
- Demonstrate leadership skills by taking initiative on individual and team projects meant to improve processes and quality.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

Course Number and Name: **HCA 517 Preceptorship Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

HCA 501 Healthcare Administration: Industry and Practice

HCA 502 Healthcare Compliance: Laws, Regulations and Policy

HCA 503 Healthcare Leadership: Ethical and Professional Governance

HCA 504 The Delivery of Care: Supporting the Span of the Continuum

HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Preceptorship Administrative Elective, as designed and intended, ensures that students can apply behavior and relationship skills to create a transformative environment in a department, service line or similar-level organizational unit within healthcare organizations to address the changing nature of the healthcare environment, healthcare organizations, and the healthcare workforce by developing their skills in collaboration, organizational development, organizational behavior and change management, culture and diversity, and community development.

Course Goals: The primary goal of the Preceptorship Administrative Elective is to establish a solid foundation in transformation and building relationships. Students are supported in the development of their values in professional and social responsibilities. They are taught to be information seekers who can generate innovative solutions to the problems that healthcare organizations face now and well into the future. They are exposed to the broad impact of leaders' decisions and the influence their strategies have not only on their enterprise, but the personal lives of their team members and the entire community the enterprise serves. The Preceptorship Administrative Elective provides students with tools to become effective governors of highly-functioning facilities which are successfully serving patients within their sector of the healthcare continuum. Students will be assigned to a Preceptorship Supervisor who will develop, assign, and oversee their preceptorship duties that will be utilized to format the Preceptorship Administrative Elective syllabus. The Preceptorship Administrative Elective provides students with substantive, hands-on exposure and professional experience to make subsequent career decisions and help them obtain a permanent position after graduation.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Define organizational behavior and change management and compile the major challenges facing today's and tomorrow's healthcare organizations and healthcare managers.
- Assess why and how changes in U.S. demographics affects the healthcare industry in care delivery, management and compliance .
- Establish an elevated level of self-awareness of personal attitudes and perceptions linked to management decisions regarding creating a culture of inclusivity.
- Justify the importance of the communication process, the elements of effective, strategic communication, challenges of cross-cultural communication and the importance of effective communication with external stakeholders and the public.
- Exhibit techniques managers may use to promote accurate and motivational attributions to achieve reasonable expectations and motivate employees.
- Apply transformational, transactional and servant leader styles to appropriate instances as part of development of behavioral competencies for healthcare leadership.
- Demonstrate interpersonal understanding through various approaches to decision-making and build team leadership skills by understanding the importance of well-managed team dynamics, effective group interactions and factors that contribute to or inhibit group cohesiveness, conformity and performance.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to



problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.

- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

**Course Number and Name: HCA 518 Apprenticeship Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

HCA 501 Healthcare Administration: Industry and Practice

HCA 502 Healthcare Compliance: Laws, Regulations and Policy

HCA 503 Healthcare Leadership: Ethical and Professional Governance

HCA 504 The Delivery of Care: Supporting the Span of the Continuum

HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture

HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management

HCA 507 Healthcare Analytics: Research, Data and Use

HCA 508 The Human Resource: Healthcare Staffing, Training and Education

HCA 509 Healthcare Accounting: Principles and Practice

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Apprenticeship Administrative Elective allows students to apply business and organizational skills to effectively manage healthcare organization departments, service lines, or similar-level organizational units within healthcare organizations focusing on operations management, financial management, quality management, project management and information systems management.

Course Goals: The primary goal of the Apprenticeship Administrative Elective is to establish a solid foundation in health system awareness, business literacy and execution. Students are encouraged to tackle projects that require integration of information technology, data analytics and research, and financial skills. They are taught to be accountable, achievement oriented, analytical thinkers who can excel in performance measurement. They are appraised by their writing, speaking, facilitating and project management skills. The Apprenticeship Administrative Elective provides students with tools to become effective at executing ideas and leading teams to and through successful implementation of new projects. They are assigned to an Apprenticeship Supervisor who will develop, assign, and oversee their apprenticeship duties that will be utilized to format the Apprenticeship Administrative Elective syllabus. The Apprenticeship Administrative Elective provides students with substantive, hands-on exposure and professional experience to make subsequent career decisions and help them obtain a permanent position after graduation.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management

- Health System Awareness & Business Literacy: Information Technology Management
- Self-Awareness & Self-Development: Self-Awareness
- Self-Awareness & Self-Development: Self-Confidence
- Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Apply various management theories and concepts to project life cycles by building successful projects from pre-implementation to completion considering resources, costs, timelines and project scopes.
- Compile the resources needed or each stage of a project's life cycle, including involved stakeholders, tools and supplementary materials.
- Plan the time needed to successfully complete a project, considering factors such as task dependencies and task lengths.
- Provide internal stakeholders with information regarding project costs and proposed solutions by considering accounting data, consumer requirements, and internal/external goals.
- Produce deliverables and summarize lessons learned in a manuscript, report, proposal, or thought piece.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

Course Number and Name: **HCA 519 Residency Administrative Elective**

Category: Administrative Elective

Credit Units: 3

Contact Hours: varied term length of one (1) to ten (10) weeks which shall be named a quarter; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week

Repeatability: No, per University policy

Prerequisite(s): HCA 500 Healthcare Administration: Orientation and Immersion

HCA 501 Healthcare Administration: Industry and Practice

HCA 502 Healthcare Compliance: Laws, Regulations and Policy

HCA 503 Healthcare Leadership: Ethical and Professional Governance

HCA 504 The Delivery of Care: Supporting the Span of the Continuum

HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture

HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management

HCA 507 Healthcare Analytics: Research, Data and Use

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Residency Administrative Elective prepares students for effective business intelligence, analytics, and leadership roles by focusing on business acumen, ethics and leadership, data command, technology, and communication. Students emerge from the Residency Administrative Elective as experienced professionals having overcome the challenges of actual organizational issues with real-time data-sets.

Course Goals: The primary goal of the Preceptorship Administrative Elective is to allow students to apply the principles and skills of accounting, marketing, management and decision-making to business operations. Students build and enhance business intelligence capabilities by interfacing the appropriate technology and software. They analyze legal and ethical principles applied to contexts and environments of decision-making and they work to design effective advanced analytics and simulation models for decision-making. The Residency Administrative Elective encourages students to communicate effectively in a variety of modes and contexts. They are assigned to a Residency Supervisor who will develop, assign, and oversee their residency duties that will be utilized to format the Residency Administrative Elective syllabus. The Residency Administrative Elective provides students with exposure to a variety of healthcare management scenarios to broaden their awareness of healthcare organizations and the myriad potential positions they may soon seek upon graduation.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative

- Execution: Performance Measurement
- Execution: Process & Quality Improvement
- Execution: Project Management
- Relations: Collaboration
- Relations: Impact & Influence
- Relations: Interpersonal Understanding
- Relations: Talent Development
- Relations: Team Leadership
- Transformation: Change Leadership
- Transformation: Information Seeking
- Transformation: Innovation
- Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

**Student Learning Outcomes:**

- Deduce the impact of external market factors, including stakeholders and government's function in market activity, on business operations and objectives.
- Improve decision-making capabilities by assessing business intelligence architecture and expanding the role of information and analytics in supporting business processes and functions.
- Synthesize knowledge to address ethical dilemmas and resolutions and apply that knowledge to application of research results in project formulation.
- Determine the cause of conflict in healthcare organizations and apply ethical strategies to manage conflicts in diverse environments.
- Compile big data sets into meaningful structures incorporating data profiling and quality standards upon performing a needs assessment and analytical problem framing.
- Demonstrate the interpersonal and engagement skill required to effectively communicate analytical conclusions in written and visual formats.
- Generate assumptions, analyses, and interpretations of data in both written and oral formats.

**Student Learning Outcome Measurement:**

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of ninety (90) points may be earned via individual assignments. A maximum of zero (0) points may be earned via team assignments.

## National and International Studies – Domestic and Global Academic Excursions

An integral component of Ascendant Academy's Master of Healthcare Administration (MHA) program is to journey beyond California to other states in the union as well as far-away lands. All graduate students have the opportunity to participate in a domestic and/or international study program in addition to the foundational and advanced curriculum of the MHA. Domestic Academic Excursions (DAEs) offer intensive exposures to varied healthcare markets and best practices within large and small healthcare organizations that may be complementing or contrary to California within the United States. Global Academic Excursions (GAEs) are designed to allow students to gain an understanding of global business cultural practices and acquire direct international experience in foreign countries. During a GAE students visit an international destination in order to provide a historical, political, economic, and social/cultural overview of that particular region as related to the healthcare industry or programs. Students may contact the Office of Academic Affairs or speak directly with their Academic Counselor for more details.

**Course Number and Name: DAE 520 Domestic Academic Excursion**

Category: Domestic Academic Excursion

Credit Units: 1.5

Contact Hours: varied term length of two (2) to three (3) weeks which shall be named an intersession; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week.

Repeatability: No, per University policy

Prerequisite(s): None

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None

- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Domestic Academic Excursion exposes students to the policies, practices, and regulations of healthcare organization industry leaders in neighboring and cross-country states and regions. This course exposes students to transformative business practices executed by successful, principled leaders in competitive and unique markets.

Course Goals: The primary goal of Domestic Academic Excursion is to allow students to understand standards different from those of California, yet within the confines of the same regulatory impressions of state and federal policy. Students are confronted with decision-making considering a varying set of regional factors, problem-solving that requires knowledge of alternative environments and conditions and the application of ethical and socially responsible management choices where uncharacteristic cultural and social dynamics exist. They are challenged to be innovative, change leaders, and even demonstrate entrepreneurship skills in for-profit, nonprofit and governmental entities. Students are positively impacted on personal and professional levels as they embrace diversity of teams and working environments for the benefit of continuous improvement of the healthcare organizations, patients, and communities to which they are exposed. The Domestic Academic Excursion provides students with exposure to nationwide leadership styles as well as methods of governance and management to make them aware of the potential positions they may soon seek upon graduation across the continent.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Develop a mindset that emphasizes innovation, sustainability and cultural embeddedness by being steeped in mutual respect and curiosity while establishing connections between people and ideas and creating value for the social good, both locally and internationally.
- Gain career readiness and leadership skills that are relevant to the entire nation by being able to build collaborative relationships representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints as they articulate their skills, strengths, knowledge, and experiences relevant to their career goals and identify areas necessary for professional growth.
- Demonstrate personal growth in the ability to exhibit curiosity and creativity, adapt to changing circumstances, and increase their self-confidence and self-awareness.
- Connect with communities through mutually beneficial partnerships and apply state- or region-specific knowledge to think critically and comparatively about nationwide healthcare issues.

Student Learning Outcome Measurement:

- Participation: Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- Rubric-based assignments to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster

presentations, reports, manuscripts, manuals, and/or proposals. A maximum of zero (0) points may be earned via individual assignments. A maximum of ninety (90) points may be earned via team assignments.

**Course Number and Name: GAE 521 Global Academic Excursion**

Category: Global Academic Excursion

Credit Units: 3

Contact Hours: varied term length of two (2) to three (3) weeks which shall be named an intersession; meeting one (1) to five (5) days per week; for four (4) to twenty (20) hours per week.

Repeatability: No, per University policy

Prerequisite(s): None

Method of Instruction: Ascendant-prepared (see page 105 "Ascendant Prepared Instruction Methods")

Textbooks, Materials and Resources:

- Required: None
- Recommended: None
- Supplemental: Various per diem handouts, website links, newspaper articles, and videos

Course Description: The Global Academic Excursion exposes students to the broadest form of healthcare industry learning, knowledge of norms and cultures of other countries and its practices and field research techniques. Students are exposed to a more self-directed and autonomous environment to develop self-confidence, critical thinking skills, tolerance for ambiguity, and flexibility. They have an opportunity to develop intercultural awareness and competence of global issues in healthcare, the ability to evaluate competing perspectives on global issues, interest in community service, an appreciation of differences, expanded awareness of one's own values and culture, and an enhanced perspective on the U.S. and its role in the world.

Course Goals: The primary goal of the Global Academic Excursion is to allow students to connect with communities through mutually beneficial partnerships. They are able to demonstrate knowledge of interconnectedness and interdependence of political, environmental, social, and economic systems on a global scale and in a historical context. Students demonstrate an understanding of their own culture within a global context and can then apply culture-specific knowledge to think critically and comparatively about global and local issues. The Global Academic Excursion provides students with exposure to worldwide leadership styles as well as methods of healthcare governance and management to make them aware of the ways they may serve upon graduation across the planet.

Course Competencies: National Center for Healthcare Leadership (NCHL) Model (see page 102 "Master of Healthcare Administration (MHA) Degree Competency Model")

- Action Competency Domain
  - Boundary Spanning: Community Collaboration
  - Boundary Spanning: Organizational Awareness
  - Boundary Spanning: Relationship & Network Development
  - Execution: Accountability
  - Execution: Achievement Orientation
  - Execution: Analytical Thinking
  - Execution: Communication Skills 1 – Writing
  - Execution: Communication Skills 2 – Speaking & Facilitating
  - Execution: Initiative
  - Execution: Performance Measurement
  - Execution: Process & Quality Improvement
  - Execution: Project Management
  - Relations: Collaboration
  - Relations: Impact & Influence
  - Relations: Interpersonal Understanding
  - Relations: Talent Development
  - Relations: Team Leadership
  - Transformation: Change Leadership
  - Transformation: Information Seeking
  - Transformation: Innovation
  - Transformation: Strategic Orientation
- Enabling Competency Domain
  - Values: Professional & Social Responsibility
  - Health System Awareness & Business Literacy: Financial Skills
  - Health System Awareness & Business Literacy: Human Resource Management
  - Health System Awareness & Business Literacy: Information Technology Management
  - Self-Awareness & Self-Development: Self-Awareness
  - Self-Awareness & Self-Development: Self-Confidence
  - Self-Awareness & Self-Development: Well-Being

Student Learning Outcomes:

- Demonstrate an awareness of cultural diversity while reserving judgement of unfamiliar cultural contexts.
- Gain an awareness of sensitivity to other cultures' norms and customs and understand what is distinctive about their own culture in comparison with other cultures.
- Value differences between their home culture and other cultures and appreciate the role of customs and tradition in determining acceptable behavior, attitudes, and perceptions.
- Students learn to cope with frustration, adversity and challenging circumstances while attempting to interact effectively with people from other cultures.

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**Student Learning Outcome Measurement:**

- **Participation:** Ascendant Academy expectation for course work is three hours of outside work for each unit of course credit per week. At minimum, participation consists of being present at all course functions (in-person and on AcademyWeb), contributing relevant comments to class discussions (not just opinions, but cited references also), working to your highest potential on individual and group assignments, engaging in constructive criticism, and suggesting possible solutions to problems. A maximum of ten (10) points may be earned via participation per one hundred (100) total course points possible.
- **Rubric-based assignments** to determine course grade may include, but may not be limited to, individual and team: projects, contracts, written case analyses, oral and written exams, research papers, oral presentations, poster presentations, reports, manuscripts, manuals, and/or proposals. A maximum of zero (0) points may be earned via individual assignments. A maximum of ninety (90) points may be earned via team assignments.

**Volunteer Requirement****Community Collaboration – Required Volunteer Service**

Giving back and helping others are great things to do, not to mention it just feels good. Students who volunteer gain a lot of benefits from it, including better time management, chances to meet new people and learn new things, satisfaction from having done something for someone else, and improved mental well-being. Ascendant Academy partners with a number of organizations and causes in the healthcare industry with which students, faculty, staff, and alumni can participate on a regular basis. Whether donating blood or preparing food boxes for a local food bank, the Academy expects that everyone is able to give to a cause that matters to them or discover a new, worthy cause to support alongside other Academy members. Ascendant Academy is serious about giving back; students are required to complete sixty (60) hours of volunteer/community service to graduate.

## Graduation Requirements

### Course Qualifications for Graduation

#### Thirteen (13) of Thirteen (13) Required

HCA 500 Healthcare Administration: Orientation and Immersion  
 HCA 501 Healthcare Administration: Industry and Practice  
 HCA 502 Healthcare Compliance: Laws, Regulations and Policy  
 HCA 503 Healthcare Leadership: Ethical and Professional Governance  
 HCA 504 The Delivery of Care: Supporting the Span of the Continuum  
 HCA 505 Healthcare Management: Operations, Organizational Behavior and Culture  
 HCA 506 Healthcare Efficiency and Technology: Quality, Performance Improvement and Information Management  
 HCA 507 Healthcare Analytics: Research, Data and Use  
 HCA 508 The Human Resource: Healthcare Staffing, Training and Education  
 HCA 509 Healthcare Accounting: Principles and Practice  
 HCA 510 Healthcare Finance: Budgeting and Statements  
 HCA 511 Healthcare Economics: Forecasting and Decision-Making  
 HCA 512 The Business of Care Capstone: Strategy, Planning, Innovation and Implementation

#### Three (3) of Seven (7) Required

HCA 513 Field Study Administrative Elective  
 HCA 514 Mentorship Administrative Elective  
 HCA 515 Fellowship Administrative Elective  
 HCA 516 Internship Administrative Elective  
 HCA 517 Preceptorship Administrative Elective  
 HCA 518 Apprenticeship Administrative Elective  
 HCA 519 Residency Administrative Elective

#### One (1) of One (1) Required

DAE 520 Domestic Academic Excursion

#### One (1) of One (1) Required

GAE 521 Global Academic Excursion

### Volunteer Qualifications for Graduation

Students are required to complete at least sixty (60) hours of volunteer/community service to graduate.

### Graduation Requirements for Degree

Ascendant Academy grants the degree of Master of Healthcare Administration to those students who have completed the subject requirements for graduation and who have maintained at least a 2.7 grade point average in all subjects attempted.

Requirements for degrees include:

- Satisfactory completion of at least fifty point five (50.5) quarter units of college work. "College work" includes courses which have been properly approved pursuant to Title 5.
  - At least fifty point five (50.5) quarter units in which at least a "B-" or "2.7" has been earned in all courses related to the Ascendant Academy Taxonomy of Programs. The general education requirements must include a minimum of work in the foundations of healthcare administration.
    - One (1) quarter unit of didactic study as Healthcare Administration Orientation and Immersion.
    - At least thirty-seven (37) quarter units of didactic study of foundational and advanced curriculum pursuant to California Education Code 94828.
    - At least nine (9) quarter units of study in residence as Administrative Electives.
    - At least one point five (1.5) quarter units of study at a domestic, off-site academic excursion.
    - At least three (3) quarter units of study at a global, off-site academic excursion.
  - Demonstrated competence in healthcare laws and regulations; ethics and governance; delivery; management; operations; information technology; quality and performance improvement; human resources; research; accounting; finance; economics; leadership; and strategy.
  - At least sixty (60) volunteer hours at an approved community service location.
- 1) Unit Requirement – A minimum of fifty point five (50.5) quarter units of degree-applicable course credit. One credit hour of work is approximately three hours of recitation, study, or site work per week through a term of ten (10) weeks.
  - 2) Scholarship Requirement – A 2.7 GPA or better in all work attempted in the curriculum upon which the degree is based. Effective for all students admitted for the Fall 2021 term or any term thereafter, each course counted toward the graduation requirements must be completed with a grade of "B-" or better or a "P" if the course is taken on a "pass/no pass" basis.
  - 3) Competency Requirement – Students must demonstrate competence in healthcare administration boundary spanning, execution, relations, transformation, values, health system awareness and business literacy, self-awareness and self-development. The MHA degree program curriculum is designed to meet the competency requirements of the Health Leadership Competency Model of the National Center for Healthcare Leadership.

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### Double-Counting of Coursework

A course may only be counted once for graduation purposes.

### Concurrent Degrees

There is no option to earn a concurrent degree in the same or different quarter; only one degree may be earned at Ascendant Academy – Master of Healthcare Administration.

### Graduation Petitions for Degree

Students who are eligible for graduation from Ascendant Academy must file a Graduation Petition with the Office of Enrollment Services. Please contact the Office of Enrollment Services for deadlines.

### Graduation with Honors

Students who qualify may graduate with honors from Ascendant Academy. There are three categories under which students may graduate with honors:

- 1) Summa Cum Laude is granted to students who have maintained a 3.9+ grade point average for all coursework attempted.
- 2) Magna Cum Laude is granted to students who have maintained a 3.7+ grade point average for all coursework attempted.
- 3) Cum Laude is granted to students who have maintained a 3.5+ grade point average for all coursework attempted.

### Conferring of the Degree

The Board of Directors of Ascendant Academy has authorized the University to confer the degree of Master of Healthcare Administration.

The awarding of a Master's Degree symbolizes a successful attempt by Ascendant Academy to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing, to understand the modes of inquiry of healthcare administration, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity of self-understanding. In addition to these accomplishments, students shall possess sufficient depth of knowledge in healthcare administration to sustain lifelong interest.

### Licensure

Professional positions in healthcare administration do not require licensure. Unlike the nature of clinical professional positions such as doctor or nurse, eligibility for hire and performance evaluation does not require passing a licensing examination and is based on the capacity to perform in business settings. As such, the Ascendant Academy MHA program is not intended to prepare students for any licensing exams.

Upon further study and work experience, students may seek certification in a number of related areas of healthcare management continuing on to obtain designation as a Fellow in a number of professional organizations which validate and display the advanced and unique skill sets, capabilities, and tenure of persons who hold those designations.

After graduation, students may consider pursuing specialized training and/or membership with:

- Business School Alliance for Health Management (BAHM)
- Lean Six Sigma (LSS)
- Project Management Professional (PMP)
- The American Association of Healthcare Administrative Management (AAHAM)
- The American College of Healthcare Executives (ACHE)
- The American Health Care Association (AHCA)
- The American Society for Healthcare Human Resources Administration (ASHHRA)
- The Association for Healthcare Administrative Professionals (AHAP)
- The Health Care Administrators Association (HCAA)
- The Healthcare Financial Management Association (HFMA)
- The Healthcare Information and Management Systems Society (HIMSS)
- The National Association of Healthcare Access Management (NAHAM)
- The National Institute for Health Care Management Foundation (NIHCM)
- The National Institute for Healthcare Leadership (NIHL)



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## Student Services and Programs

### Academy Web and Academy Web Benefits

Academy Web is a secure, multifunctional, electronic portal to student and faculty services, the Virtual University Library, course content, schedules, materials, assignments and grades and other learning tools.

The Academy Web portal is available 24/7 for all students, faculty, and staff to access course information, link to University librarians, schedule appointments with Academic or Student Services representatives, register for Experiential Center for Excellence and Leadership (ExCELE) workshops or schedule an appointment with the Center for Well-Being.

All University students and alumni have access to Academy Web, allowing them to:

- access course materials, textbooks, assignments, and grades online.
- attend special virtual classes, participate, submit assignments, and review assignment feedback.
- interact electronically between course sessions to ask and answer class related questions, and communicate with fellow students and faculty.
- conduct research through the Virtual University Library.

### Enrollment & Records

Available by appointment. Email [Admissions@AscendantAcademy.net](mailto:Admissions@AscendantAcademy.net).

The Office of Enrollment Services processes enrollment applications, maintains student academic records, collects and distributes faculty attendance documents, processes transcript and enrollment verification requests, residency reclassifications, assigns student ID and PIN numbers, and processes graduation petitions.

### Assessment

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

All new students are required to complete Core Matriculation Services (Assessment Placement, Orientation, and Counseling) with an Enrollment Counselor in order to complete registration. The Assessment portion of Core Matriculation Services provides English, English as a Second Language (ESL), Reading, Reading Comprehension, Writing, and Mathematics assessments for recommendation of the development of the comprehensive Student Educational Plan (cSEP) as well as for advisory courses that may be of benefit to the student when taken in conjunction with or prior to specific degree program courses. Assessment is also available for continuing students who are eligible to re-assess and returning students who need to retake the placement test. Assessment appointments may be made in-person and online. The same is true for orientation and counseling.

### Student Government Association (SGA)

The Ascendant Academy Student Government Association (SGA) is the officially designated student organization that represents students' needs and concerns. The SGA is a significant component of the University's shared governance process. The governing body of the SGA is the Student Senate, composed of officers elected annually by the student body at large, following the Student Senate bylaws.

Ascendant Academy students are encouraged to join the SGA by paying the SGA fee of \$20 per quarter. Membership is optional and students may choose which quarters they wish to maintain active membership status on a quarterly basis prior to the start of each quarter. Membership benefits include participation in student government, book grants, workshop and seminar grants, free admission to SGA supported cultural and social events, discount tickets to theaters and local amusement parks, and much more.

The SGA represents students on University and state-wide issues. It provides students with leadership opportunities through involvement in the Student Senate, and by appointment to various committees. It provides funding support for a variety of activities including Commencement, Welcome and Open House Days, Career Symposium, Indigenous People's Pride and Appreciation Day, Latino Heritage Festival, Foreign Language Day, African-American History Month, blood drives, social events, guest speaking engagements, and other events.

Student clubs provide a rich and exciting multi-cultural dimension to university life. Any SGA member can start a club. It simply requires ten (10) current, dues-paying SGA members who share an interest and a faculty advisor to charter a new club with the SGA. Information on joining or starting a club is available through the Office of Student Services. All student clubs must be chartered by the Office of Student Services in order to be recognized and officially function as part of the University.

The Student Senate is composed of elected, or appointed, student leaders. It meets regularly, with agendas posted in advance. It is composed of the President, Vice President of Student Affairs, Vice President of Finance Services/CFO, Vice President of Academic Affairs, and ten (10) Student Senators. The Director of Student Services serves as the advisor.

Qualifications to hold student government office include:

- maintaining a minimum unit enrollment of three (3) units during all quarters that the office is held;
- at least a 2.7 or "B-" GPA for the current and immediately preceding quarter that the office is held;
- at least completion of fifteen (15) units with a 2.7 or "B-" GPA prior to holding office; and
- no more than four (4) consecutive quarters holding an office.

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More information on student government, joining and/or starting a club, sponsoring an activity, eligibility for office, and the many benefits offered through SGA membership is available in the Office of Student Services. All students are encouraged to get involved and explore more of the Ascendant Academy experience.

### **Board of Directors Alumni Member at Large**

After just five years post-graduation, alumni may be considered to serve their alma mater as an Alumni Member At Large of the Board of Directors. Recognition as an advisory member of the Board entitles participation in discussion of issues facing students at Ascendant Academy as well as other allowances afforded regular Board members. By meeting and maintaining civic and professional standards, students meet eligibility requirements to have significant impact on the direction and future of the University and its graduate degree and associated programs that ultimately impact current, California students and alumni worldwide.

Candidates for Board of Directors Alumni Member at Large must submit a current resume that outlines employment and civic service since graduation exhibiting that they:

- graduated at least five (5) years prior to the time of application; and
- are currently employed full-time in a position related to healthcare administration.

Applicants are selected based on their commitment to the University, industry, profession and communities that healthcare organizations serve worldwide.

### **Online Bookstore**

The Ascendant Academy Online Bookstore (a.k.a. The Star Shop) provides inclusive textbook and journal access through the learning management system, online sales, customer service inquiries, as well as purchasing, shipments and deliveries of University merchandise. It houses a variety of inclusive access textbooks, supplies and materials that assist students in reaching their full educational potential. The Star Shop obtains information from faculty for needed textbooks and material and provides items for purchase by University students and the community.

### **Office of Business and Finance**

Available by appointment. Email [FinancialAid@AscendantAcademy.net](mailto:FinancialAid@AscendantAcademy.net).

The Office of Business and Finance handles collection of fees relating to enrollment, well-being, tuition, Student Government Association (SGA) membership, and transcripts in accordance with Board policies and is subject to audit. Assistance with student account balances and refund requests are processed by the Office as well.

### **CalWORKs**

<https://www.cdss.ca.gov/CalWORKs>

CalWORKs is an off-campus public assistance program that provides cash aid and services to eligible families that have child(ren) in the home. The program serves all 58 counties in the state of California and is operated locally by county welfare departments. By nature, it assists student-parents who are receiving Temporary Assistance for Needy Families (TANF) to realize their Dreams, Achieve their educational goals and Succeed in leading families to self-sufficiency and independence (DAS). Student-parents of the CalWORKs Program receive the benefit of education, workforce training, one-on-one counseling and specialized case management. CalWORKs offices complete county documents and progress reports, and assist with other county paperwork or issues. In addition, CalWORKs-approved students are eligible for books and supplies, childcare, and tutoring at no cost. CalWORKs also offers off campus work study placement in the student's related field. Money earned does not affect any assistance provided by the Department of Public Social Services (DPSS). Each quarter, job readiness services are available for students via monthly workshops and/or one-on-one sessions at off-campus CalWORKs offices.

### **Office of Career Services/ExCEL**

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

The Office of Career Services provides students with career assessment (testing), career counseling, and information on career choices. The Office offers vocational testing to identify interests, abilities and personality type, and work values related to career options. Tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL).

### **Civil Rights, Compliance, and Risk Management**

Available by appointment. Email [TitleIX@AscendantAcademy.net](mailto:TitleIX@AscendantAcademy.net).

Ascendant Academy prohibits discrimination based on sex (including sexual harassment, sexual orientation), race, color, pregnancy, ancestry, national origin, religion, creed, marital status, disability, medical condition (cancer related), age (40 & above) and/or veteran status. This is in accordance with applicable federal and state law and University policy. The policy applies to admission, access and treatment in University programs and activities for all full-time and part-time students.

Sexual harassment is one form of discrimination. It is generally defined as unwelcome sexual advances and/or requests for sexual favors by a male or female. Sexual harassment is physical, verbal, or visual behavior that is sexual in nature, repeated, and interferes with one's ability to study or work. It is conduct that has created a hostile or intimidating environment.

The role of the VP of Compliance, Diversity and Title IX is to implement policies and procedures that follow federal and state laws on discrimination and sexual harassment, oversee compliance, investigate and recommend resolutions to discrimination and/or sexual harassment complaints, serve as a resource on relevant issues, and promote diversity. Students who feel that they have been discriminated against or sexually harassed or who wish to discuss incidents of discrimination or sexual harassment may contact and/or file a complaint with the Office of Civil Rights, Compliance, and Risk Management.

Copies of Ascendant Academy Board Policies BP 3.8 Nondiscrimination and BP 3.12 Prohibition of Harassment and Sexual Misconduct and Administrative Procedures AP 3.8 Nondiscrimination and AP 3.12 Harassment and Sexual Misconduct Investigatory Procedures as well as relevant compliance forms may be obtained upon request from the Office of Civil Rights, Compliance, and Risk Management. The Title IX Coordinator for Ascendant Academy is:

*Vice President of Compliance, Diversity and Title IX*  
Sharron M. Evans, JD  
TitleIX@AscendantAcademy.net  
323.207.5607

### **Confidential Advisor and Title IX Resources**

Two of the core values of Ascendant Academy are to be stewards of the lives and resources entrusted in us and achieve our best by nurturing the best in others. A large part of those tenets involves ensuring the safety of every person who engages with our community.

Ascendant Academy takes very seriously any and all concerns of harassment and sexual misconduct. All forms of harassment and sexual misconduct are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as Academy policy, and will not be tolerated. Ascendant Academy is committed to providing an academic and work environment that respects the dignity of all individuals and groups.

A Confidential Advisor is contracted by the University to provide emergency and ongoing support to student survivors of sexual violence. The Confidential Advisor informs survivors of the survivor's rights and reporting options, and provides resources and services. The Confidential Advisor is exempt from being a Mandatory Reporter (required to report Title IX incidents to the Title IX Office) and is therefore not required to notify the Title IX Coordinator of any sexual misconduct reports owing to anonymity and protection for survivors.

Ascendant Academy's Confidential Advisor, Dr. Chanté DeLoach, PsyD, may be reached at (424) 209 - 9331 or [Chante.DeLoach@AscendantAcademy.net](mailto:Chante.DeLoach@AscendantAcademy.net).

Otherwise, any student, employee, faculty, board member, applicant, or visitor to the University who either observes or believes oneself to be the object of harassment or sexual misconduct should report the incident by immediately notifying the Compliance, Diversity and Title IX Associate or VP of Compliance, Diversity and Title IX at (323) 230 - 0438 or [TitleIX@AscendantAcademy.net](mailto:TitleIX@AscendantAcademy.net).

### **Contract Education**

Ascendant Academy may contract to offer instructional courses or services for businesses, industry, public agencies, and/or other groups. These contracted activities shall be self-supporting and shall not use Ascendant Academy funds. All Contract Education course work is paid for by the contracting company or agency. Since the contract shall cover the full cost of the courses, the courses shall not be required to be open to the public.

Through its Contract Education program, Ascendant Academy provides credit or non-credit courses, workshops and customized seminars, for business, industry, and government agencies. The course offerings may be provided on company or agency premises or on Ascendant Academy's campus.

#### **Contract Education Options**

- Credit or non-credit courses from the approved curriculum may be offered. Registrants may not earn college credit upon completion.
- Customized courses designed for a particular purpose may be offered, but they too will not be credit bearing.
- Ascendant Academy or its original author(s) shall retain all copyrights to any customized courses that may be independently contracted to businesses, industry, public agencies, and/or other groups at Ascendant Academy's sole discretion. No such customized courses shall be a work made for hire.
- Only qualified and trained Ascendant Academy faculty may deliver the course or facilitate any credit, non-credit, customized or specialized courses.

For additional information, contact the Office of Academic Affairs.

### **Community Education Services**

Ascendant Academy's Community Education policy is based on the following standards against which the program is structured and the Board of Directors measures specific requests:

- 1) Offerings are not-for-credit and are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.
- 2) Offerings are established and maintained in civic, career, literacy, health, technical, and general education, including, but not limited to, offerings in the fields of healthcare, medical care and public health.

- 3) Offerings are open for the admission of adults and of those minors who may benefit, in the judgment of the Board of Directors.
- 4) Offerings are to provide educational services for all age groups, which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of the community groups and the Ascendant Academy community at large.
- 5) Students enrolled in community education service offerings will be charged a fee not to exceed the cost of maintaining the community education service offerings and/or program.
- 6) Educational courses, cultural events and recreational activities are to be developed through advice from advisory committees, staff and/or interested citizens.
- 7) General fund moneys are not expended to establish and maintain community service offerings.

Ascendant Academy through its comprehensive Community Education Program shall endeavor to:

- 1) Become a center of community life by encouraging the interaction of Ascendant Academy facilities and services by community groups when such use does not interfere with Ascendant Academy's regularly scheduled instructional and student programs.
- 2) Provide educational services for all age groups, which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the Ascendant Academy community at large. (Required Education Code Sections 66010.4, 70902)
- 3) Contribute to and promote the cultural, intellectual, and social life of the Ascendant Academy community and the development of skills for the profitable use of leisure time. (Discretionary Education Code Section 78300)

Educational courses, cultural events, and recreational activities are to be developed through advice from staff, previous or current students, and interested citizens.

Courses being removed from University credit offerings can be forwarded by the Curriculum Committee as to the feasibility of their becoming Community Education courses.

### **Academic Advising/ExCEL**

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

Intended to ensure a smooth experience in the MHA program at Ascendant Academy from as early as acceptance and matriculation through graduation, academic advising provides opportunities for one-on-one interaction meant to support Foundational to Advanced Curriculum transitions. Academic advising assists students with the how, why and when to avail themselves to tutoring, skills workshops, career counseling, and ideal match to well-fitting Administrative Electives. Academic advising offers a collaborative relationship between advisors, students, faculty, the internal Academy community, as well as Administrative Elective affiliates and supports students' successful navigation of the Academy's academic offerings, policies, and procedures plotting a path to success. Tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL).

### **Professional Development/ExCEL**

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

Professional development is an integral part of students becoming aware of and embracing the impact of their future contributions to a larger society as well as their roles in cultural, economic, social, and political environments. Professional development focuses on internal and external engagements of the Academy that help students advance throughout the MHA program onward to a fulfilling and lucrative career. From workshops to self-assessments to support in writing an effective resume, Ascendant Academy students and graduates are well-positioned for any interview with potential employers. Tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL).

### **Skills Workshops/ExCEL**

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

Through ExCEL students can increase their marketability by taking any number of skills workshops designed to promote success in Foundational and Advanced Curriculum courses as well as in their concurrent, professional and personal lives. Offerings are intended to subsidize a myriad of both necessary and desired market-driven skills related to the healthcare industry ranging from quality and performance improvement topics such as PDSA Cycle and Lean to facilities and project management requiring Gantt planning. Tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL).

### **Financial Planning/ExCEL**

Available by appointment. Email [StudentServices@AscendantAcademy.net](mailto:StudentServices@AscendantAcademy.net).

Students are encouraged to take part in financial planning workshops offered through ExCEL. Financial Aid Counselors comprehensively assess each student's unique financial situation to find the most suitable options for them to achieve their graduate education dreams without finding themselves in a nightmare of debt after graduation. Tutoring, academic advising, skills workshops, career counseling, resume assistance, job interview preparation support, financial planning, and immersion placement services are offered through the Experiential Center for Excellence & Leadership (ExCEL).

## Differently-Abled Student Support Services (DSSS)

Available by appointment. Email StudentServices@AscendantAcademy.net.

Under the general direction of the Vice President of Student Services/Dean of Students, the Director of Differently-abled Student Support Services is responsible for developing and administering regulations and procedures for DSSS. The Director is further responsible for the implementation of all applicable state and federal requirements specific to students with disabilities.

Certificated DSSS specialists will implement procedures to assure an organized and functioning program of services for assigned disability management categories. Classified DSSS paraprofessionals will implement procedures under the general guidance of the DSSS certificated specialist.

### Regulations and Procedures

In accordance with state and federal statutes, the University supports the development of programs and implementation of special services for students with disabilities to assist them in matriculating at and remaining in the program and to profit from their educational experiences.

### Student Rights and Responsibilities

Students with disabilities receiving support services or instruction shall not preclude the student from participating in any other course, program or activity offered by the University. All records maintained by DSSS personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records.

Students receiving support services or instruction from DSSS shall: (1) comply with the student code of conduct adopted by the University and all other regulations applicable to student conduct; (2) be responsible in their use of DSSS services and adhere to written service provision policies and procedures adopted by DSSS; and (3) make measurable progress toward the goals established in the academic accommodation plan. DSSS policies may include provisions for suspension or termination of DSSS services where a student fails to comply with their responsibilities. Such policies shall provide written notice to the student prior to the suspension or termination and shall afford the student an opportunity to appeal the decision. Each student shall be given a copy of all policies and procedures upon first applying for services from DSSS.

### Delivery of DSSS Services

DSSS Services will be available but not limited to students with the following disabilities:

- physical disability
- deaf and hard of hearing
- blind and low vision
- learning disability
- acquired brain injury (ABI)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Intellectual Disability
- Autism Spectrum
- mental health disability, and
- other health conditions and disabilities.

Support services and assistive technology which are designed to mitigate the educational limitations resultant from a disability will be made available to enable students to participate in the regular activities, programs, and classes at Ascendant Academy. It should also be noted that Information and Communication Technology, Instructional Materials, Instructional Programs, and accessible facilities represent a broader institutional responsibility because access is an institutional responsibility. Students' verified disabilities and educational limitations will be identified by the appropriate DSSS professional staff and described in the academic accommodation plan. The academic accommodation plan will be developed in consultation with the student via an interactive process.

Students with disabilities have the right to receive reasonable academic adjustments, auxiliary aids, and services in order to create an educational environment where they have equal access to instruction without fundamentally altering any course, educational program, or degree. Students with disabilities are not required to register with DSSS. The University's assigned 504/508/ADA Coordinator is the contact point for students with professionally verified disabilities not participating in DSSS who need reasonable accommodations in order to equally participate in the regular educational programs of the University. However, for reasonable accommodations in the academic environment to be implemented, the student must request such accommodations from a DSSS professional or 504/508/ADA Coordinator in a timely manner prior to the activity to be accommodated.

Educational assistance classes may be made available to address the educational limitations of students with disabilities who would be unable to benefit from regular college classes even with appropriate academic adjustments, auxiliary aids, and services. Staff providing such instruction shall meet appropriate state minimum qualification requirements.

### Academic Adjustments, Auxiliary Aids, and Services for Students with Disabilities

The University maintains a policy and procedure for responding, in a timely manner, to accommodation requests from students with disabilities involving academic adjustments, auxiliary aids, and services. This procedure provides for an individualized review of each request. For reasonable accommodations in the academic environment to be implemented, the student must request such

accommodation from a DSSS professional in a timely manner. The procedure permits the 504/508/ADA Coordinator to make an interim decision pending a final resolution.

### **DSSS Program Plan**

The University maintains a plan for the provision of programs and services to students with disabilities designed to assure that they have equality of access to University classes and programs. The Program Plan defines the long-range goals and short-term measurable objectives for the program and activities to accomplish the goals.

### **DSSS Staffing**

The Director of Differently-abled Student Support Services shall be responsible for the day-to-day operation of DSSS and meet the minimum qualifications established in Section 56048 of the Education Code. All persons employed in DSSS as counselors or instructors of students with disabilities shall meet the minimum qualifications of Section 53414 of Title 5.

### **DSSS Advisory Committee**

The DSSS shall establish an advisory committee which shall meet not less than once per year. The advisory committee shall, at a minimum, include students with disabilities and representatives of the disability community and agencies or organizations serving persons with disabilities.

### **Disability Parking**

Disability parking is not administered by Ascendant Academy. Accessible parking spaces are available pursuant to Section 22511.5 of California Vehicle Code. Any persons visiting Ascendant Academy are responsible for adhering to the Code. Any violators do so at their own risk pursuant to the Code.

### **Financial Aid**

Financial Aid is money made available by federal and state governments and by private sources in the form of grants, scholarships, loans, and employment. This assistance makes it possible for students to continue their education beyond high school, even if they and/or their family cannot meet the full cost of the postsecondary school they choose to attend. The funds are intended to assist students with the cost of education, which include: tuition, fees, books, supplies, food, housing, transportation, and personal expenses. See the section titled "Financial Aid" of this General Catalog for more information.

### **Center for Well-Being**

In fulfilling its mission to unleash healthcare leaders and foster healthier futures, Ascendant Academy holistically supports the totality of every member of its community. The culture is encouraging, supportive and inspiring where each person not only thrives academically and professionally, but emotionally, mentally, physically, and spiritually. The approach to learning is integrative and intended to enhance overall wellbeing. Future alumni are poised to transfer these embedded practices and paradigms beyond graduation actively contributing to a better world for all. Counseling services are supplemented by an array of psychoeducational workshops, groups, special events and outreach activities via the Office of Student Services. All students are enveloped in the A.S.C.E.N.D. In Life™ Program, a University-wide initiative that brings an intentional focus on student personal and professional evolution outside of the classroom. Students who engage with A.S.C.E.N.D. In Life™ encounter experiences that touch on six different life goals: Acting Wisely, Self-Understanding, Creative Innovation, Embracing Similarities and Differences, Noble Deeds, and Developing Character. Health. Healing. Happiness. Hope. Holistic well-being. For one and ALL.

### **Counseling and Psychological Services**

Ascendant Academy takes a creative leadership role in reimagining the purpose and reach of academic mental health services. It is intended that students thrive during matriculation through the MHA program. The Academy offers its spectrum of services to all students, encouraging development of healthy coping and self-care skills in addition to providing clinical support for students seeking traditional mental health counseling. Ascendant Academy intends that its support services improve students' capacity to recognize, understand and integrate their needs, independently, beyond the stabilization of external support services. Fostering wholeness and well-being, acceptance and incorporation of life events is encouraged when coping with such issues as stress and functioning, identity, relationships and development of self, crisis and safety, internal and external valuing and meaning, success and disappointment, as well as culture and community. Students not only have access to crisis assessment and intervention, and psychiatric assessment and treatment, but they have opportunities to learn holistic ways of living. While the Academy's curriculum is robust, with balance in mind, the University promotes rigor and vigor – working hard while being well. Ascending is the focus. Well-being is the goal.

### **Library**

The virtual Ascendant Academy Library is designed to enhance students' academic journey and ensure success in coursework from the first course to the last of the Master of Healthcare Administration (MHA) program. In keeping with cutting-edge research, the online library houses an all-inclusive, digital collection of online scholarly and professional resources comprised of books, company records, databases, full-text dissertations, full-text journals, monographs, periodicals and reference works. Fostering information literacy - the ability to identify, locate, evaluate, and use information effectively – students learn to easily research data, analyze information, and spot trends fitting with the University's commitment to fortifying innovative leaders. See the section titled "Library and Learning Support Services" of this General Catalog for more information.

### **Lost and Found**

Inquiries about personal belongings left or lost on campus should be directed to the Office of Campus Safety at (323) 230 – 0438 or CampusSafety@AscendantAcademy.net.

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## Veterans Resources

Veterans, service members, and their survivors and dependents may apply for their Veterans Administration (VA) Educational Benefit Programs through the Office of Enrollment Services. Unless otherwise notified, the Ascendant Academy MHA degree program is approved for VA benefits payment. To maintain eligibility, Veteran students must maintain standards of academic progress as indicated in the Ascendant Academy General Catalog. For information on the VA Certification Process and the application process, see the section titled "Admissions Requirements for Veterans" of this General Catalog or contact the Director of Career Services/Veteran's Resources through the Office of Enrollment Services at [Admissions@AscendantAcademy.net](mailto:Admissions@AscendantAcademy.net).

## Departmental Listings

All calls are routed to appropriate personnel by calling the Ascendant Academy main telephone number, (323) 230 – 0438.

Name	Title	Email Address	Office	Department
Avé C. Sims, ND, FACHE	President/CEO	Ave.Sims@AscendantAcademy.net	President	None
Vacant	VP of Academic Affairs/CAO	Vacant	Academic Affairs	None
Vacant	Director, Academic Policy, Planning and Library	Vacant	Academic Affairs	None
Vacant	Academic Affairs Associate	Vacant	Academic Affairs	None
Vacant	Director, Public Safety and Campus Security	Vacant	Business and Finance	Campus Safety
Vacant	Campus Safety Associate	Vacant	Business and Finance	Campus Safety
Vacant	VP of Compliance, Diversity and Title IX	Vacant	Business and Finance	Civil Rights, Compliance and Risk Management
Vacant	Compliance, Diversity and Title IX Associate	Vacant	Business and Finance	Civil Rights, Compliance and Risk Management
Vacant	Director, Facilities Planning	Vacant	Business and Finance	Facilities Services
Vacant	Facilities Services Associate	Vacant	Business and Finance	Facilities Services
Vacant	VP of Financial Services/CFO	Vacant	Business and Finance	Financial Services Planning
Vacant	Controller	Vacant	Business and Finance	Financial Services Planning
Vacant	Director, Student Financial Services	Vacant	Business and Finance	Financial Services Planning/Enrollment Services
Vacant	Director, Advancement and Alumni	Vacant	Business and Finance	Financial Services Planning
Vacant	Director, Philanthropy, Grants and Development	Vacant	Business and Finance/University Advancement	Financial Services Planning
Vacant	Financial Services Associate	Vacant	Business and Finance	Financial Services Planning
Vacant	VP of Human Resources and Training	Vacant	Business and Finance	Human Resources
Vacant	Human Resources	Vacant	Business and Finance	Human Resources
Vacant	Director, IT, Web Development and Operations	Vacant	Business and Finance	Information Technology
Vacant	Information Technology Associate	Vacant	Business and Finance	Information Technology
Vacant	VP of Marketing, Public Relations and Strategic Communications	Vacant	Business and Finance/University Advancement	Marketing, Public Relations and Strategic Communications
Vacant	Marketing, Public Relations and Strategic Communications Associate	Vacant	Business and Finance	Marketing, Public Relations and Strategic Communications
Vacant	Graphic Designer/Web Editor	Vacant	Business and Finance	Marketing, Public Relations and Strategic Communications
Vacant	Online Bookstore Associate	Vacant	Business and Finance	Online Bookstore
Vacant	VP of Government Relations/General Counsel	Vacant	Government Relations	None



Vacant	VP of Student Services/Dean of Students	Vacant	Student Services	None
Vacant	Director, Career Services/Veteran's Resources	Vacant	Student Services	Career Services
Vacant	Director, Experiential Center for Excellence and Leadership (ExCEL)	Vacant	Student Services	Career Services
Vacant	Career Services Associate	Vacant	Student Services	Career Services
Vacant	Director, Center for Well-Being/Confidential Advisor	Vacant	Student Services	Support Services
Vacant	Center for Well-Being Associate	Vacant	Student Services	Support Services
Vacant	Director, Differently-abled Student Support Services	Vacant	Student Services	Support Services
Vacant	Differently-abled Student Support Services Associate	Vacant	Student Services	Support Services
Vacant	Director, Admissions, Enrollment and Academic Advising	Vacant	Student Services	Enrollment Services
Vacant	Registrar/Records Registration	Vacant	Student Services	Enrollment Services
Vacant	Enrollment Services Associate	Vacant	Student Services	Enrollment Services
Vacant	VP of Operations and Chief of Staff/COO	Vacant	University Operations	None
Vacant	VP of University Advancement	Vacant	University Advancement	None
Vacant	Director, Advancement and Alumni	Vacant	University Advancement	None
Vacant	Director, Outreach and Engagement	Vacant	University Advancement	None
Vacant	University Advancement Associate	Vacant	University Advancement	None

## Appendix

This section lists faculty with their title and degrees along with institutions conferring the degrees. The year they became faculty of Ascendant Academy is listed in parentheses.

### Faculty Model – The Professor of Practice

The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance, curriculum development, academic affairs and student services. In addition, the University's Teaching Philosophy and Ascendant-Prepared Instruction Methods are integral components of the Faculty Model.

The University has elected to maximize the wisdom of the Professor of Practice – professionals who have both the academic preparation necessary to teach discipline-specific theory and the practical experience to render the theory relevant and useful. All faculty members must possess master or doctoral degrees earned at regionally accredited or internationally equivalent institutions of higher education.

Faculty candidates must successfully complete a rigorous screening, assessment, training, and mentoring process prior to being selected to teach. Faculty members are required to meet the prescribed levels of academic preparation and graduate-level coursework for all courses they are scheduled to teach. Professional experience is also required.

The University also partners with academic administrators to support the faculty as they carry out the teaching and learning mission of the University.

### Faculty

Afram-Gyening, Francis (2018)

Professor of Practice

B.S., City University of New York  
M.B.A., Cleveland State University  
M.P.H., Columbia University

Asplund, David J. (2021)

Professor of Practice

B.S., California State University, Northridge  
M.A., California State University, Northridge  
M.B.A., University of La Verne

Choma, Tamala T. S. (2021)

Professor of Practice

B.A., San Diego State University  
M.S., San Francisco State University  
J.D., University of San Diego

Choo, Michael O. (2021)

Professor of Practice

R.C.P., California Paramedical and Technical College  
B.S., Hampton College  
M.B.A., California Coast University

Hernandez, Hector G. (2021)

Professor of Practice

B.S., Autonomous University of Baja California  
M.D., Autonomous University of Baja California  
M.B.A., University of Phoenix

Issai, Robert (2021)

Professor of Practice

B.B.A., Andrews University  
M.B.A., California State Polytechnic University

Lazatin, Lou (2021)

Professor of Practice

B.S., University of Texas  
M.S., Trinity University

Peterson, Margaret R. (2020)

Professor of Practice

B.S., Columbia Union College  
M.S., The Catholic University of America  
Ph.D., Miami University

Reyno, Jorge R. (2020)

Professor of Practice

B.S., Creighton University

M.D., University of Missouri

M.H.A., Montana State University

Schaffer, Arnold R. (2018)

Professor of Practice

B.S., Northern Illinois University

M.S., Trinity University

Sims, Avé C. (2018)

Professor of Practice

B.S., University of Denver

N.D., Southwest College of Naturopathic Medicine



**ASCENDANT  
ACADEMY**